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

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## WORKSHOP

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

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

*Natalija Gojak*

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

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

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

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

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

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

*Natassa Raikou*

Hellenic Open University, Greece

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



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