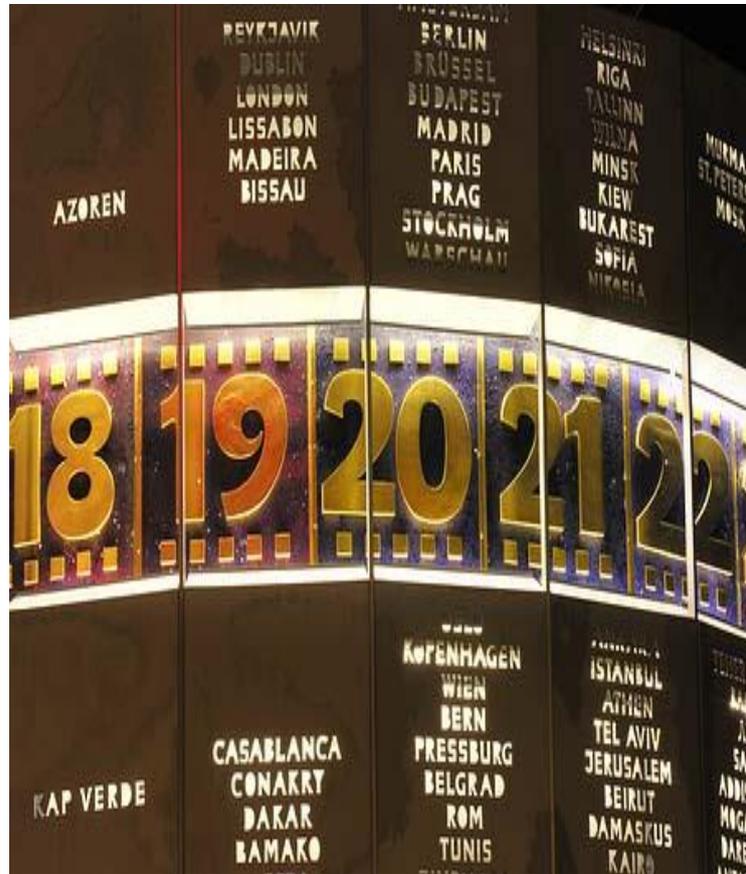# Book of Abstracts

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Humboldt-University Berlin
Department of Adult Education
and Continuing Education

ESREA
European Society for Research on the Education of Adults

HUMBOLDT-UNIVERSITÄT ZU BERLIN

KEYNOTES

Limit experiences: Adult education and commitment in the 21st century

Limit experience is a central notion in diverse theories of adult education. It refers to challenges in the lives of adults that provoke intensive processes of reflection and action, that may result into new directions in the life-course. One of the important challenges I have struggled with, both in theory and in practice, is the paradox of emancipation that characterizes many educational practices. It relates to the question already raised by Immanuel Kant: How shall I cultivate freedom under conditions of compulsion? Educators often aspire the emancipation of their participants, yet, in doing so they again reinforce dependency.

Professor Danny Wildemeersch
Katholieke Universiteit Leuven

In my presentation, I will explore how different theorists of (adult-)education have dealt with this paradox. I will furthermore argue that the French philosopher Jacques Rancière has developed challenging answers to this question, while creating new perspectives on the meaning of emancipation. In his view, emancipation is not something to be achieved at the end of the educational process, but an assumption to depart from in various educational and arts practices. The inspiration that Rancière has brought, also helps to redefine the meaning of commitment in the future of adult education.

Adult Educational Research and the Politics of Indignation in 'These Times'

My keynote will focus on the challenges for education within the context of a politics of indignation. It will outline some of the major issues characterising manifestations of the politics of indignation in these 'hard' though interesting times in different parts of the globe, notably Europe, North America and the Arab world. It will highlight concerns expressed by indignant protestors in these manifestations who make their presence felt in the globalised squares and cities of these countries (Austria, Greece and Egypt in particular)

Professor Peter Mayo
University of Malta

and highlight alternative adult learning measures that have emerged from these protests and their implications for adult education within movements today.

Adult Education - Lost in a Transition?

The keynote questions the contemporary role of adult education as the field of practice and even more as the scientific discipline. The author criticizes the current dominant discourse about the lifelong learning and adult education as non-authentic and genuine one, but borrowed or imposed by economic discourses.

Using historical examples and analyzing the role adult education played in different historical and socio-economic contexts, author suggests the hypo-thesis that the science of adult education today gave up asking the most important questions – those about goal, meaning, and values. In the course of transition from postmodernism to post-postmodernism, while the former was slowly losing its power, adult education was losing its critical and/or leading role, becoming unable to answer the biggest challenges of nowadays society – ideological, political, economical, ecological and personal.

Professor Katarina Popović
University of Belgrade

While adult education practice is successfully "serving" the paradigms created in other fields, such as productivity, competitiveness, mobility, skillfulness etc, the science of education is powerless when it comes to the policy creation (on national, European and international level), to the tendencies of global development and to global problems. Has adult education lost it's identity and it's purpose?

Session 32
Ahn, Song-ee (1); Rimpilainen, Sanna (2)

Simulation training, Medical education, Actor network theory, agency,

<u>Performing multiple realities- a study of action and agency in technology-enhanced simulation in medical education.</u>

1: University of Linköping, Sweden; 2: University of Stirling, UK

Drawing upon Actor network theory (ANT), the paper discusses the issue of agency in simulation training in medical education. Data is generated through observing technology-enhanced simulations in health care education where a mid-fidelity simulator (SimMan) is used. In the teaching session described in the paper, the students work and learn together in a-30 minutes emergency simulation with the SimMan as a patient called Sofia. The paper illustrates different examples of how the SimMan transforms from a "mannequin" and a "piece of technology" to a "female patient Sofia" as an effect of an assemblage of heterogeneous actors and how rapidly the transformation reverses back to a "mannequin", "piece of technology" when the assemblage fails to hold together. By drawing upon ANT, the paper argues that agency is not just a capacity of the students and teachers, but in webs of relations of human actors, materials, a scenario, techniques and the mannequin.

Session 9a 9b
Ahonen, Kirsi

History of adult education, Finland

<u>Research on the History of Adult Education in Finland</u>

University of Tampere, Finland

My paper will discuss the nature and position of the Finnish research on the history of adult education. The development of the Finnish adult education began during the last decades of the nineteenth century with such institutions as folk high schools and workers' institutes. Today, half of the adult population takes part in some form of adult education yearly. Nevertheless, the status of the research on the history of adult education is marginal. The historical picture is based on overviews, institutional histories and a few studies. Until recently, these contributions have focused mainly on liberal adult education and have usually been fairly general by nature. The number of active researchers in the field is small and, accordingly, the number of publications as well. The majority of researchers is attached to the departments of education and only a smaller number historians have focused on adult education.

Session 40
Alheit, Peter

cultural configurations, qualitative comparison, figuration theory, wider benefits of (adult) education

"Configurations" of (adult) education: Reflections on concepts how to compare complex cultural settings

Georg-August-University Goettingen, Germany
"Configurations" of (adult) education: Reflections on concepts how to compare complex cultural settings.

Session 20
Aman, Robert

Interculturality, postcolonial analysis, intercultural education

Writing Interculturality, Reading Difference: A postcolonial analysis of literature on intercultural education

Linköping University, Sweden
Writing Interculturality, Reading Difference: A postcolonial analysis of literature on intercultural education

Session 4
Ambrósio, Susana; Araújo, Maria Helena; Simões, Ana Maria

Lifelong Learning, Adult Education, Higher Education, Non-Traditional Adult Students, Plurilingual Repertoire

Non-traditional adult students at Higher Education: the development of Plurilingual Repertoires in Adult Education

University of Aveiro, Portugal
The purpose of this paper is to present a study on the non-traditional adult students' representations concerning the benefits of Lifelong Learning in different contexts, namely the benefits of Higher Education attendance in the development of their plurilingual repertoires. Our starting point is an online questionnaire filled in by non-traditional adult students. The results not only show a positive contribution of Lifelong Learning, but also suggest language learning as an important part of it. Non-traditional adult students seem committed to their Lifelong Learning process and recognize in the Higher Education attendance an opportunity to further develop plurilingual repertoires.

Session 16
Antunes, Fátima (1); Guimarães, Paula (2)

adult education and training policy in Portugal; recognition of prior learning, reflexivity, transitions, biography

Recognition of prior learning: valuing learning through transitions for individual and collective purposes?

1: University of Minho, Portugal; 2: University of Lisbon, Portugal
Since 1999 a new adult education and training policy (Barros, 2011) has been under development in Portugal. Recognition of prior learning has been the most attended form of provision. Within recognition of prior learning, biography reflects somehow a reflexive project (Giddens, 1992; Field, 2000; Hake, 2006) and constitutes a reflexive/constructive process of adult education and training. It is assumed that the (transition) biographical itineraries are constituted in the interaction of: (i) the subject (families and social categories) options and strategies; and ii) the institutional opportunities (formed in the education/training and employment systems) and the emerging constraints and resources of the existence conditions (Casal, 2003). Based on a set of empirical research, in this article this perspective enables the questioning of blockages and opportunities that the subjects are confronted with when building their itineraries configured by the involvement in processes of lifelong learning.

Session 2
Aust, Kirsten (1); Hartz, Stefanie (1); Schmidt-Hertha, Bernhard (2)

quality, quality management model, professionalization

Quality in continuing education: Which aspects matter from the participant's point of view?

1: Technische Universität Braunschweig, Germany; 2: Universität Tübingen, Germany
Quality in continuing education plays an important role in times of an increasing significance of lifelong learning. Therefore, many organizations implemented quality management systems during the last years. However, research shows that an implemented quality management model does not necessarily determine a better teaching-learning-interaction. Indeed it is known that the teacher is important for the quality of education, and in addition the learner himself has an impact. But it is still unexplained which factors in particular are essential. The paper presents a study that surveyed 35 courses of continuing education. Results show that several aspects of the learner as well as the learner's perception of the teacher have significant effects. This indicates that an optimal fit between the learner and the course can improve the quality of continuing education. Opportunities as well as problems of this conclusion will be discussed, particularly with regard to the aspect of the teachers' professionalization.

Session 21
Bancheva, Elmira Nikolova; Ivanova, Maria; Pojarliev, Alexander

Adult education, transformative learning, leadership development, higher education

Adult Education and Transformative Learning

New Bulgarian University, School of Management, Bulgaria
Rethinking and revising leadership development requires a review of existing curricula in terms of its objectives, content and quite different approaches to teaching, learning and assessment so that lifelong learning skills are fostered. These include skills for creative and critical thinking, collaboration and cooperation, conflict management, decision-making, problem-solving. Applying adult learning principles and creating conditions that foster transformative learning are essential in the design and delivery of leadership development programs. This paper explores a neglected area of research in Bulgaria concerning the application of transformative learning in the area of leadership development in higher education. On the basis of literature review and study run at the School of Management, New Bulgarian University we try to create learning environment stimulating the processes of critical reflection and the processes of re/constructing knowledge based on life experiences of our adult students.

Session 33a
Barros, Rosanna Maria

adult education, EU, policy analyses, governance

Changing configurations in the governance of adult education in Europe: discussion of some effects of the Lisbon Strategy in Portugal

University of Algarve, Portugal
This paper presents some of the conclusions of a critical research-focused discussion on the main policy documents and programmes currently produced as technical guides for this educational sector. In short, since 1999 we have noticed the emergence of new processes and institutions that have created various hybrid configurations in Portugal, with a new adult education and training policy mainly publicized as promoting new opportunities for the adult learner. We think that this must be placed in a wider context that discusses opportunities in the neo-liberal context of globalisation. We conclude with some questions to be addressed by committed researchers in this field.

Session 15
Behringer, Friederike (1); Kuper, Harm (2); Schönfeld, Gudrun (1); Unger, Katrin (2)

Adult education, Continuing Vocational Training, Adult Education Survey

Investment in Continuing Vocational Education and Training by Employers, Employees and in Hybrid Forms

1: Bundesinstitut für Berufsbildung, Bonn, Germany; 2: Freie Universität Berlin, Germany

Educational economic as well as segmentation theoretical approaches distinguish between general and firm specific vocational education and training (VET). A very substantial part of vocational education and training of adults is financed jointly by employers and employees (hybrid forms). Against this background we focus the questions whether the participation in hybrid forms of job related continuing education and training respond to an own logic of selectivity. In our contribution we are going to show analysis done with data from the Adult Education Survey (AES 2010). In the paper we differentiate segments of job related continuing education and training (employer financed, employee financed, hybrid) and study on a descriptive level the participation of various groups of employees. Within the working population we expect differences in the willingness to invest individually in continuing education and training in accordance to job status. With means of logistic regression analysis we focus the question whether these differences are part of the patterns of selectivity in the segments of job related continuing education and training. The findings contribute to a more differentiated picture of the inequalities in the chances to participate in continuing education.

Session 36
Bengtsson, Anki

adult learning, career guidance, career management skills, governmentality

Regulation of Career Guidance for Adult Learning in Strategies for Future Europe

Stockholm University, Sweden

This paper examines how the problem of adult learning is constructed in recent European policy shapesand what role it shapes for career guidance. Using the governmentality approach (Foucault, 1991) and the method 'What's the problem represented to be?' (Bacchi, 2009), it draws attention to policy representation of the adult learner in a number of policy documents at the European level produced during the period 2006-2012. I argue that the policy representation of the disadvantaged adult learner works as governing practices not only to shape the individual to become the lifelong learner; it also enables regulation of the social practice of adult learning and career guidance in Europe.

Session 52
Biasin, Chiara

Transitions; Adult Education; Life Course Transitions, Adult Transformation

Adult Transitions in transitional times: configurations and implication for Adult Education

University of Padua, Italy

The concept of transition interprets the profound socio-economic changes that Europe is living through. Transition represents a double challenge for the adult because it requires external change combining with continuing learning, and it calls for internal growth and a permanent educability. Adult education itself is a discipline in the midst of transition. Configurations and directions that differ from the staid past are emerging, focusing on transition as a new structural and interpretive idea of the education offered to the adult. This paper, starting from an analysis of the international literature, intends to examine the concept of transition in the context of contemporary adult education. Moving from a perspective of pedagogical analysis, this paper develops the central idea of transition as a perspective of research and of reconfiguration of the discipline of adult education, and as an educational opportunity for the adults.

Biffi, Elisabetta

travelling, education, autobiography, qualitative research,

Travelling as an educational experience

University of Milano-Bicocca, Italy

The connections between life and learning are complex, as is well known to researchers in the human sciences. In educational research, this complexity obliges the researcher to pay attention to both formal and informal contexts with a view to defining the specific educational processes that may be developed in each of them. An interesting example is provided by the experience of travel. This study explored the meanings held by travel experience for young adults, in order to identify under what conditions it may be considered an educational experience. Specifically, the research was designed to access the meanings of travel experience and their roles in the participants' life stories. These stories reveal that certain elements of the travel experience are necessary to transform it into a learning experience.

Billett, Stephen

Adults learning and development, ontogeny, institutional and brute facts

Negotiating transitions: Towards a composite account of adult learning and development

Griffith University, Australia

Proposed here is the beginning of what might constitute a composite account of adult learning and development. This account distinguishes between learning in the immediacy of experience and its legacies in the form of ontogenetic development (i.e. across the lifespan) which subsequently shapes how and what adults learn, and, therefore, contributes to their ongoing ontogenetic development. This account is founded in precepts acknowledging both social and brute contributions to learning and ongoing development, as well as those of the learners. Adults' learning and development is inherently social, albeit in personally idiosyncratic ways. The activities and interactions in which individuals engage in across their life course are shaped by historical, cultural and situational forms and suggestions and it is through their negotiation with these contributions that learning in the moment and ongoing development is developed reciprocally. Yet, because each human's pathways, experiences and negotiations are in some ways personally unique albeit within a framework of commonly accepted dispositions, concepts and procedures there arises person-particular forms of development. Part of that development cannot be explained by social suggestions, forms and norms. Hence, beyond social contributions are those of the brute fact of nature, as principally exercised through the process of maturation that shapes adults' experiencing of acting in the social and brute world. Humans' capacities and possibilities are shaped by nature, including how maturation plays out individually for adults, including their intra-psychological processes.

Boeren, Ellen

Understanding participation in adult learning through exploration of European surveys.

University of Edinburgh, UK

This paper focuses on the benchmark 'participation in adult learning' set at 15 percent to be achieved by 2020 and the corresponding need to increase the low participation rates in many European countries. Monitoring the progression towards this 15 percent benchmark is done through the Labour Force Survey. Other surveys, such as the Eurostat Adult Education Survey could be used for the analysis of lifelong learning participation as well.

In this paper, I search for the match between the conceptual understanding of participation and the variables available in this Adult Education Survey. This analysis is important as understanding why participation does not take place is essential in order to design effective strategies for increasing participation. I use the Comprehensive Lifelong Learning Participation Model as the theoretical background for the analysis and provide background information on the importance on the use of benchmarks and indicators in European policy on education and training.

Session 46

Bonnafous, Laurence

innovation, european project, competence, employability, sustainable development

Innovation in adult education and training : a conceptual framework

University of Rouen, France, France

This paper identifies challenges for the research to clarify the concept of innovation used in European Lifelong Learning Programme and more particularly in its Leonardo da Vinci sub-programme. Despite the proliferation of innovations and the surge in promoting innovation as a major means to transform European education & vocational training systems, theoretical and empirical research in that field has been limited. To contribute to one of the driving forces in research, this paper presents a conceptual framework developed in a qualitative research, achieved in the frame of doctoral studies in education sciences, by comparing three European innovation projects in Adult training and applying principles of the paradigm of complexity acording to Edgar Morin. In the first part, the paper examines the trology competencies-employability-sustainable development. From there the second part defines innovation by interlinking theoretical sources and an etymological study of innovation.

Session 27

Boström, Ann-Kristin; Bjursell, Cecilia; Boberg, Karolina

intergenerational learning, four pillars, case study

Learning through intergenerational meetings – When, where and why?

Encell - National Centre for lifelong learning, School of Education and Communication, Sweden

Intergenerational learning (IL) is often presented as a way to overcome barriers of various kinds in society. Meetings between the old and the young generations are often described but from a lifelong learning perspective, the whole spectrum of different generations should be included when talking about intergenerational efforts. In this paper, we look at meetings between two generations "in-between": adolescent students and middle-aged entrepreneurs. The case presented is based on a development project aimed at increasing the skills in social media for these groups. The participants saw the integenerational aspect of the project as a key component that contributed to the success of the project. Some of the benefits of the IL approach in a development project, was that it added diversity and disruption. Starting with the four pillars of learning (Delors et al., 1996), we make additional suggestions for how an IL approach can add to a development project.

Bredlöv, Eleonor

subjectivity, recruitment, marketization of education, femininity, beauty industry

Shaping student subjectivity in beauty school recruitment

Linköping university, Sweden

This paper aims to problematize the process of recruitment to adult education, where marketization of education is actualized. Through a focus on recruitment to private education within the beauty industry, constructions of beauty student subjectivity are analyzed, drawing on a poststructuralist perspective. This approach actualizes the role of educational marketization in the shaping of student subjectivity. Moreover, the field of beauty education is an unexplored field of research, and a business that is expanding rapidly. This growth is also noticeable in the education sector in Sweden. Drawing on Judith Butler's conception on subjectivity and feminist theory, recruitment material are analysed. Of special interest is how the student is constructed through neoliberal discourse, which actualizes the concept of the entrepreneurial self. Taking the history and the social representation of the (western) beauty business into account, special attention is given to the gendered aspects of this process.

Session 49
Brunner, Stefanie; Kretschmer, Stefanie; Zawacki-Richter, Olaf

Blended counselling, prospective students with voc. qualific., transition from profession to higher education

Blended Counselling: Advising Prospective Students with Vocational Qualifications on their Way to University

University of Oldenburg, Germany

Since 2010, access to German universities has been broadened for people without traditional admission qualifications. Because of this expansion, the public higher education system has to meet several challenges. One of the most urgent tasks is the development of flexible support and counselling structures to facilitate a smooth transition from working life into higher education. This is where the concept of blended counselling comes in. Linking to the tradition of blended learning, blended counselling connects online elements with face-to-face counselling contacts and thus allows a flexible and intensive accompaniment for prospective students. Following the blended counselling approach, an online counselling portal was developed. Qualitative interviews were conducted with providers of counselling at the University of Oldenburg; the first counselling modules were developed and then tested in the summer term of 2013. This paper presents the theoretical background of blended counselling, the portal's development and implementation, and the first evaluation results.

Session 37
Castiglioni, Micaela

pedagogy, medicine, adult education, narrative training, medical/healthcare contexts

Adult education, narrative medicine and autobiographical approach. A possible meeting for the training of professionals and patient care

University of Milan-Bicocca, Italy

I have attempted to explore the possibility of a reciprocally beneficial dialogue between pedagogical/educational and medical/clinical knowledge. Starting from this epistemolo-gycal premise, I propose a critical examination of the problems surrounding the cogni-tive, methodological and procedural paradigms underlying most training projects aimed at healthcare prof., doctors, nurses etc., who operate excessively, at least in the Italian context, according to an instrumental and technical logic. This also brings into play adult education. In this perspective the proposal advanced here is for training that adopts the paradigm of narrativity and narration, in an auto-reflexive and autobiographical sense, in order to provide clinical care professionals with writing skills that they can, in their turn, propose to their patients. All this within the interpretative channel of existentialist-phenomenology and narrativist constructivism: 2 conceptual and methodological / prac-tical outlooks that are duly attentive to individuals' representations and experiences.

Session 9a 9b
Cavaco, Carmen

Historical Approach, Adult Education, Research, Portugal.

RESEARCH ON THE HISTORY OF ADULT EDUCATION IN PORTUGAL

Instituto de Educação. Universidade de Lisboa, Portugal

The presentation focuses on the Portuguese context identifies the characteristics and specificities of the field of adult education and research on the history of adult education. The following analysis is the result of a document collection performed in two research studies. Both studies included a survey of research undertaken in Portugal, in particular master's and doctoral programs. In an attempt to update the data and to provide answers to the more specific aspects addressed here, a supplementary document search was conducted. This area of research has been underexplored in Portugal. Establishing a scientific network focused on the History of Adult Education, with researchers from various disciplines, is an important contribution to consolidating this area of research, from a broad and transdisciplinary perspective that will allow a profitable exchange of knowledge.

Session 47
Dämmrich, Johanna (1); Vono de Vilhena, Daniela (1); Reichart, Elisabeth (2)

adult education, adult learning, cross-national comparison, welfare states, multilevel analysis

Job-Related Adult Learning – Country-Specific Differences in Participation and their Determinants

1: European University Institute, Italy; 2: German Institute for Adult Education - Leibniz Centre for Lifelong Learning, Germany

While the promotion of lifelong learning has become a common issue in the European policy discourse, adequate conceptualizations of lifelong learning and empirical findings into the mechanisms of participation in lifelong learning are still scarce. In this paper, we apply a differentiation of four job-related adult learning activity types and focus on country-specific determinants of participation in adult learning. We review literature on grouping countries according to their institutional setup, particularly approaches based on Esping-Andersen´s welfare regimes and the Varieties of Capitalism. We use data from the Adult Education Survey 2007 to show the differences in participation rates between the four types of adult education and to evaluate factors on the macro level in a multilevel analysis. Our results suggest that indicators of the welfare state and labour market system indeed show positive impact on the probability to participate in adult learning, as well the general "adult education framework".

Session 25
Desmarais, Danielle (1); Salvà-Mut, Francesca (2); Charlebois, François-Xavier (1)

Re-entry Education, Entering Adulthood, Young Adults, Hypermodernity

New Youth in Quebec & Spain's Adult Schools : New Challenges for LLL in Adult Education

1: UQAM, Canada; 2: UIB, Spain

Quebec and Spain both have an Adult Education System. In the Quebec Education system for instance, today, half of the adult student population is between 16 & 20 years old. This generates many questions and new challenges for Adult education & LLL. In this paper, we will first focus on the dynamics emerging from experiencing repetitive school setbacks, frustrations & failures in the school history. In a reentry education perspective, there is a need to spring up their desire to learn & perseverance. This paper will compare trajectories of Quebec & Spanish youth who have left school before obtaining a degree & who now engage in what is sometimes called a "second chance opportunity" in an adult school. We will also note some of the resources needed to enter Adult Life.

Dietel, Sylvana

Emotion, health education, Employability

The learning process of health – impacts of configuration the workplace health promotion

Humboldt-Universität zu Berlin, Germany

This lecture lights up in an overview the field of the emotions on the one hand in his dimensions of the function for the learning (memory, motivation, decision-making power), the educational dimension (development of learner, teacher, learning atmospheres) as well as in the consideration extends by the health dimension (emotional-physical resource) which produces a connection with the Employability. The latter dimension is based on investigations in the area of the offer of the health education in the general adult education and workplace health promotion.

Session 31a
Dirkx, John

Transformative learning, adult learning, self-formation, psychodynamic perspectives

All Roads Lead Through the Self: The Individual and the Collective in Transformative Learning

Michigan State University, U.S.A.

The notion that some learning experiences in adulthood have profound, transformative effects on the person or on society is arguably one of the most generative ideas in adult learning over the last 40 years. Yet, considerable work remains to deepen our theoretical understanding of the psychological and socio-cultural processes associated with transformative learning. One of the most contested areas within transformative learning theory is the relationship of the self to its broader, social context. The purpose of this paper is to discuss transformative change and to explore this relationship from a psychodynamic perspective. Informed by both Jungian and non-Jungian psychodynamic thought, I will argue that personal change that is transformative learning is mediated by emotion-laden images and experiences. Working with these images and experiences involves an initial differentiation of the self of the person from others, and then a deeper re-integration of the self into social and collective relationships. It is only through this re-integration that the wholeness of the self is realized. The implications of this perspective for curriculum and instruction will also be discussed.

Session 45
Durant, Christine; Foroughi, Behrang

Critical pedagogy; critical geography; urban community development; spatial turn in adult education; space and power in the city; Henry Lefebvre.

Adult education and community development in the city: critical geography meets critical pedagogy

St. Francis Xavier University, Canada

This paper highlights the spatial dimension connecting community development and adult learning within diverse urban settings. A snapshot of present condition of the urban, as emerging sites of diversity, community and learning is given and then a spatial lens is introduced into the practice and that claiming space explicitly becomes desirable educational and community development practice. We argue that a spatialized emphasis attached to community development and learning has the possibility to deepen urban democracy through claiming space, claiming citizenship and shifting power, as an act of appropriating and of 'unveiling', claiming that the act of being public and of being in space is an emancipatory act, producing knowledge and moments that, in turn, produces the possibility of creating spaces of difference. Spaces of difference, we contend, is a key concept for an emancipatory practice stemming from the work of Henri Lefebvre.

Session 39
Ebner von Eschenbach, Malte

Migration, epistemological obstacles, contingency perspective, reframing, relation

Unveiling of new Development Perspectives on Migration. Critical research as an approach for discovering latent future possibilities in dealing with migration from a world society point of view.

Universität Potsdam, Germany

A contingency perspective makes possible a radical reframing process of migration. In this new point of view, latent forgotten and till now suppressed forms of migration become visible and ready for theoretical reconstruction: apart from sedentism, nomadism becomes visible as an equal form of life and epistemologically relevant. Contingency and reframing the topic of research abolishes current epistemological obstacles and exposes new points of observation without determining any anticipation processes. In discourses of social science, these new points of observation are already latent but not available in a social-political way. In view of unveiling new perspectives on migration Adult Education takes part in social structural transformation process and assumes an innovative function for discovering new futures by making new spaces available and developing them for "life not yet lived".

Session 42
Ecclestone, Kathryn (1); Brunila, Kristiina (2)

Social justice, therapisation, psychologisation, agency, subjectivity

Governing emotionally-vulnerable subjects: mechanisms and consequences in the 'therapisation' of social justice

1: University of Helsinki, Finland; 2: University of Sheffield, Great Britain

In the face of enduring social and educational inequalities and growing pessimism about citizens' emotional and psychological vulnerability, a discernible therapeutic turn in British and Finnish social policy is evident in the form of state-sponsored universal interventions. This paper explores some of the mechanisms and consequences of therapisation for ideas about social justice. We argue that educators need to understand more about the educational subjectivities that emerge from therapeutic understandings of social justice, the various types of state-sponsored therapeutic pedagogies that these understandings legitimize, and their implications for inequalities.

Session 43
Eteläpelto, Anneli Katariina; Vähäsantanen, Katja; Hökkä, Päivi; Paloniemi, Susanna

agency, professional agency, professional identity, learning, relationships of individual and social

What is agency? Conceptualizing professional agency at work

University of Jyväskylä

The concept of agency has become widely used in studies addressing adult learning, but also in policy discussion on how to promote individually meaningful life-courses amid rapidly changing circumstances. This paper provides a critical review of the multidisciplinary concept of agency, and suggest a fruitful conceptualization of it. We identified four major research traditions of agency: (i) the social science tradition, (ii) the post-structural tradition, (iii) the socio-cultural approach, and (iv) the identity and life-course approach. Analyses within and across these traditions showed that agency might be viewed merely as rational and intentional activity, or it might be seen from a temporally broad perspective, covering subjects' ontogenetic development, and encompassing discursive, practical, and embodied relations with the world. Analysis of the relationships between individual and social elements revealed assumptions ranging from analytical inseparability to separateness. Based on our review, we suggest a conceptualization of professional agency from a subject-centred socio-cultural perspective.

Session 3
Euringer, Caroline

adult education, literacy, skill models, comparability, linking

<u>Statistical Linking of Models Concerning Adult Reading and Writing Skills: Main Results of the leo.-CEFR Linking Study</u>

University of Hamburg, Germany

For some time now, an increasing trend towards the development of hierarchical skill models and reference frameworks such as the European Qualifications Framework (EQF) relating hierarchical skill model to each other can be observed in adult education. However, there is still the question as to what extent skills are hierarchical and comparable at all. The linking study aims to answer this question using the example of two models of literacy skills implemented in Germany: the Alpha Levels and the Common European Framework of References (CEFR) for Languages. In contrast to the common means of consensual comparison, statistical linking methods are applied in order to relate both skill models to each other. The results suggest a general comparability of Alpha Levels and CEFR, but also demand a reflective use of hierarchical skill models as they are deeply rooted in power structures existing within society.

Session 5
Ewing, Bronwyn Frances (1); Sarra, Grace (1); Cooper, Tom (1); Matthews, Chris (2); Fairfoot, Glen (1)

vocational education, adult Indigenous learners, workplace numeracy

<u>Successful Outcomes in Vocational Education and Training Courses and Mathematics: How Teaching Practice and Expectations Influence Achievement</u>

1: Queensland University of Technology, Australia; 2: Griffith University, Australia

This paper reports on a large four year Australian Research Council funded Linkage Project titled Skilling Indigenous Queensland, conducted in regional areas of Queensland, Australia from 2009 to 2013. The project investigated the teaching and learning of mathematics in Vocational Education and Training (VET) courses with high Indigenous student enrolments. Findings indicated that VET teachers had high expectations of students.

Session 33a
Fejes, Andreas

Foucault, adult education, governmentality, policy, lifelong learning

<u>Working with Foucault in research on the education and learning of adults</u>

Linköping University, Sweden

This paper argues for the usefulness of Foucault in research on the education and learning of adults. The paper begins with a short introduction to how the work of Foucault has been taken up in adult education research and what trends can be discerned in terms of how extensive such research is and what parts of Foucault's work are used. Second, I argue for the usefulness of a governmentality perspective, inspired by Foucault, followed by an introduction to some key concepts such as governmentality, power, technologies of the self, and regime of practices. The paper then goes on to introduce an argument of how policies on lifelong learning (in which adult education and adult learning are currently inserted) and the regime of practice of which it is part, fabricates certain kinds of citizens. The paper ends with some concluding notes.

Fejes, Andreas; Nylander, Erik

Adult education, bibliometrical analysis, content analysis, citation patterns, Sociology of science

<u>Defining the field of research on the education and learning of adults: A bibliometrical and content analysis of three adult education journals 2005-2012</u>

Linköping University, Sweden

This paper is an attempt to characterize the field of research on the education and learning of adults. Our intention here is to "objectify" this field of research through a qualitative content analysis of three key research journals active within the field, Adult Education Quarterly, International Journal of Lifelong Education, and Studies in Continuing Education. By gathering aggregated statistics based on publications between the years 2005-2012 focusing on aspects such as authorship, distribution of citations, the most popular research objects, methodologies and theories, we hope to characterize some of the reoccurring themes and approaches, as well as encourage debate and discussions about what research on the education and learning might be about. Our results indicate a hegemony in three areas:

* Anglophone dominance in terms of shares of publications (63%), as well as in terms of citations (81%)
* Dominance of qualitative studies (97%)
* Dominance of three research perspectives (56%): Sociocultural perspectives, critical pedagogy and post-structural perspectives.

Fleige, Marion

<u>How polity impacts organisational learning cultures and community building</u>

German Institute for Adult Education, Germany

The final paper of the sessions addresses the question how global policies impact the organisational level. It is being explored *how* respectively in *how far* UNESCO strategies are being received in non-governmental organisations for adult education as well as in local adult education institutions and their learning cultures throughout Europe. The study focuses on inclusion and community building as core strategies laid out in the *Belém Framework for Action* (2009) and further UNESCO documents respectively on subcategories and related categories in these fields. We see a lot of activities in adult education organisations and institutions in these fields (see i.e. Kronauer 2010; Robak/Fleige 2013) but it is not quite clear in how far this action relates to global polity. The paper raises questions and hypotheses with respect to: direct and indirect impacts; conditions for impacts; practices and learning cultures (cf. Robak 2012; Fleige 2013) in the fields of inclusion and community building that appear not to be related to UNESCO polity; educational needs; professional action. The data source includes research literature, documents (such as missions, working papers and programmes) as well as interviews. The paper is not based on comparative methodology but it raises questions about possible variations regards to the impact of UNESCO polity in different countries.

Formenti, Laura

teaching, reflexivity, co-operative inquiry, auto/biography

Profession and context: training teachers in a systemic, co-operative and auto/biographic view

Università degli Studi Milano Bicocca, Italy

The paper reflects on training for teachers, in the framework of lifelong (and lifewide) learning, with the specific aim to foster their positive attitude towards learning and learning to learn. A systemic, constructivist, and auto/biographic approach was used in a course for teachers in mathematics and physics at high school. To propitiate these teachers' lifelong and lifewide learning, their active and reflexive positioning was provoked in relation to their experience at school (past, present, and future), teacher/student relationships, and concept of learning. The general aim was to develop a reflexive attitude and an explicit theory about knowledge, learning, and the subject matter. Auto/biographical participatory inquiry was used as a method for learning through research: learners were invited to develop an individual and collective satisfying theory about their choice to become a teacher, their struggles for identity, and the challenges of a difficult social and professional situation.

Frosch, Ulrike

Atypical Employment, Professional Biographies, Competence Development, Adult Education, Biographical Organizational Competence

Career biographical skill shaping in atypical employment biographies. Considerations as to theoretical framework and implications for adult education

Otto-von-Guericke-Universität Magdeburg, Germany

Atypical employment is ubiquitous and became normative. Research efforts can be situated between two poles. On one hand, atypical employment is conceived as a desirable flexibility of the job market, and the individuals that are active on the market are seen to be constructing a temporary bridge on the way to regular employment. On the other hand, they are represented as having precarious working relationships with less upward mobility, in addition to long-term precarity, disintegration, and individual types of processing. The article focuses on the definition of atypical employment in Germany with particular account of relevant aspects of adult education, e.g. the relationship between atypical employment and participation in continuing training. The article further focuses on the group that is making multiple employment transitions, who have atypical employment biographies. In this context, the approach of biographical organizational competence is presented particularly with regard to perspectives and consequences for adult education.

Galimberti, Andrea

Lifelong learning; University; Knowledge society; Non-traditional students; Learner identity

University and lifelong learning. A research on "non traditional stories" and learning identities.

Università di Milano Bicocca, Italy

According to european recommendations and european educational policies, universities should be able to promote and support lifelong learning. On the other hand universities are in many cases structured around an idea of a "typical" student. Students with unusual learning careers are often "fish out of water" with experiences, expectations, identity needs that appear not to fit the usual insitutional expectations. In line with international literature, there is some evidence that these students have a higher risk of non-completion due to different kinds of difficulties related to their "a-typicality" (Alheit & Merrill, 2004; Longden, 2006). My Ph.D research interrogate the relationship between students and university using biographical methods (Merrill & West 2009) and co-operative inquiry (Heron, 1996).

Gambacorti-Passerini, Maria Benedetta

collecting biographies, social and cultural volunteering, training proposal, narratives

A training proposal for biographical volunteering and cultural solidarity

Università degli Studi di Milano Bicocca, Italy

This paper presents a particular educational proposal to train adults biographical volunteers capable of collecting everyone's life story. J. Bruner is an important reference: the concept of "narrative truth" derives from his work, investigating the meaning of lived experience. The proposal is also based on the narrative approach of D. Demetrio, considering autobiographical narration as a form of self-care. The training is for everyone interested in collecting and transcribing life stories, in a spirit of solidarity and defense of individual memories. To achieve this purpose it is necessary to learn the methodologies for listening to and transcribing other people life stories. At the end of the training the participants decide to create a stable biographical group: this is the most important project's result. Their will to involve themselves in a narrative project will enable the creation of a group and will continue the biographical volunteering experience initiated in Milan.

Session 7
Gilardi, Filippo (1); Reid, James (2)

Transmedia Storytelling, Participatory Culture, Digital Media, Active Learning, Multiple Intelligences.

How Internet Based Participatory Culture Can Be Co-opted To Develop Teachers' Technological Skills.

1: The University of Nottingham Ningbo China; 2: Akita International University

This paper will describe the experience of training Colombian college teachers in the use of Transmedia Storytelling techniques to teach reading and writing skills. Training techniques have been designed to develop collaboration between college students and teachers based on four concepts: Transmedia Storytelling, Participatory Culture, Active learning, and Multiple Intelligences. By the end of the training teachers will be able to build a student centred environment, be aware of how the practice of Transmedia Storytelling techniques transforms the classroom from passive to active, and improve their awareness of digital technology. Students will improve their ability to read and interpret literary texts by sharing knowledge and ideas, by mentoring, and working productively with others. This paper will give a pedagogical analysis on how effectively teachers and students develop the above competencies as they engage in collaborative work and present it through different media. Specific case studies will be made.

Session 39
Godinho Soares Vieira, Nataliya
adult foreign language teaching-learning, host country, the programme ´Portugal Welcomes – Portuguese for Everyone´.

Adult foreign language teaching in a host country: confronting and overcoming classroom challenges.

NOVA University of Lisbon, Portugal

The knowledge of the official language of a host society is the key to social adaptation for foreigners. Some governments establish different facilities or programmes to provide the teaching-learning of national languages in order to support the integration of the adult foreign population into the host society. In such circumstances, teachers are faced with challenges that may affect learning outcomes. This paper presents some theoretical considerations and practical issues based on the experience in teaching Portuguese (FL) and Citizenship at the Portuguese programme ´Portugal Welcomes – Portuguese for Everyone´ provided by the Portuguese Institute of Employment and Vocational Training (IEFP) for adult foreign language learners. The considerations are related to the organization of the teaching process and the creation of necessary educational materials. It aims to yield positive results in adult foreign language teaching in some host communities.

Goeze, Annika (1); Digel, Sabine (2); Hetfleisch, Petra (1,2); Schrader, Josef (1,2)

adult education teachers, professionalization, competence development, video cases, intervention studies

<u>Fostering the Professional Development of Adult Education Teachers – Empirical Findings from Intervention-, Evaluation-, and Implementation-Studies</u>

1: German Institute for Adult Education, Germany; 2: University of Tübingen, Germany

Adult education teachers´ professionalization is considered as a crucial factor for the quality of adult education as a whole. Yet, little is known about how to systematically promote competence development among those teachers and trainers, especially regarding their key competence to analyze, understand and diagnose daily situations of learning and instruction. So, how should training concepts be designed to effectively facilitate this competence? The authors would like to present the theoretical foundation and empirical results of several long-term projects focusing on the (1) development, (2) evaluation of an online video case-based learning environment (www.videofallarbeit.de), (3) experimental testing of (a)its effectiveness and (b)of pedagogical context conditions having an impact on the concept's successful implementation into practice. Altogether, more than 1200 (pre-service) teachers were involved in these studies combining quantitative + qualitative research methods. Results show significant pre-post-effects on competence develop. and high acceptance among teachers and participating institutions.

Gorges, Julia

adult learning, continuing education, motivation, expectancy-value theory, subjective task value

<u>Worth and value of education: Adults' participation in education in the light of expectancy-value theory</u>

Bielefeld University, Germany

According to expectancy-value theory (cf. Eccles, 2005), subjective task value comprising positive and negative value aspects (i.e., benefits and, typically, opportunity costs) predicts educational task choice (e.g., participation in education). Recent findings (Gorges, under review) suggest a distinction between benefits, costs, and a task's overall worth. The present article reports two studies explicitly delineating these three constructs based on adapted (N=151) and newly developed items (N=127). As expected, subjective task value showed a two-factor structure with both positive and negative value aspects correlating significantly to people's estimation of the task's worth. Overall, these results support the idea that a revision of the conceptualization of subject. task value could render a more precise description of its components and their interrelations. Implications for future studies and expectancy-value theory's potential for adult educ. research are discussed.

Grotlüschen, Anke

Addressees, participants, research methodology, inclusion, literacy

<u>Participants and Adressees of Adult Education - Drawing False Conclusions?</u>

Hamburg University, Germany

Sometimes, participants belong to very special subgroups of a population, such as functionally illiterates today or workers in the 1920s. Research questions arise as they enter the adult educational system: Who are they? What is this subgroup like? What do we have to offer? How many of these people are outside the courses? In the 1920s in Germany one of the core questions of adult education was, if the majority of blue collar workers wants a revolution and adequate training to rule a socialist society or not. Todays' question is: What do we know about functionally illiterates in western societies? Research about participants tells us that they are excluded from labor markets, most often are unmarried and face dissatisfying health conditions, live in segregated areas of our cities and report negative school experiences. But when we look at large scale studies, the idea of the totally excluded analphabet changes...

Guimarães, Paula

adult education, recognition of prior learning, adult education policy, Portugal

Managing human resources? Tensions in the adult education and training policy (2000-2011) in Portugal

University of Lisbon, Portugal

This paper focuses on recognition of prior learning. This debate was theoretically based on different policy analysis models. This paper aims to understand how learners perceived a specific form of provision of the new adult (basic) education and training policy implemented since 1999 in Portugal. Data discussed in this paper were collected in a research project by a survey (based on a questionnaire and interviews) to learners and adult educators who successfully attended recognition of prior learning from 2007 to 2011 in a non-governmental organisation, in Northern Portugal. These data were the object of thematic content analysis. Findings showed that learners perceived reflection upon life, as well as acquisition of knowledge and skills during recognition of prior learning (especially concerning the use of information and communication technologies) as gains. In learners' lives few improvements concerning effective insertion in the labour market were noted.

Session 15
Haberzeth, Erik; Kulmus, Claudia

continuing education; education decisions; adult education voucher, demand-side financing of continuing education

Education decisions of employed persons: the influence of adult education vouchers

Humboldt-Universität zu Berlin, Germany

Vouchers as an instrument of financing continuing education have been introduced in many countries in Europe in the last decades. Especially in Germany there is a growing body of voucher programs. Vouchers represent a demand-side public financing strategy of continuing education. There is a lack of empirical insights into the effects of this instrument, especially from an educational standpoint. The purpose of this paper is to determine how adults use vouchers and what influence vouchers have on decisions on participation in continuing vocational training. An approach is followed that is intended to widen economic views focussing mainly on the deadweight effect and on labour market effects. Results of a research project are presented in which the voucher program "Bildungsscheck Brandenburg" as an example of a voucher was studied.

Session 50
Hassi, Marja-Liisa (1); Hannula, Aino (2)

Adult education, Basic skills, Life-long learning, Mathematics, Numeracy

Meeting the Challenges of Basic Mathematics Education for Adults: Opportunities and Obstacles

1: University of Helsinki, Finland; 2: University of Estern Finland

In this paper, we discuss the challenges of learning and teaching basic mathematics for adults with different skills and needs for education. We first consider the settings for basic education for adults in Finland and review literature on adults' study of basic mathematics. Our theoretical perspective builds on the idea of personal empowerment achieved by enhanced skills and education. We studied learning and teaching basic mathematics through three case studies at three different educational setting of Adult Schools. Four mathematics teachers and nine adult students were interviewed for understanding the challenges and opportunities they face in classes. The findings show that adults' classes clearly differ from regular school classes. This requires new perspectives and approaches to teaching and learning basic skills among adults. Despite of the many challenges and obstacles, studying and teaching mathematics in adults' classes offered powerful experiences that enhanced new insights and personal empowerment.

Heikkinen, Anja Sinikka

adult education discipline

Emancipation instead of Discipline

University of Tampere, Finland

In 2011, the Dean of our new School of Education informed the staff that identification with disciplines is over in the university, it will rely on the interest of learned (research) societies. We are in the forefront in implementation of global lifelong learning by establishing broad, problem and learning outcomes-based study programmes. The need for distinctive study of adult education, or adult education scholarship has disappeared. I will question here, if academic "adult education" may in fact have functioned as a tool for the implementation of current institutional reforms, which effect education regimes everywhere on the planet. Does this connect to the (growing?) indifference of the disciples of adult education, towards theoretical development of their field? Is (academic) adult education exemplary on how revolution is eating its own children. The discussion is based on reading of selected texts from critical and radical adult education, from developmental work-research and from constructivist adult learning "theory".

Hendy, Mohamed Hammad

Adult education, university adult employees, ICT training and using in higher education, ICT literacy, Barriers to ICT training.

What are the Factors that Affect the Training of Adult Employees in the Universities of Mid-Egypt on ICT

Beni Suef University, Egypt

The mean purpose of this study was to identify the factors that affect the training of adult employees who work in the universities of Mid-Egypt on information and communication technology (ICT). To investigate this purpose, a research questionnaire was developed in respect to the most famous factors that affect the training on ICT; and then was distributed to a random sample of adult employees in Mid-Egypt universities. After collecting and analyzing the research data, the results revealed that there were many factors affecting the training on ICT. The most important factors came to belong to ICT infrastructure, prepared computer labs, updated hardware and software, technical problems, ICT maintenance, and the internet access points. Moreover, several factors have been found to belong to adult employees, as ICT trainees, such as self-confidence, self-satisfaction, previous background on ICT, having a personal computer, training needs, and adults' anxiety to share in ICT training programs.

Hernandez Carrera, Rafael M.

VET, Vocational Educational Training, Workplace learning, Trade Associations, Employers Associations Training, Training for employment. Adult Learning, Adult Education, Lifelong Learning, Workers' Training, Entrepreneurial Training, on the job Training, T

Workers' Training using the E-Learning Methodology through Entrepreneurs Confederations in Spain

University of Seville, Spain

This research is centred on a quantitative analysis of an e-learning Workers' Training programme. It is made up of two different parts: an epistemological approach to workers' training, adults education, training for employment in Spain and lifelong learning; the analysis of a VET programme developed by an Entrepreneur Associations in Spain.

Hof, Christiane

Learning in Family, NEPS,

<u>Family and Adult Learning. Insights from the German National Education Survey Panel into the Forms and Conditions of Parents' Learning Activities</u>

Goethe University Frankfurt, Germany

Talking about family in the context of adult education very often means talking about parents who have to support the learning and development of their children. This perspective neglects the fact, however, that in families we are not simply dealing with fathers and mothers but also with men and women, working people/employees and business women, married men and married women/partners. Therefore, addressing the question of the connections between family and adult learning requires more than simply looking at parental education. In our study we would like to focus on the impact of family life on adult learning. We are interested in the forms and conditions of adult learning in family-life situations. We are searching for insights into the relationship between having a family and adult learning by analysing the data of the German National Education Panel Study (NEPS).

Holford, John

<u>Historical Research on Adult Education in the United Kingdom</u>

University of Nottingham, United Kingdom

This paper will discuss the historiography of adult education in the UK, consider the current state of research on the history of adult education, and outline some of the factors which have influenced the main developments. The field was marked, during the third quarter of the 20th century, by what were essentially histories of institutions and "movements": examples are Kelly (1962, 1992), Marriott (1984), Harrison (1954, 1961). Some of these were strongly influenced by emerging perspectives on social and popular history, particularly as several influential contributions to these fields emerged from adult education teaching (e.g., Hoggart 1957, Thompson 1963, Williams 1958). From the 1970s onward, however – at least until very recently – the pace of innovation in adult education historiography has slowed. Although there were valuable contributions (e.g., Fieldhouse et al. 1996, Goldman 1995), Holford (1998) characterised much then-recent work as theoretically "institutionalist", tending to "decontextualise historical evidence", to derive meanings from modern contexts, to centre attention on features with clear continuity with the present, and to use a "limited" range of historical methodologies and modes of explanation. A major innovative contribution (Rose 2001) originated outside adult education, as has some – though not all (cf Field 2012, and forthcoming) – more recent work (e.g., Freeman 2010, 2013; Glew 2013). This no doubt reflects the decline of adult education as a field of university provision, the decline of labour movements, and a growing distance of adult education as a field of professional practice from major contemporary social and intellectual movements. The growing engagement of social (rather than adult educational or even educational) historians in research on adult education is indicative of the significance of 19th and 20th century adult education to British intellectual, social and political history.

Session 22
Holmstrand, Lars; Härnsten, Gunilla

radical adult education, Participatory Action Research, democracy, collective knowledge, Research Circles.

<u>We make the road by walking - collective knowledge building and action</u>

Linneaus University, Sweden

The current tendencies in most European societies can be characterised by the strengthening of power and control on a societal level as well as in education. In working life processes of de-qualification of work is spreading to wider areas and branches. The question we raise in this paper is whether there is any potential in adult education that can counterbalance these tendencies. We therefore scrutinize three radical traditions, those of: the Myles Horton at Highlander, the Paulo Freire pedagogy and the Swedish Research Circle. We conclude that there are some important common elements that must be present for the critical and empowering potential to be realised. In each of the three cases the collective knowledge building characterising the work clearly either includes or inspires action. So there is an obvious connection to the growing Participatory Action Research (PAR) paradigm that could be strengthened by using insights from radical adult education.

Session 31a
Illeris, Knud

Transformative Learning, Identity, Learning dimensions, regressive and restoring learning

<u>Transformative learning and Identity</u>

Simonsen & Illeris, Educational Consultants, Denmark

The concept and issue of Transformative Learning has a central position in relation to adult education, at least in North America. It was introduced by Jack Mezirow in 1978 and defined as learning which implies changes in the learner's meaning perspectives. However, it seems today to be generally accepted, also by Mezirow, that this definition is to narrow and cognitively oriented, but at the same time no other definition has become generally acceted. This paper proposes that Transformative Learning should be defined as learning implying changes in elements of the learner's identity, gives basic reasons for this proposal, and shows how it can both increase and delimit the use of the concept and include several new and important perspectives.

Session 30
Isopahkala-Bouret, Ulpukka

higher education, master's degree, outcomes/ benefits, older graduates, age

<u>Graduating at older age - what are the expected, surprising and unwanted outcomes?</u>

University of Helsinki, Finland

Social differences such as gender, ethnicity, social background - and age - contribute so that some graduates benefit more than others from their degrees. In this study, I am interested to investigate in-depth what kinds of outcomes the newly accomplished degree brings to experienced professionals who have graduated from master's programmes in late forties and fifties. The specific target group of this study are those adults who have not yet reached the prospective retirement age. As expected, older graduates had obvious economic, professional, social and personal benefits form their new master's degree. However, these outcomes did not come automatically and similarly to everyone, and age-dynamics played a part in how the outcomes were experienced. Moreover, there were also some negative outcomes, such as intensified competition and conflicts over status and prestige.

Session 8
Jelenc Krašovec, Sabina; Radovan, Marko; Močilnikar, Špela

older men, learning, social activities, voluntary associations, urban neighborhood

<u>Are older men learning in voluntary associations in the urban community of Ljubljana?</u>

Faculty of Arts, University of Ljubljana, Slovenia

In the paper a quantitative survey of state-of-the-art of voluntary associations (VAs) in selected quarters in Ljubljana was conducted to assess the available activities of VAs and the share of older men among members; semi-structured interviews and a focus group were used in selected case studies of VAs, where the majority of members were older men. Main results show that there are only a few VAs in selected quarters with older men as representing the majority of the membership. Only in some VAs educational activities are organized, but informal and unintentional learning occurred in all. Older men participate in VAs mostly because of social and free time motives; all interviewees emphasized the importance of socialisation amongst men members and the positive influence of membership and learning in VAs, which resulted in wellbeing of members and the local community as a whole.

Session 5
Jenkins, Andrew; Wiggins, Richard D.

adult learning, wellbeing, qualifications, structural equation model

<u>Pathways from Adult Education to Wellbeing:</u>

Institute of Education, University of London, United Kingdom

Our research adopts a lifecourse approach to participation in learning and the potential benefits of learning. We concentrate on adult education in mid-life, that is between the early 30s and age 50, as the measure of learning participation. We use data from the National Child Development Study (NCDS), a large-scale survey containing information on all those born in Britain in one week in 1958. Follow-up data collection has taken place at various points in childhood and adulthood, most recently at age 50. Wellbeing at 50 is analysed as an outcome in structural equation models (SEM). This approach helps to understand the pathways through which adult education has an impact on wellbeing. The estimated models show how adult education in mid-life has an influence on the type and quality of jobs which are accessible to individuals and this in turn can contribute to higher wellbeing at age 50.

Session 18
Jérôme, Eneau (2); Simon, Mallard (1)

Vocational education and training, apparatus, emotion, managers, learning design.

<u>Training managers: a case study of a French corporate university</u>

1: CREAD, France; 2: CREAD, France

This paper will analyze the learning design from the learning designers' and trainers' point of view. Focusing on the training system, we use a threefold model: "ideational", "functional" and "experienced" dimensions of a training system. In the French public mail company, training for all managers is provided by a department of the Corporate University: the "School of Managers". How has the project evolved since the original plan? If there are some gaps, how can we analyze the fact that, when it comes to innovation, "things never go exactly as planned"? Using interviews with designers and trainers involved in this project (N=7), we present the results of a discourse analysis performed with computer-assisted software. Answering the main goals of the research, the results will help us to better understand the prior ideas of the people in charge of the original system about (a) professionalization of managers, and (b) emotional and socioaffective dimensions of learning.

Session 28
Jõgi, Larissa; Gross, Marin; Karu, Katrin; Krabi, Kristiina

adult education professionals, professional studies, perceptions of learning and teaching at university

Becoming an adult education professional: experiencing the learning self at university

Tallinn University, Estonia

Professional development of adult education professionals is understood as a complex and continuous process, which involves forming personal views on learning and teaching, acquiring professional knowledge and practice, and developing one's professional identity. Adult education professionals in Estonia often lack professional education to work with adults in different contexts. Attending academic studies at university is part of becoming a professional. The paper addresses the research question: How do students understand learning, the learning self and teaching in the context of studies? Data was collected using a semi-structured questionnaire from 52 students from the Adult Education programmes. The results revealed that students' perceptions were complex, varied and influenced by the theoretical and methodological bases and methods of studies, which affected the students' professional identity.

Session 37
Jubas, Kaela; Johnston, Dawn; Chiang, Angie

Culture as pedagogy, informal/incidental adult learning, healthcare policy, Gramsci

Cultures and Transitions in Healthcare, Adult Education and Lifelong Learning

University of Calgary, Canada

Using the American medical drama Grey's Anatomy as an exemplar, this paper outlines findings from a qualitative case study exploring impacts of popular culture on adult learning about social issues, particularly healthcare policy. Following a neo-Gramscian perspective, our fundamental premise is that popular culture functions pedagogically within and across borders, and that cultural consumption informs audience members' understandings of current issues and debates. In presenting our findings, based on focus group and interview data with participants in Western Canada, we organize our analysis and discussion to respond to the conference theme of changing configurations of adult education in transitional times. We outline various ways of conceptualizing transition, and explore how our data contribute to understanding contemporary times, places, cultural texts and social debates.

Session 36
Käpplinger, Bernd

Guidance, governance, effects, voucher, configurations

New Configurations of Guidance and Counselling – From Support for Individual Decisions to a Governance Tool?

Humboldt-Universität Berlin

Guidance and counselling receive increasing attention within the discourse on lifelong learning. Policy measures or funding schemes explicitly or implicitly in relation to lifelong learning have been implemented in the last years in many parts of Europe. Guidance and counselling are often central or peripheral elements in these configurations. The paper will critically describe and try to explain this trend by analyzing the programme implementations in their structures. Some of their effects will be outlined by quantitative and qualitative research results. The argument will be discussed that in these programmes guidance and counselling is nowadays more a governance tool within these programmes and less a support offer for individual, free decision-making of clients like at least classical counselling theory presupposes. The paper concludes with three remarks in relation to the level of practice, the level of policy developments and research tasks.

Karl, Elisabeth

Qualifications frameworks, continuing education and training, organisational change, organisational learning, sustainability

Qualifications frameworks and sustainability: The impact of qualifications frameworks on organisational change

Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany

Qualifications frameworks serve as a learning outcome-based tool for comparison and quality assurance of education, promoting transparency and universality by improving the recognition of non-formal and in-formally acquired skills. The development and implementation of qualifications frameworks might cause a revision of education programmes and their contents. Qualifications frameworks are therefore assumed to have an impact on the change of educational organisations. Within three case studies the inquiry examines, if qualifications frameworks initiate and support sustainable organisational learning processes in organisations that offer continuing education and training in the field of advanced further training for career move.

Session 15

Kaufmann, Katrin

Non-formal education participation, investment structures, international comparison, AES 2007, descriptive analyses

Participation in non-formal education in Europe – Investment structures in international comparison

Freie Universität Berlin, Germany

This investigation focuses on financial and time investments of employers and employees in job related non-formal education (NFE) in different European countries. Thereby, company-sponsored, self-financed and co-financed NFE activities are distinguished. Considering existing findings of countries resembling in terms of access and inequality in NFE and macro level indicators this investigation aims on analysing whether these country specific participation structures for NFE are reflected in differences in investment structures in NFE. Analyses are based on data of the pilot wave of the Adult Education Survey (AES) 2007. As access to the AES microdata (2007) was only provided by end of 06/2013, only few and descriptive analyses for company-sponsored, self-financed and co-financed NFE activities can be presented, including a preliminary selection of two or three countries that differ greatly in terms of participation rates and patterns and in terms of macro level characteristics.

Session 38

Kloetzer, Laure (1); Schneider, Daniel (1); Jennett, Charlene (2); Iacovides, Ioanna (2); Eveleigh, Alexandra (2); Cox, Anna (2); Gold, Margaret (3)

Informal learning, Incidental learning, Citizen Science, Adult learning

Learning by volunteer computing, thinking and gaming: What and how are volunteers learning by participating in Virtual Citizen Science ?

1: University of Geneva, Switzerland; 2: University College London, Great Britain; 3: The Mobile Collective, Great Britain

This paper reports on research exploring the learning outcomes and processes in VCS. 32 exploratory interviews of volunteers were conducted in three different VCS projects. We found six main learning outcomes related to different participants' activities in the project. Volunteers learn on four dimensions that are directly related to the scope of the VCS project: they learn at the task/game level, acquire pattern recognition skills, on-topic content knowledge, and improve their scientific literacy. Volunteers learn on two additional dimensions: off topic knowledge and skills, and personal development. Most learning happens to be informal, unstructured and social. This research highlights these informal and social aspects in adult learning and science education and also stresses the importance for learning through the indirect opportunities provided by the project: the main one being the opportunity to participate and progress in a project community, according to one's tastes and skills.

Kober, Daniel

professionalisation, intercultural trainer, cultural diversity, program analysis, quality management

Intercultural Professionalisation in Adult Education. Program analysis of professionalisation of intercultural trainers

Universität Duisburg-Essen, Germany

Changes and developments caused by globalisation, internationalisation and mobility increase the probability of cross-cultural encounters, which may lead to misunderstandings and conflicts in culture diverse contexts. The article analyses intercultural professionalisation in the field of adult education along 48 master programs and ten market-oriented intercultural training programs to find out if and in which ways personnel in adult education, as one major quality factor, is professionalised as intercultural trainers being able to design, execute and evaluate cross-cultural trainings. Therefore a competence-oriented analyses scheme with four main competence areas will be evolved and used during the program analysis generating results, new questions to be discussed within international research and practice and introduce perspectives for the development of academic intercultural professionalisation.

Session 31b
Kokkos, Alexios

Transformation theory, alternative views, scholars' attitudes, unified theory

COULD TRANSFORMATIVE LEARNING BE APPRECIATED IN EUROPE?

Hellenic Open University, Greece

This paper attempts to examine the views of European adult educators towards transformative learning theory. Using Greece as the object of a "case study", I explore through the use of literature review and a small scale empirical research project the relevant attitudes of my colleagues, which appear to be quite positive. On the other hand, concerning the views of the scholars in other European countries, the same review revealed that their interest is limited and their disposition quite critical. In this paper I develop some interpretative hypotheses, by correlating these indications to the way in which transformative learning theoretical framework has formulated and evolved. Finally, I state suggestions aiming to reinforce the worldwide collaboration towards a more unified transformative learning theory and practice.

Session 6
Kondrup, Sissel

Lifelong learning, Learner identity, Unskilled Work, Experience, Work-life-history

Unskilled Work and Learner Identity - Understanding unskilled work as a certain condition for perceiving oneself as an educable subject

Roskilde University, Denmark

The paper examines how unskilled work form a certain condition for meeting the obligation to position oneself as a educable subject and engage in formal learning activities. Sensitivity to peoples' work-life-experiences is necessary to understand their orientation toward different learning activities. The main arguments is that participation research must abandon the notion of motivation as an individual attribute and apply a dialectic concept of learner identity acknowledging work-life as a pivotal space for learning and formation of identity. I outline how a work-life-historical approach combining a critical theoretical approach inspired by Salling-Olesen and Archer's concepts of identity and concerns can contribute to an understanding of the relationship between work and learner identity. Through narrative work-life interviews I examine how engagement in unskilled work in small and medium sized Danish enterprises causes a multitude of different and ambiguous immediate experiences and concerns pivotal for the workers learner identities.

Kopecký, Martin

alternative economic models, active citizenship, adult learning

Adult Learning through Participation in Economic (and Political) Environment

Charles University in Prague, Faculty of Arts, Czech Republic
The paper focuses on the issue of practice of democracy in the context of contemporary crisis. The current crisis, as every crisis indeed, presents an incentive for redefinition of key social institutions. This offers an opportunity to review the relationship of democracy, active citizenship, economy and especially of work with adult learning.

Koskinen, Helena

professional identity, career building, pedagogical training, competences of adult learning professional

Reconstructing Professional Identity in Transition of Working Life

University of Lapland, Finland
To further develop content and quality of the teachers' pedagogical trainings, persons who have completed the studies were interviewed, asking: what they see as the core elements of reconstructing professional identity of an adult learning professional and what role does training play in the process. The findings indicate that the core elements are: understanding of the subject field regarding pedagogy, general core abilities in pedagogy and schooling and understanding of adults' learning and studying in theory and practice. Identity work was seen as a part of career development and a part of individual lifelong learning. Special trainings are found beneficial. Self-reflection and evaluation of individual abilities are important parts of the studies and strengthen the identity. Flexibility of training and counseling is expected in connection to assessment and validation of prior learning and individual expectations and to set goals for the studies and further development as an adult learning professional.

Koski, Leena (1); Filander, Karin (2)

Popular education, power of traditions, neo liberal educational policy

Negotiating newly defined contents and approaches and their moral and political consequences in the fields of adult education

1: University of Eastern Finland 2: Unversity of Tampere, Finland
During the past decade the neo liberal educational policy has begun to transform the traditional ideals, courses of action and status quo of popular adult education. In the conditions of advanced liberalism the state is called to play an active role inside the markets developing optimal conditions and services for the markets and optimal conditions in producing active, enterprising and responsible citizens taking care of themselves and their co-citizens. In this process of developing new responsible and enterprising citizens also the underutilized popular adult education has been raised to the middle of new necessities for increasing social cohesion and taking an active role in educational policy making. In this paper we shall discuss on how these demands are negotiated in the field of popular adult education in Finland, and how the desires of different actors are conducted. We shall discuss the negotiations from two perspectives.

Firstly, we shall analyze the presence of the history of popular adult education in the discussions, in order to see the power of tradition (or rather imagined tradition) in the processes of transitions. Secondly, we shall discuss the specific questions of neo liberal educational policy and its arguments in relation to the organisational activities taking place within popular adult education. Our data consist mainly of discussions in a net based journal (Bildung Net). We analysed the data by discursive and narrative methods in order to discuss how the new vocabulary is used and interpreted in order to produce new ethos and new educational order in the area of popular adult education.

Session 6
Krämer, Svenja

Self-Directed Learning, Learning-Process, Influences on Learning

Enterprise-based Learning: Influences on the Learning Process. A Study.

Svenja Krämer, Germany

Following the debate on the question of education and/or qualification in vocational training there is controversy, whether more educational or qualification based learning takes place in vocational training (Arnold, 1995, p.1). Dietrich says, self-directed learners acquire competences, while a non-self-directed learner gains knowledge (Dietrich, 1999, p.19). This raises the question, which influence are being made or are not being made in the various stages of the learning process and why this does happen? For the purpose to discovering specific influences, the influences on individual stages of the learning process will be collected; there will be participant observation of the vocational training, supplemented by pre-and post interviews with the people involved.

Session 48
Kukovetz, Brigitte; Sprung, Annette

critical whiteness, adult educators with migrant backgrounds, social capital, institutional discrimination

Is adult education a 'white' business? Professionals with migrant backgrounds in (Austrian) adult education

University of Graz, Austria

This paper is based on an applied research project which examines the participation of migrants (first and second generation) as professionals in Austrian adult education. We present selected outcomes concerning barriers and encouraging factors in the careers of professionals with migrant background. Our main findings show the importance of the recognition of credentials, of social capital and of strategies to avoid discrimination on behalf of the institutions of adult education. Introducing the analytical perspective of critical whiteness, we conclude that Austrian adult education still has to reflect its own role in terms of white privileges. Finally we point out some approaches and strategies to widening participation and reducing discrimination in the professional field.

Session 26
Langdon, Jonathan (1); Larweh, Kofi (2)

social movement learning, natural resource management, participatory action research, community radio

The Thumbless hand, the dog and the chameleon: enriching social movement learning theory through epistemically grounded narratives emerging from a participatory action research case study in Ghana

1: St. Francis Xavier University, Canada; 2: Radio Ada, Ghana

Over the past 3 decades, a local Ghanaian movement has been defending communal access to West Africa's largest salt flat – access that is the backbone of an artisanal salt production process that is over 400 years old and supports the livelihoods of roughly 60 thousand people. This paper presents emergent contributions from an ongoing participatory action research study of this social movement's learning.

Session 24
Langemeyer, Ines (1); Rohrdantz-Herrmann, Ines (2)

academic learning, research-oriented teaching, theoretical experiences of students,

New Challenges for Teaching and Learning in German University Education

1: Universität Tübingen, Germany 2: Karlsruhe Institute of Technology (KIT), Germany
Whilst converting "Diplom"-courses to Bachelor's and Master's courses at German universities, conditions of adult education on an academic level have changed tremendously. Thus, development towards a new culture of learning and teaching is likely to face a stalemate. Against the background of a research project "Lehre hoch Forschung" (literally "teaching to the power of research") at the Karlsruhe Institute of Technology (financed by the German Ministry for Education and Research, 2012-2016), we explore the significance of theoretical experience as a possible outcome of research-oriented learning. Although we do not aim at prioritising research-based over research-led teaching in general, we elaborate that students cannot develop their capacities of independent scientific thinking without practicing it.

Session 9a 9b
Laot, Françoise F.

History of adult education, adult education research, study of publications

What Place for History in Adult Education and Training research in France?

Université de Reims Champagne-Ardenne, France
What is noticeable in the French situation is that historical research on adult education and training is not carried out by "really true" historians, i.e. by scholars working in history departments of Universities. Other "true" historians, i.e. researchers doing a true historical work as defined by Eric Hobsbawm, are doing the job. They come from sociology, educational or political sciences, law… inside or outside universities, however, they are not numerous. This contribution will examine first who are those historians, the reasons and the consequences of such a situation. The question of the boundaries of field of "adult education and training" play in important part in it. Then the contribution will focus on the historical research production from 1980's to nowadays, through a study of publications. Finally, I'll try to categorize a sort of renewal of this history emerging in the last works.

Session 20
Laros, Anna

Female immigrants, entrepreneurs, informal learning, transformative learning

Learning to become an Entrepreneur: Gender and Migration - Dilemmas and Resources

Freiburg University of Education, Germany
The following paper documents my development of a grounded theory about the learning processes of immigrant women entrepreneurs. These learning processes exceed the economic sphere to encompass the entrepreneurs' life-circumstances. My learning model consists of four learning phases of which I will outline the first and the final. Throughout the learning phases, the interdependency between gender and migration plays a significant role. The Theory of Transformative Learning is used to further understanding of the outcomes.

Leach, Linda

adult education, policy, new zealand

<u>Changing configurations of adult and community education in Aotearoa New Zealand 2000-2012</u>

Massey University, New Zealand

Adult education in Aotearoa New Zealand has changed in the last decade. Previously understood as informal education, it is now part of the 'tertiary landscape'. This paper explores the changes by analysing tertiary education policies to identify those that impacted on adult education and points of major change. Two changes that reconfigured adult education were identified: changes in purposes and priorities, and changes in funding levels. The influence of lifelong learning on the role of adult education was also explored. The paper concludes that adult education in Aotearoa New Zealand has been significantly reconfigured in the last decade. Purposes have shifted from a personal and community development focus to economic purposes that emphasise the development of skills for work or further study. Respectable-isation has produced quality assurance and professional development policies, higher accountability requirements and more formal provision. Funding has fluctuated with recent severe cuts reducing adult education programmes.

Lopes, Liliana Isabel

adult education, alphabetization, social work, social policy, education policy

<u>Adult Education (re)configurations through Social Protection Policy Measures in Portugal: a case study on which and how Education is Social Work</u>

University of Minho, Portugal

This research presents an analytical approach to social-educational dynamics involving adults benefiting from social policy measures, in order to understand the impact that this appropriation of adult education by the social work field is generating, in a context of a neoliberal reform both in the social work and in the adult education policy fields. The research design was conceived as a case study of an adult alphabetization activity developed within a local implementation of the Social Insertion Income measure and the Local Contract for Social Development program. Lima and Guimarães' (2011) adult education policy models and Payne's (2002) typology for social work paradigms are the theoretical frameworks used to analyse the contextualized balances for social-educational policy, concepts and practices, constructed both upon the tensions derived from conflicting adult education policy rationals, and the conflicting social work paradigms and tensions surrounding the local implementations of social and educational policy measures.

Lucio-Villegas, Emilio

Dialogue, Participatory Research, Co-creation of knowledge

<u>Engaging Universities and Adult Education: The Paulo Freire Chair at the University of Seville</u>

University of Sevilla, Spain

The major aim of this paper is to describe how universities and communities can collaborate in this time of change in the field of adult education. We can ask ourselves on the role of universities in these transitions. In this paper I try to look at the concepts of knowledge transference and co-creation of knowledge as a response for exploring these relations and linking universities, adult education and communities in a different way. According to Freire, teaching and learning are two steps of the process to create knowledge. Thus, universities have to learn from communities at the same time that are teaching. On the other hand, the social responsibility of the universities is urgent and necessary to reinforce the social fabric as an essential element to sustain adult education. The Paulo Freire Chair at the University of Seville was created in 2008.

Lundgren, Henriette

personality testing, workplace learning, CVET, critical reflection, Mezirow

<u>Testing as Reflecting? Preliminary findings from a study involving personality testing in CVET</u>

University of Hamburg, Germany

Within continuing vocational education and training, personality tests are increasingly used in workplace learning workshops. But what does personality testing have to do with learning? This study focuses on the test taker's perspective and it explores what happens when personality testing in used in workplace learning. The material presented in this paper includes workshop observations and semi-structured interviews that were conducted and transcribed in 2012. For the analysis of my findings, I look through the lens of Mezirow's (1991) transformative learning theory as a high level theory in adult education, with a specific focus on "critical reflection". My preliminary results show that personality testing triggers reflection on self and others, even if "critical reflection" leading to "transformation" is less present. I also find that "testing as reflecting" is an emotional process. Lastly, I conclude that personality tests can be seen as a tool for self-validation.

Manninen, Jyri (1); Thöne-Geyer, Bettina (2); Kill, Monika (3)

wider benefits of learning, liberal adult education, wellbeing, Lifelong Learning, social capital, individual capital, mixed methods

<u>Wider Benefits of Non-Vocational Adult Learning</u>

1: University of Eastern Finland, School of Educational Sciences and Psychology, Finland; 2: German Institute for Adult Education (DIE), Leibniz Centre for Lifelong Learning, Germany; 3: Donau Universität Krems, Department for Continuing Education Research and Educational Management, Austria

The paper is based on a large-scale comparative European research project "Wider Benefits of Lifelong Learning"(BeLL). The aim of the project is to analyze the wider benefits of liberal (non-vocational) adult learning in 10 European countries, using both qualitative and quantitative data based on a survey (n = 8.646, both structured questions on a Likert scale and open questions) and on qualitative theme interviews (n = 80). The paper describes (1) the theoretical background and the construction of the questionnaire and (2) some preliminary results of both quantitative and qualitative analysis. Preliminary results indicate that participation in liberal adult education generates many benefits, especially those related to learning motivation. Different background variables like gender, age, educational level and types of courses attended act as intervening variables in the process as well.

Marx, Christian; Goeze, Annika

adult education teachers; professionalization; knowledge assessment, video-based testing

<u>Adult educators' general pedagogical-psychological knowledge: What is it and how can we assess it?</u>

German Institute for Adult Education, Germany

In the field of adult education, teachers' general pedagogical-psychological knowledge (PPK) is thought to be an important aspect of teacher competence. However, in adult education science there is a lack of reliable, valid, and economic measurement instruments to assess PPK. In this paper, the authors would like to address how pedagogical-psychological knowledge can be conceptualized and adequately captured using videos as stimulus material. First literature reviews and a screening of instruments already published under a different scope have informed a conceptualization of teachers' PPK. Before (1) expert interviews on the postulated conceptualization and (2) different pilot tests with several hundreds of adult education teachers as well as (3) psychometrical analyses start, the authors would like to put the dimensions of PPK – including an example of a video-based item – up to discussion among the scientific community.

Session 45
Melero, Noelia; Lucio-Villegas, Emilio; Valderrama, Rocio

Social Mapping, Dialogue, Experience, Participation

Using social mapping in adult education

University of Sevilla, Spain

This paper tries to present our experience working on community maps with adult people. The proposal is based on the co- involvement of individuals to improve their knowledge on all aspects of their daily lives in their neighbourhood and the city. This process can enable people to reflect, discuss, negotiate and make decisions on it. We will present two different experiences in adult education. The first one is related to the 'Old City' of La Habana. The mapping in this case is utilized as a skill for a collective definition of the social needs in the district. The second took place in the suburbs of the city of Seville in the framework of the Participatory Budget experiment. Educational processes are built when people can share dialogue, collective work and experience held in a specific model of participation as a part of the construction of the map.

Session 17
Milana, Marcella

Unesco, global governance, political mobilization

How global polity works: Mobilizing political actors towards a joint agenda

Aarhus University, Denmark

Since World Word II the work by inter-states organizations created a shift in social imaginaries on the relation between education, work and the socio-economic development of nation-states. These imaginaries materialized in a 'global polity', namely the mobilization of a set of social actors towards the governance of a common object. This object (here adult education) is made the explicit subject of political action based on de-territorialized norms. An exemplary case is the Belèm Framework for Action (2009) adopted by the VI International Conference on Adult Education. The Belèm Framework for Action is the result of mobilization processes that have slowly but steadily occurred over time under the auspicious of Unesco. It is the scope of this paper to increase understandings of the working of global governance in adult education by examining the type of mobilization processes that occur via inter-actions between the Unesco and other political actors.

Session 33a
Milana, Marcella

Europe, member state, europeanization

Europeanization and the changing nature of the (European) state

Aarhus University, Denmark

Drawing on contributions from State Theory, European studies and Education, this paper problematizes how the changing nature of the state restricts or amplifies member states political space. In particular, part one outlines how changes that occurred with the European Union (EU) led to the subsidiarity principle in education to be by-passed, generating a new scenario for European policy work in education. Against this scenario, part two pays close attention to the organizational means by which the state works, so to capture the changing nature of legitimate authority by and within member states. Part three concludes with few considerations on the implications of bringing back the state in the study of European lifelong and adult education policies. Specifically, this implies raising a rather different set of questions to those addressed when either excluding or underestimating member states' political space.

Mohr, Sabine; Gerhards, Christian; Troltsch, Klaus

Low-skilled employees, employer-provided continuing training, human capital, job tasks

Determinants of the participation of low-skilled employees in employer-provided continuing training in Germany: results from the BIBB establishment panel

Bundesinstitut für Berufsbildung, Germany

This paper closely analyses the issue of low-skilled employees regarding employer-provided training and examines the mechanisms that encourage the training participation of low-skilled employees. Building on theoretical considerations of human capital theory and the task-based approach, we seek to show that job tasks play an important role in explaining different participation levels of low-skilled employees in employer-provided continuing training. The empirical analyses are based on data from the new BIBB Establishment Panel on Training and Competence Development. To test the influence of job tasks on participation of low-skilled employees in employer-provided training, we run multivariate regression models that control for other explanatory variables. The results of our analysis confirm that job tasks are relevant to changes in the participation rates of low-skilled employees, which leads to the conclusion that differences between job tasks affect employers' willingness to invest in training for their low-skilled staff.

Session 40
Monginho, Ricardo Raleira

Invisible colleges, Research in adult education, Field of practices and reflection, Actor networks

Invisible colleges in adult education in Portugal: contributions to a mapping

Universidade do Minho, Portugal

This paper aims at presenting the research on the adult education field in Portugal during the last decade and some characteristics of certain invisible colleges, "networks where ideas grow and results are communicated" (Larsson, 2010, p. 98), actors who exert influence on the (re)construction of scientific knowledge. In this work of a comprehensive epistemological nature, a qualitative methodology was adopted. The focus was on two research techniques: document analysis (Sousa, 2005) and content analysis (Bardin, 2009). Seventy-two documents were analyzed. The main findings of this study emphasize that: i) some invisible colleges in Portugal are concerned with national and international public policy, learning in adulthood, etc., while others show a particular interest in issues of local development; and ii) debates can be found that do not fit the production of the "main invisible colleges" and therefore seem to be far removed from the most dealt with domains of scientific knowledge.

Session 29
Morrice, Linda

Higher Education, widening participation, refugees, exclusion, belonging, life history

Issues of recognition and participation in changing times: the inclusion of refugees in higher education in the UK.

University of Sussex, United Kingdom

Higher Education has become and an increasingly diverse and globalised system in which the binaries between 'traditional' and 'non-traditional' students, exclusion and inclusion have less resonance and analytical purchase. Drawing on longitudinal, empirical research with a group of refugees in higher education, this paper will argue that higher education can be marked simultaneously by belonging and recognition, deficit and exclusion. Complex differences and inequalities remain hidden and unspoken, raising new questions and challenges for pedagogy and for equal participation of students.

Németh, Balázs

Adult learning - education, comparative and interdisciplinary approaches, features of historical research
<u>The Rise and Fall of Research on the History of Adult Education in Contemporary Hungary: Trends and Issues of Historical Research Work from 1993 to 2013.</u>

The University of Pécs, Hungary
This paper and its related presentation demonstrate how research work on the history of Hungarian adult education has evolved in the last two decades according to major research themes and problem areas to reflect distinguished trends and issues of adult education research within changing contexts and environment. Also, the paper will underline some key particularities of the rise and fall of research work on the history of adult education in Hungary.

Session 23
Németh, Balázs

autonomy, open society, critical thinking, intimacy of learning, migration and integration, reductionism
<u>The Limits and Divisions of Adult and Continuing Education in 20th Century Modern Europe. Historical and Political Dimensions and Patterns.</u>

The University of Pécs, Hungary
This paper will examine and address key issues and reasons which made adult and continuing education in 20th Century Europe to strongly depend on particular social patterns and norms reflecting the status and perspectives of autonomy and intervention. However, it will demonstrate a correlation between underdeveloped markets, open societies and that of closed, autocratic politics. Therefore, this paper will come to conclusions that it is, consequently, not at all surprising that EAEA and other civil society groups in European adult education, and UNESCO UIL are critically mark the need for more integrated policy developments in European adult learning and education and, also, for more co-operation amongst European states to promote the dissemination of good practices, quality researches in order to balance the economic with more social.

Session 7
Niemeyer, Beatrix

adult education and globalisation, educational boundary work
<u>Reconfigurations of adult education revisited – globalisation, gender and educational boundary work</u>

Universität Flensburg, Germany
This paper builds on the findings of the international research project "The Teaching Professions in Learning Societies" funded by the Australian Research Council (2009-2012) (Seddon, Henriksson, Niemeyer 2009; Newman et. al forthcoming). It explores ways in which education and globalisation impact on each other and illustrate the resulting reconfigurations in adult education. It draws on case studies from Finland, Germany and Australia, which document the ways in which policy makers, learners and educators are constructing spaces of (adult) education at the intersection of national institutional trajectories and globalising processes. The concepts of 'educational work' and 'educational boundary work' allow tracking adult education as a work practice across different national, historical and cultural contexts.

Nienkemper, Barbara

literacy education, assessment, testing situations, learners' perspectives

Considering the Learners' Perspectives on Testing Situations in Literacy Education

University of Hamburg, Germany

The article describes the core results of a qualitative study on the issue of 'assessment from the learners' perspectives'. Before applying any assessment method, it is important to understand, what it might imply for the individual to take this test. Especially adults with a lack of basic skills such as reading and/or writing often express bad experience, anxiety or resistance in connection with testing situations (cf. Egloff 1997). Therefore the interviews were carried out with functionally illiterate adults. As one result of the analysis, a definition of testing situations from individual perspectives was developed. Furthermore, seven strategies could be identified. After explaining the methodical approach of Grounded Theory (cf. Corbin und Strauss 2008) as well as the theoretical framework of critical psychology (cf. Holzkamp 1995) these findings are outlined in the text. Finally, some conclusions for applying assessment in literacy education are drawn.

Session 28
Nittel, Dieter (1); Tippelt, Rudolf (2); Wahl, Johannes (1); Buschle, Christina

The need for comparative pedagogical research on occupational groups in times of change

1:Goethe-Universität Frankfurt/Main 2: LMU Munich

Session 51

Monika Noworolnik-Mastalska

Social responsibility, workplace learning, learning culture

Learning culture in socially responsible enterprise

University of Lower Silesia

We live in a transitional time which means we, as a society, live between "the past" and "the future" ideas of economic system. On the one hand, the capitalistic system has not yet been accomplished, on the other hand "the future", alternative ideas which are postulated nowadays – i.e. participatory economy or democratic economy etc. – have not yet been introduced. However, we are witnesses of current changes. One of the signs of those changes is emerging an interesting, new idea in economics' field - conception of Social Responsibility of business companies (CSR), which has recently introduced in many enterprises. In this concept enterprises should be more opened and transparent, democratically governed and more committed in sustainable development of the local community and an environment, etc., then they are now. What more, this idea "push" enterprises trifle, because they have to change traditional approach of management or they lose their position on the market. Although this concept, indeed, is also very useful for the owners of enterprises, because it helps to increase their individual profits.

Moreover, some researchers have discovered that the social responsibility is nothing more than a discourse of market and just one of PR tools for enterprises. For Žižek this "new" idea of CSR is quite paradoxical. He assert that the enterprise wants to help people who are suffering because of the enterprise. The enterprise will not be ethical or even will not be responsible as long as it generates only its own profits. His perspective contributes to the re-thinking the idea of Social Responsibility in context of business. In my research I will try to theoretically understand the idea of social responsibility of the workplace from perspective of learning culture and its members. I am interested in socio-cultural perspectives of learning and in order to do my research, I have posed some questions: How to define a social responsible learning environment? How is the culture of social responsibility transmitting and re-constructing in the workplace? What is characteristic for this culture? What does the term "responsibility" mean for the members of learning culture? How do they learn the social responsibility at work? Which of social discourses is dominated and how does it look? This paper looks at the inter-relationship between learning at the workplace and concept of social

responsibility in business, which is introduced nowadays as a new one in many enterprises. In particular, I try to explore the term of learning culture in the context of socially responsible enterprises. First of all, I describe in my presentation what exactly is the Social Responsibility in business culture, secondly I present my PhD project very briefly and finally I try to reflect on changing role of adult education in the process of ongoing social changes. The economy, as an new actor, plays an important role lifelong learning. In my opinion observable modification in the field of economy has a great impact on adult education. I try to consider, why we actually should deal with adult education in the context of those changes?

Session 8
Nylander, Erik; Melldahl, Andreas

Auditions, Music Education, Cultural Fields, Jazz, Selection

Playing with Capital: Inherited and acquired capital in jazz school auditioning

Linköping University

By surveying a group of aspiring jazz musicians at a critical stage when the success of pursuing an educational career is being decided upon through auditions, this paper examines assets and attitudes involved in the very formation of a music field. In the study we build on Bourdieusian sociological method in order to map out an audition space of jazz and characterize the group(s) seeking to enter. Our findings, based on correspondence analysis on 211 applicants, suggest that the social space of jazz applicants is structured along three factors: (i) the total volume of inherited and acquired music capital, (ii) commitment to the field of practice and (iii) the familiarity from previous music training. In the finalizing sections we discuss these findings in relation to previous studies on cultural fields and elite educational institutions.

Session 11
Ostrouch-Kamińska, Joanna

gender equality, gender family relations, dual-career family, egalitarian marriage, informal learning

Gender equality, family and learning: spouses as adult learners

University of Warmia and Mazury in Olsztyn, Poland

The paper is based on biographical research (in-depth interviews) I conducted with dual-career couples. The main aim of the research was to reach the ways of understanding and interpreting the phenomenon of gender equality between spouses. The research results shows that a marital, egalitarian relation is an incessant process of learning in relation to a spouse.

Session 18
Palt, Beatrix
Adult Education, Project Management Training, Personality Development, Informal Learning, Learning from Experience

The Need for Change in Project Management Training –

FOM Hochschule für Oekonomie & Management, Germany

Scientific research requires project managers with a strong personality and recommends training measures. But current concepts of project management training address methods whereas they should be strengthening personality development. Project management training is predominantly addressed within the context of business administration. Therefore it would be advisable to regard it within the framework of the current state of research in pedagogics. The analysis of current trainings and my qualitative empirical study into two medium-sized companies reveal a need for change based on further theoretical and empirical research. Therefore, this paper attempts to broaden the state of research in project management training by including the findings of an empirical study as well as impulses from neurobiological personality research and to integrate them into the discourse on educational science. The assumption is that we need a new configuration of project management training involving non-formal concepts that facilitate informal learning, e.g. learning from experience.

Pardy, John (1); Henrique Vaz (2)
Experience and practice in the knowledge on offer in Adult education

1: Faculty of Education, Monash University, Australia 2: Faculty of Psychology and Educational Sciences, University of Porto, Portugal.

Through a cross cultural dialogue about the adult education in Portugal and Australia it was recognised that their exist uncertainties surrounding knowledge in apparent "non-academic" contexts. This lead the authors of this paper to address the issues of the not well understood or appreciated character of knowledge on offer in adult education. This paper will progress insights into the distinctive character of the knowledge on offer in adult, vocational and technical education. Notions of competency as well as social realist understandings of knowledge in adult and vocational education obscure and cover over the depth of knowledge connected with practice and experience. Drawing from adult education experiences in Portugal and technical and vocational education practices in Australia the paper highlights the central tenets of knowledge connected to experience and practice. As an outcome of this dialogue this paper will underline the importance of experience and practice in appreciating the certainties and value of knowledge made available through adult and vocational education. Experience it will be argued involves recognition, and becoming knowledgeable, which leads the subject towards a (re)construction of his/herself. Such recognitions usually privilege the processes of doing, and thinking about doing as ways of coming to knowledge. This is achieved by learning through experience, opening ways for understanding how doing, and thinking involved with doing are connected, and open up avenues to increase one's knowledge. Practice on the other hand involves encountering and working cooperatively with others to re-experience knowing through (inter)action. Practice becomes a 'knowing practice' whereby unthinking habit is resocialised through actions where practice and experience form the basis of exchange and knowledge production.

Pätzold, Henning

organisational learning, organizational learning, adult learning, adult education, non-profit organisations, non-profit organziations, third sector

To Value Adult Education – Organisational learning, Adult Learning, and the Third Sector

University of Koblenz-Landau, Germany

With this paper I aim to provide a short trip through organisational learning with particular respect to adult education and non-profit organisations (or the third sector, respectively). The aim is to show, how some of the linkages between adult education and the third sector can be used to provide a more insightful picture of organisational learning in that area. Hopefully we will see, if (and how) the ongoing question on the relationship between individual and collective learning in adult education can be answered freshly by taking over this perspective. Eventually we will briefly explore further applications of adult learning concepts to the learning (non-profit) organisation.

Paulos, Catarina Isabel

Adult educator, RVC Professional, learning trajectory, identity

A new professional activity on adult's education: the RVC Professional

Universidade de Lisboa, Portugal
This study is part of a broader investigation integrated in a PhD program in education, whose goal is the analysis of a professional activity related to adult education – the RVC Professional. This occupation started in 2001, with the implementation of the processes of recognition, validation and certification of competences. This research aims to answer the following questions: Who are the RVC Professionals? What were their previous professional experiences? How did they learn to do all tasks involved? What image they have of themselves? The data gathering technique used was the biographical interview. This research results have revealed that the RVC professionals have academic studies in the social sciences and humanities as their basic training. The learning how to exercise the professional activity is a self-training and hetero-training based learning, but also an experiential training. The RVC professional's self image is mainly centered on the relationship component of their professional activity.

Session 46
Pehkonen, Anitta

active citizenship, adult education, voluntary work, training

Voluntary work and active citizenship from the viewpoint of training

OK Study Centre/ University of Tampere, Finland
In this article voluntary work is considered as active citizenship especially from the viewpoint of training. The theoritical frame of reference of this research is formed by the interpretive model of social interaction and voluntary work from the viewpoint of active citizenship. The qualitative data set was collected through a crowdsourcing method based on a web application. The questionnaire included one open question. Respondents included individuals already involved in voluntary work (1,895). Respondents produced a total of 5,060 responses. The objective of the research was to investigate what part and roles do training have in voluntary work and do background variables have a connection to the experience of significance of training, guidance and learning. The research results point, that 5,3 % of the voluntary workers see training as the primary incentive that they spontaneously expressed. On a scale from 1-100 the significance of training as the incentive for voluntary work received a score of 73.

Session 24
Perla, Loredana (1); Vinci, Viviana (2)

University internship, Writing didactic, Adult educational practices, Narrative inquire.

Writing & University internship: an educational path

1: Department of Educational Sciences, Psychology, Communication University of Bari, Italy; 2: University of Milano Bicocca, Italy
The research aims to define learning methodologies and tools for students so that the latter may master the complex skills required by the work environment. The education experience carried out by University of Bari is here presented: a research on internships was carried out in order to find out all the activities achieved by students. Writing activities were chosen as one of the most effective tools in order to promote reflexion-related activities, as it is considered the most influencing way to acquire relevance from experience. If internships are part of university learning methodologies which flow into the "working culture", then training for documentary writing is a way to raise students with reflexion-related methodologies. An educational path in which internships and documentary writing are combined will also be outlined. A possible educational methodology for writing training in postgraduate environments will be traced.

Piela, Anna, Busher, Hugh, James, Nalita, Palmer, Anna-Marie

Widening participation, adult education, social justice

Agency and future life trajectories in accounts of Access to Higher Education students in England

University of Leicester, UK

This paper investigates experiences of Access to Higher Education students in England in order to better understand ways in which they enact their agency as learners and conceive their future professional trajectories against the current UK policy backgrounds. Using repeated focus groups with 60 students aged 19-54 from seven Further Education Colleges and surveys we generate and analyse the data thematically. Whilst some research suggests that Access students' motivation to undertake further studies is inherently utilitarian in its focus on finding a better paid job, we argue, drawing from Foucault's concept of 'technologies of the self' that enrolling on Access is often a part of a broader project of self-betterment and self-definition.

Piirainen, Anna

motivation methods, work motivation, transactional-transformational leadership

Work motivation and employee motivation methods in managerial work

University of Helsinki, Finland

Motivation is the key element in adult learning process; it makes the successful learning process possible. This research focuses on finding resolutions to how managers can motivate employees to do their best at work. Ten neighborhood store managers from three different grocery store chains were interviewed for this study. Three motivating method groups were found: work environment, meaningfulness and monitoring. Work environment includes community spirit, listening, caring, taking notice of individual characteristics, exemplariness, trust building and trust expressing. Meaningfulness includes task variety, knowledge development and information dissemination. The third motivating method group, monitoring, includes task clarification and work measurement, the outcome of successful work performance and the outcome of insufficient work performance. Based on the results of this research it can be stated that both transactional and transformational leadership are needed in motivating grocery store personnel. In this study, trust occurred as an essential part of the work environment.

Piirainen, Arja

peer group, andragogy, teacher students' learning, phenomenographic

Teacher students' peer group in an andracogical education programmer

University of Jyväskylä, Finland

The aim of the study is to promote understanding of peer groups meanings from the students' point of view. The research task is to find out teacher students' conceptions of the andracogical peer groups in the health science teacher studies at university. Teacher students' peer groups are based on andracogically formed principles. The participants are (65) health science teacher students, who have started in 2009-2012. The data (578 written pages) was gathered by using essay writing in the end of their one year teacher studies and analysed by a phenomenographic method. The results are three hierarchical categories of peer groups meanings description 1) Value of otherness in participation the peer group 2) Otherness in peer group as mirror to personal teaching; 3) Community as the basis for a high-quality education. The results of the study indicate how and why teacher student's peer group is significant in andracogical teacher education.

Session 12
Pitura, Joanna Janina

adult educators, burnout, work engagement, job resources

Absence of job resources as a source of burnout in self-employed teachers of English in Poland

University of Warsaw, Poland

Drawing on the Job Demands-Resources model of burnout, the paper sets out to examine adult educators' job resources, i.e. organizational, economic, individual growth, and communication conditions. Ten Polish adult educators - teachers of English - aged 25-42 (M=31), with 1,5-20 years of adult teaching experience (M=8,25), working in private language schools in Warsaw (Poland) took part in the study. The data were collected by means of semi-structured interviews. The study reveals limited availability of job resources in adult educators' work settings, which causes frustration, anxiety, and cynical attitude towards work. That may have a detrimental effect not only on educators' work wellbeing, but on the teaching/learning process as well. It is hoped that the findings will raise awareness of educational authorities and policy makers, whose initiative is vital to ameliorate the working conditions and to prepare tailor-made development programmes for this professional subgroup.

Session 51
Riekmann, Wibke; Buddeberg, Klaus

Literacy, Adult Basic Education, Confidantes, Networks, Non-Participation

Functional Illiterates and their Confidantes. A new Approach to the Question of Non-Participation in Adult Education

Universität Hamburg, Germany

At the end of the UN Literacy Decade literacy has reached stronger public and scientific attention. Several European studies on functional illiteracy offered striking results (France 2012: 7%, England 2011: 16%, Germany 2011: 14.5%). Studies inform us that the clichés of functional illiterate people do not fit reality. In the working place and in their private life, people affected often have strong networks of support. Despite recognizing the crucial role of networks for continuing education, research rarely focuses on those people and on their role in the learning process. The study introduced here shifts its focus from the functional illiterates to their supporters. As the project is at an early stage, in this paper we will concentrate on the development of our research questions instead of presenting own empirical results. We will hence focus on two crucial topics of the study: nonparticipation in adult basic education and networks of support.

Session 22
Riva, Maria Grazia

Violence, adult education, remains and debris, fantasies and ghosts, working-through

VIOLENCE INTERROGATES ADULT EDUCATION TODAY. A radical and critical reflection

University of Milan-Bicocca, Italy

I want to reflect on the relationship between violence and education. In the nineteenth century European society converged its energies and hopes also in education, but atrocities and violence have not decreased at all. My reflections draw on some theoretical models from psychoanalysis, psycho-history, hermeneutics, pedagogy and critical sociology, post feminist thought, theory of complexity, Group relations Method, as models enabling us to critically address the events. The project of development of the world of education in the second half of the twentieth century, including adult education, was often based on an individual and collective unconscious split. After the two World Wars and the student revolution in the 1960's, we tried to leave the wounds and the tragedies behind. But many debris were not worked through: anger, anxiety, revenge, grudge. Adult education has the historical and political task to inquire into this serious issue of violence, looking for new models and methods.

Session 23
Robak, Steffi

Constellations, participation, opportunity structures

<u>Constellations of educational participation between individual options and organizational opportunity structures</u>

Leibniz University Hannover, Germany
The paper refers to the idea of the conference, that the concept of lifelong learning has an impact on the adult education system on a national level concerning its organizations and the respective supply structures on the one hand and the individual biographical carrier and work constellations on the other hand.

Session 1
Roosmaa, Eve-Liis; Saar, Ellu

adult learning; reasons for not participating; institutional, situational and dispositional barriers, country typology

<u>Perception of Barriers to Adult Learning in Europe (initial title: Barriers to participation in lifelong learning: cross-national differences)</u>

Tallinn University, Estonia
The paper explores cross-national differences in the intensity of perceived barriers to adult learning in Europe and focuses on the barriers recognized by people not participating. The authors propose a country typology of adult learning based on earlier typologies: welfare state regimes, varieties of capitalism, and models of lifelong learning. Using data from the Adult Education Survey (2007), multi-level analysis was conducted to reveal individual and contextual effects on barriers. The results indicate substantial country differences in all types of perceived barriers. Adults seeking learning in the Nordic countries are the least impeded. Institutional barriers are perceived most often in the Baltic countries, situational barriers occur most frequently in liberal and continental countries, whereas dispositional barriers are most frequent in all post-socialist countries as well as in Southern Europe. The results confirm the significance of including structural and institutional factors in addition to individual characteristics in explaining adult learning barriers.

Session 43
Salling Olesen, Henning

interpretation methodology, subjectivity, psychoanalysis, socialization

<u>Learning and the psycho-societal nature of social practice</u>

Roskilde University, Denmark
This paper will introduce and argue for a psycho-societal approach to empirical learning research combining a materialist theory of socialization with an interpretation methodology based in hermeneutic experiences from psychoanalysis. The focus is on individual subjectivity as well as subjective aspects of social interaction. By the term "approach" is indicated the intrinsic connection between the theorizing of an empirical object, the research process, and the epistemic subject. By interpreting articulations and interactions (texts and observation notes) in the perspective of the subjective meaning for agents and interlocutors it seeks to understand learning as a subjective process of experiencing social reality. Particularly the methodology is interested in the relation between what is "visible", i.e. conscious level of knowing and participating in social practices, and "invisible", i.e. collective unconscious meanings in texts and interaction that can be related to a wider societal context by means of context knowledge and sensitive interpretation.

Salvà-Mut, Francesca; Quintana-Murci, Elena; Desmarais, Danielle

Youth Pathways, Lifelong Learning, Adult Education, Low level of Education, Biographical Perspective

<u>Inclusion and exclusion in continuing education for adults: the case of young people with a low level of education in Spain</u>

UNIVERSITY OF THE BALEARIC ISLANDS, Spain

In this paper we analyse, from a biographical perspective, youth participation in education and training, aged between 26 and 28 years, who have no qualifications or at most have a qualification corresponding to the secondary education graduate certificate (ISCED 0-2), during the 10 years elapsed between the end of compulsory education (2000) and the time of the interview (2010). As regards their personal life stories, we cover a broad period which includes different stages in the transition into adulthood, stages which take place in a historical context in which we have moved from a time characterised by ease of access to employment among youth with a low educational level to another time in which youth unemployment levels affect over half of the workforce aged 16 to 24 and in which public policies supporting training and social and professional insertion of young people with a low educational level have been reduced

Session 19
Sandberg, Fredrik

Jürgen Habermas, education, adult education

<u>Jürgen Habermas' theory of communicative action, education and adult education: An overview and analysis</u>

Linköping University, Sweden

In this paper Jürgen Habermas' theory of communicative action is discussed in relation to education and adult education. Previous scholarly thoughts and research into these connections are combined with a more unprecedented analysis of the implications of the theory of communicative action for education. It is argued that Habermas' theory of communicative action, despite its criticism, still holds importance for an analysis of education – both on a macro and micro level. Such developments as the Bologna process, privatization of schools and the contemporary focus on assessing prior learning, can easily be interconnected with Habermas' thesis of a colonization of the lifeworld.

Session 26
Sawan, Joseph E.

social movement learning, de-alienation, activity theory, everyday life

<u>Empowerment, transformation and de-alienation through social movement learning: Lessons from anti-poverty activists in Toronto, Canada</u>

OISE / University of Toronto, Canada

This paper engages in questions of empowerment, transformation and de-alienation among social movement participants and reviews findings from two case studies in Toronto, Canada among anti-poverty activists. Beginning with a brief review of key literatures in sociology and adult education, I explore the following key research questions: 1) How can we understand everyday activities as resistance to estrangement, powerlessness and isolation? Can further development of theoretical and conceptual approaches to understanding (de)alienation provide us with necessary tools to understand how social movements relate to de-commodification and basic human needs? 2)To what extent can classical traditions in the study of alienation provide a theoretical framework for research on adult learning in everyday life (inclusive of activity across multiple institutions, e.g. employment, community life, the home; i.e., across the "mode of production" writ large) that encourages collective transformation and social change?

Schemmann, Michael

<u>Towards a European Understanding of Adult Education in a Global Society? A corpus based Discourse Analysis of National Reports from European Countries to CONFINTEA VI</u>

The body of research on national and international adult education policies has grown significantly during the last 10 years. Especially, studies which focus on the governance of inter- and supranational organizations were carried out (see Jakobi 2010; Ioannidou 2010; Schemmann 2007). The findings show that there is a trend of harmonization of adult educations policies both between inter- and supranational policies as well as between various nation states. This process of harmonization culminates in the concept of lifelong learning. The study of Ioannidou (2010) also shows, that there are hints to harmonization between the adult education policy of the European Union and its member states. In her study she focused on Germany, Greece and Finland.

However, a study which examines the extent of harmonization as well as the heterogeneity of national adult education policies in a quantitative way is still lacking. The contribution will analyze the national reports of European countries prepared in the context of the sixth UNESCO world conference (CONFINTEA VI) by method of corpus-based discourse analysis. This method developed in linguistics allows for a quantitative analysis of large bodies of texts, identifying patterns by analyzing frequencies, concordances, collocations, clusters and keywords. Next to regional and inter-country comparisons of adult education policies, the central research question of the paper is, if a "European" understanding of adult education can be identified that were given to an organization with a global approach.

Session 30

Schmidt-Hertha, Bernhard (1); Friebe, Jens (2)

competencies, older adults, ageing

<u>The meaning of competencies in later life</u>

1: University of Tuebingen, Germany; 2: German Institute for Adult Education (DIE)

With the Programme for the International assessment of Adult Competencies (PIAAC) there will be a rich set of data on adult competencies for all OECD countries. The study focuses on three knowledge domains for 16 to 65 years old adults. An additional study in Germany (CiLL) extends the PIAAC-programme in order to integrate the 66 to 80 years old adults and to complete it with some qualitative data. The paper will shed some light on the theoretical background of the study and present some very initial results from the quantitative part of the study. Older adults participation rates in adult education on the one side fit with other studies, but on the other side indicate that non-formal education plays only a minor role for them. In contrary, it seems to be the informal and self-regulated ways of gathering information that are more important for learning in later life.

Schrader, Josef

governance of adult education, modernisation strategies, programme analyses, impact analysis

Strategies of Modernisation and Their Effects on Configurations of Adult Education – Theoretical Assumptions and Empirical Findings

Deutsches Institut für Erwachsenenbildung e. V. (DIE), Germany
The article presents findings from a longitudinal research project focusing on structure and change in German adult education. As a first step, a model was developed conceiving adult education as a multilevel system. To analyze the effects of interventions on this system of adult education, this research project is theoretically oriented on concepts of the historical and of the actor-centred institutionalism and methodically based on a content analysis of programmes presented by adult education providers. These programmes inform about the structure and change of the adult education system, about providers of adult education, and about their offers. In the aforementioned research project, a regional adult education market was captured over a period of more than three decades. The main findings indicate that the considered modernisation strategies primarily affect the intended levels of the multilevel system of adult education even though limitations become clearly evident.

Session 21
Siivonen, Päivi Tuulikki; Isopahkala-Bouret, Ulpukka

adult graduate, employability, age(ing), ability, discursive and narrative analysis

Adult graduates' negotiations of age(ing) and employability

University of Helsinki, Finland
The requisite for adults to update their knowledge and skills needed in the knowledge economy has been firmly expressed through discourses of employability and such educational policy imperatives as lifelong learning and active ageing. This article is a narrative inquiry into general upper secondary school and university adult graduates' social positioning in relation to further education and working life. It will be explored how the participants interpret and negotiate age in relation to employability and future employment prospects. Moreover, we will examine how formal qualifications, on one hand, and enterprise abilities, on the other, intertwine with these negotiations. As a result, we argue that age and ageing is interpreted as a positional (dis)advantage depending on both the absolute (personal qualities and skills) and the relative (the supply and the demand of the labour market) dimensions of employability.

Session 44
Simões, Ana Maria

adult education, formal education, non-formal education, experiential learning, sociocultural community development

Sociocultural community development as a strategy for adult education: the conceptions and practices of its practitioners

Escola Superior de Educação do Instituto Politécnico de Lisboa, Portugal
The aim of this study is to reflect on Adult Education and its relationship with Sociocultural Community Development (SCD), based on theoretical assumptions that underpin the field of knowledge and action of Portuguese SCD practitioners. The theoretical framework is drawn from a review of literature on adult education, formal and non-formal education, experiential learning, sociocultural community development and the expected skills of professionals engaged in SCD. The methodology is qualitative and focuses on conducting semi-structured interviews with a group of SCD practitioners who completed their initial training in sociocultural community development in the school year 2011-2012, at a Portuguese state school of higher education. A content analysis was applied to the collected answers. The main findings and conclusions suggest that SCD practitioners consider, in general, SCD to be a strategy for adult education, as it requires acting with adult audiences in a great diversity of social and cultural settings.

Sipitanou, Athina; Foukidou, Alexandra

adult educator, immigrant learner, multicultural classroom

<u>Adult Educators' view for their immigrant learners</u>

University of Macedonia, Greece

The Adult Education has to adapt to new realities. When the Adult Educator is required to teach in a multicultural classroom, he faces the situations related, beyond the linguistic-educational part, to the cultural diversity of individuals. This paper indicates a differrent aspect of the Adult Educator's profile which can act as aid to the effective conservation and development of values in a modern society. The main goal of this research was to highlight the Adult Educators' view for their immigrant learners. The Adult Educators of immigrants evaluated very positively the immigrant learners. This indicates that Adult Educators are free from stereotypes associated with one's cultural origin. The overall emerged conclusion, demonstrates that the role of Adult Educator can lead both to the social integration of immigrants and the emotional preparedness of teachers.

Söhn, Janina

immigrants, Germany, post-immigration education, sequence analyses, life-course research

<u>Adult immigrants' participation in education: the German case</u>

University of Göttingen, Germany

This analysis on adult immigrants in Germany looks at their post-immigration education from a life-course theory's perspective. The contribution investigates whether, how, and why participation in education is embedded in immigrants' transnational life-course (i.e. right before migration and in the first six years after arrival) and deducts hypotheses on the influence of pre-immigration activities and of a specific institutional factor: legal immigration gateways, e.g. with student or working visa or as refugees. The sequence analysis based on the National Educational Panel Study shows the extent of discontinuities and continuities in immigrants' transnational life courses and distinguishes four types of incorporation patterns. Multivariate analyses predicting the likelihood of entering an education-dominated incorporation path underline the – albeit limited – predictive power of pre-immigration activity (unemployment and reproductive activities as factors adverse to seeking German education) as well as that of institutional opportunities and dispositions linked to immigration gateways.

Spexard, Anna (1); Lattke, Susanne (2); Dollhausen, Karin (3); Wolter, Andrä (4)

adult learners, higher education, Europe, lifelong learning

<u>Blurring boundaries between adult education and higher education in Europe</u>

1: HU Berlin, Germany; 2: DIE Bonn, Germany; 3: DIE Bonn, Germany; 4: HU Berlin, Germany

The need to promote adult learning in the wider context of lifelong learning is seen as critical in addressing the societal, economic and cultural challenges in Europe. Consequently adult learning in terms of permanent professional development an up-skilling have reached a high priority on the political agenda at national and European level. But how is the process of opening higher education advancing in the European countries? The findings of the presented study indicate that the process of opening higher education to adult learners is at different stages, though an overall tendency of blurring boundaries can be identified. Target groups of adult education and higher education are increasingly overlapping and higher education institutions assume more and more tasks which previously have been ascribed to adult education institutions, such as implementting learner-centred teaching and learning methods and student services and support.

Taylor, Edward W.

transformative learning, literature review, andragogy

<u>Researching the Practice of Fostering Transformative Learning: Lessons Learned from the Study of Andragogy</u>

Penn State University - Harrisburg, United States of America
This paper identifies factors that have contributed to the reification of the study of fostering transformative learning (TL), by drawing on the work by Rachal (2002) and others in reviewing the the study of andragogy—theory, research, and practice. Implications are also discussed of how scholars of TL can best respond to the challenges identified.

Session 44
Tett, Lyn

Policy analysis; economic discourse; radical education

<u>Lifelong learning policies, paradoxes and possibilities for community education</u>

University of Huddersfield, United Kingdom
This paper argues that there are many ways of conceptualising lifelong learning ranging from regarding it as an inherent aspect of democratic life that is focused on personal growth to regarding it as about the formation of human capital and as an investment in economic development. Through an examination of EU and Scottish lifelong learning policies using discourse analysis the paper demonstrates that they draw on a number of inter-related fallacies that prioritise lifelong learning mainly in relation to its economic value. Three fallacies are identified: economic success equals eradication of deprivation and exclusion; failure is the fault of the individual; access to education is fair. These fallacies are then deconstructed in order to create a framework for critically analysing their contradictions so that opportunities for more radical action for community education can be identified.

Session 3
Thériault, Virginie

literacy mediators; young people; community-based organisations; critical ethnography; New Literacy Studies
<u>Community-based organisations as mediation and transitional places for young people's literacy practices</u>

Lancaster University, United Kingdom
A number of youth programs aiming at the social and professional integration of vulnerable young people are now adopting a partnership approach, causing boundaries between the roles of different social actors (including adult education centers) to become blurred. Using a critical ethnographic approach and drawing on the work of the New Literacy Studies, my study endeavours to understand what literacy practices are used in community-based organisations and how they relate to young people's literacy practices. This paper offers an account of events in which youth workers in community-based organisations are acting as literacy mediators for young people in precarious situations. These findings suggest that literacy mediation with formal documents could positively foster young people's empowerment, specifically regarding certain institutions. Also, the results suggest that literacy events and practices in these organisations might foster young people's reconciliation with school-related types of literacy.

Thieme, Paula (1); Brusch, Michael (2); Büsch, Victoria (3)

training, older employees, workability, retirement, motivation

The role of intrinsic training motivation for self-perceived workability and working past retirement age

1: Humboldt Universität zu Berlin, Germany; 2: Hochschule Anhalt, Germany; 3: SRH Hochschule Berlin, Germany

With an ageing population, in Germany regular retirement age will be increased to 67. This paper empirically investigates whether intrinsic training motivation has relevance for workability and prolonged employment. Results show significant positive correlations between intrinsic training motivation and workability as well as post-retirement employment propensity, implying external conditions only partly explain older individuals' workability or propensity for prolonged employment.

Thompson, Terrie Lynn

Actor Network Theory, mobilities, professional learning, web technologies, informal learning

Digital doings: Reshaping mobilities of online adult work-learning practices

University of Stirling, United Kingdom

Adult workers are faced with possibilities of wider networks of knowledge generation amplified by the scale, diffusion, and critical mass of digital artefacts and new web technologies globally. One result is increased interest in "networked" lifelong learning. Of interest is how these technologies become entangled with people, ideas, and other digitalia to produce, transmute, and mobilize new professional knowledges. Drawing on Actor Network Theory, I examine data from 23 contingent workers in the global north and south to explore the materialities of curating a learning ecology (an array of distributed learning possibilities that integrate a mix of technologies, artefacts and resources, activities, and people). I then delve into mobilities enacted through online work-related learning practices. I conclude with implications for adult educators and worker-learners of the growing sophistication of digital fluencies that matter as adults become entangled with digital technologies and mobile materialities in their everyday work-learning practices.

Toiviainen, Hanna

Cultural-historical activity theory, globalisation, workplace learning, engineering design

Changing configurations of adults' learning in globalising work

University of Helsinki, Finland

Paper analyses adult education in transitional times by focusing on work-place learning in globalisation. What do the changing configurations of learning mean at transnational workplaces? Cultural-historical activity theory is applied to analyse learning in a new global context of work, in which the cultural-historically developed knowledge and capabilities encounter and transform. The paper is divided into a theory-historically oriented literature review, the object-historical review of the case company, and the actual-empirical findings of the changing configurations of learning in globalisation. Based on the activity-theoretical analysis the paper aims to enhance the research program for the new learning practices at Finnish-Chinese workplaces.

Turunen, Annika

non-formal adult education, popular education, citizenship education, ethnography

Ethnography in the study of learning active citizenship

Åbo Akademi University, Finland

The paper explores the role of citizenship education in popular education and whether ethnography would be a suitable method for opening up the practices of popular education. Even though citizenship education is considered one of the main tasks of popular education both historically and today, there is hardly any research on the practices of popular education focusing on the activities among teachers and students. The research on popular education has mainly consisted of historical and theoretical studies and the organizational prerequisites. These research interests have their origins in the search of the function and identity of popular education, related to a crisis or a paradigm change within popular education. Another possible way of tackling the identity crisis is to study the interaction among the participants and between the participants and the teacher.

Session 49
Ulivieri Stiozzi Ridolfi, Stefania

education,supervision, leadership, institution,uncounscious

From the power of the personal myth to the discovery of the authority of the role performed:

Università degli Studi Milano_bicocca, Italy

this article intends to explore how the work of supervision can activate the process of treatment of creative paralyses, ideational blocks and relational disorders moving underneath the life of social services, highlighting the repercussions on the health condition of the educators and the effectiveness of the education projects provided. The article, framed in a qualitative research, will analyse a case history, questioning an experience of supervision carried out in a Social Cooperative of the Milanese area. Through an interpretation tool inspired to the clinical formation (Massa), I will introduce a few dialogues presented as texts subject to a "symptomal" reading of the evolution and involution flows created by the team and developed between the desire for change and boost to resistance. I will highlight how the supervision space takes shape as a process of experiential and reflexive learning (Demetrio, Formenti) promoting important changes in its own self-representation as both adult and educator.

Session 50
Verschelden, Griet

Civic education, urban cracks, urban renewal

Urban cracks as forum of civic education

University College Ghent, Belgium

This contribution focuses on urban cracks, i.e. temporary in-between spaces within the city, as growing intervention sites of adult and community educational practices. Adult and community educational practices operate within a social sphere that mediates between individual aspirations and societal demands. As a consequence, they are never neutral interventions. They are embedded within sociopolitical and societal discourses about community and citizenship. Historically, republican and communautarian notions of citizenship have inspired these practices within the city that contribute to the creation of respectively good / active citizens and strong / active communities. Within this approach, urban cracks are organised and programmed by adult and community educational practices in order to develop temporary communities of practice or identity aimed at learning to live together in an increasingly diverse and complex city, irrespective of the social, historical and cultural context and meanings of these specific places or people involved. This dominant approach is challenged by a relational approach of citizenship in which citizenship is not the outcome of educational efforts, but a starting point in terms of

the actual conditions that make up people's lives. In this view, urban cracks have the potential of a social forum for civic education (Biesta, 2011).

This paper argues that although adult and community educational practices are rooted in social and political struggle, they were and are often discharged from social action or social change objectives in favour of gaining control over social problems and rationalising the pedagogical transformation of society towards a better way of functioning (Lorenz, 2009). The social in this view is at the very most a derivation of the individual, and becomes an instrument to serve the overall aim of (individual or collective) integration into the existing social order. The political in this view is made invisible and normative accounts are rarely made explicit.

Mainly inspired by the work of Mollenhauer (1983) and Freire (1972), and rooted in a social pedagogical perspective, we want to readdress these social and political questions and goals.

We argue that this approach brings underlying problem definitions to the fore, and focuses on how adult and community educational practices shape the lives of people and the way people deal with living in the city. In this notion adult educators and community workers appear as co-constructors of the city, and as agitators of policy and politics (Ferguson, 2008).

We build on the experiences of two action research projects in two socially and ethnically diverse neighbourhoods in the city of Ghent (Belgium).

Session 11
Virgilio, Flavia

Informal education in social housing environments: images and metaphors from social workers imaginary to inspire informal adult educators' training.

University of Udine

Session 10
Vono de Vilhena, Daniela (1); Kilpi-Jakonen, Elina (2); Blossfeld, Hans-Peter (3); Schührer, Susanne (4)

adult learning, social stratification, labor markets, Europe

Adult learning and social inequalities in modern societies: Patterns of participation and labor market outcomes in 13 countries

1: European University Institute, Italy; 2: European University Institute, Italy; 3: European University Institute, Italy; 4: European University Institute, Italy

The edulife project has brought together experts from thirteen countries to analyze patterns of participation and labor market outcomes of adult learning in their respective countries. This paper presents the conclusions that we can draw from these country studies.

West, Linden

transformative learning, psychoanalysis, critical theory, self and recognition

Transformative Learning: straddling collective and individual, social and psychic boundaries in addressing the forms that transform

Canterbury Christ Church University, United Kingdom

In this paper I address the question of what lies at the heart of transformative learning processes – the forms that transform - and how such processes are best chronicled and theorised. Drawing on auto/biographical narrative research, I challenge what tends to be a reductive cognitivism - in notions of epistemic shifts - that can lack sufficient grounding in understanding more of the whole subjects, and their stories, at the centre of such processes. I apply, instead, and develop, a theory of recognition, drawing, especially, on critical theory and psychoanalysis: here the experiencing self, in relationship, lies at the core, and changes in mind-set are deeply intertwined with shifts in the dynamics of inner-outer worlds. I challenge, in the process, some conventional boundaries, including between self and other, cognition and emotion, the psychic and socio-cultural, collective and individual learning.

Session 49
West, Linden

Learning democracy; recognition and reciprocity; psychosocial; fundamentalism

Learning democracy, fundamentalism and popular education: an interdisciplinary analysis

Canterbury Christ Church University, United Kingdom

In this paper – a work in progress - I focus on what I term 'learning democracy', with reference to the importance of space in civil society where people learn the free play of ideas, dialogue and deliberative sensibilities with diverse others; or their antithesis, which, in particular circumstances of social distress, can lead to fundamentalism. Feelings of self-confidence, respect and esteem can be generated in racist and similar groups, but these also close down possibilities for self-realisation in wider cultural experience. I draw on historical research into an 'experiment in democratic education' - an alliance between workers' organisations and progressive elements in universities - to explore how democratic life, reciprocity and self-realisation was facilitated; and use research in a distressed, 'post-industrial' city, once home to a vibrant workers' education, to illuminate the allure of fundamentalism and its destructive constraints, using critical theory and psychoanalysis.

Session 23
Widany, Sarah

academic qualification, trend analysis, participation in further education, work-related further education

Academics' Participation in Work-related Further Education and Training in Germany. Trends and Patterns from 1991 to 2010.

Freie Universität Berlin, Germany

The paper addresses changing configurations in adult education on the individual level by analysing the participation in work-related further education of the highly qualified working population in Germany for the years 1991 to 2010. First, in respect to different scientific disciplines, the current state of research is investigated with regard to empirical knowledge about factors influencing participation as well as possible theoretical approaches. Second, against this background, a framework for the analysis of participation in work-related further education is developed, following a multilevel approach. Third, the empirical analysis uses this framework to classify its scope and the validity of its results. Participation trends and patterns of academics are analysed descriptively and by means of logistic regression. The intragroup-comparison of academics participation is challenging as educational background being a strong predictor for participation, is excluded as explaining variable.

Session 2
Zarifis, Georgios

adult learning, quality, Europe

Reconfiguring the elements of quality assurance in adult learning in Europe.

Aristotle University of Thessaloniki, Greece
This paper focuses on the vital issue of quality assurance and the various elements tied to the concept of quality in adult learning in Europe. Reflecting on the very recent European Commission's study report on "Quality in the Adult Learning Sector", I argue that quality both as a concept but also as a policy priority and as a monitoring process needs to be readdressed in the field. Considering the variety of the elements and actors involved in defining the concept of quality in adult education, I critically focus on the authority of the integrated set of policies, procedures, rules, criteria, tools and verification instruments, and mechanisms that together have supposedly the purpose of ensuring and enhancing the quality provided by any learning institution.

Session 44
Zepke, Nick

Keywords: Life-wide Adult Education; Futures; Learning Spaces; Causal Layered Analysis.

A preview of life-wide adult education in Aotearoa New Zealand in 2020

Massey University, New Zealand
The paper addresses the question "what will be the purposes, pedagogies and practices influencing life-wide adult education in 2020 in Aotearoa New Zealand?". A first section identifies selected learning spaces in which life-wide adult education takes place. It explores formal, non-formal and informal spaces that conform to or oppose dominant ideological policies, trends and discourses. A second section discusses current purposes, pedagogies and practices in life-wide adult education. The official purpose of adult education is seen as contributing to Aotearoa New Zealand's economic success in a global market place. While life-wide adult education provides spaces to achieve such official purposes, it also creates spaces of neutrality and opposition. In the third section, the paper uses causal layered analysis (CLA) to preview the future of life-wide adult education. The paper finds that while neo-liberal purposes, pedagogies and practices remain strong, counter learning flourishes in diverse spaces.

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