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

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BETWEEN THE WELFARE  
STATE AND NEOLIBERALISM**

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

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

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

## EDUCATIONAL SITUATION OF MIGRANT FAMILY IN SERBIA

*Jana Mišović*

Belgrade University, Serbia

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

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

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

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

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

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