



Book of abstracts

Dear participant, the Book of Abstracts has been organised in such a way to offer a rapid glimpse of each session's contents. The presentations are numbered to allow fast retrieval. Enjoy the Conference!

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Migration - Room 1C

37. (Im-)Permeability of borders and boundaries: Education and acquisition processes of refugees in German accommodation centers.
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39. Exploring age and care in migration societies. Theoretical and empirical insights from a community-centred project in an urban context.
40. Growing the “new normal”. How adult educators overcome crises. Insights from a qualitative investigation at German Adult Education Centres.



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41. Crisis in adult education of the post-pandemic period. A possible model of sustainable welfare.
42. Social representations and emotions in the 2020 outbreak of Covid-19 in Italy.
43. Student and teacher resilience and motivation during the pandemic – lessons from a study into adult ESOL.

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45. Watching new seeds sprout: a review of artificial intelligence in adult education.

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47. Culture contact, adult learner's critical thinking, and use. A sociocultural perspective to AE.
48. Navigating through the system of lifelong learning: a resource-oriented portfolio as a tool for documenting and reflecting learning in the context of adult basic education
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53. Analysis of course provision within Finnish study centres.
54. Coping with change? How Swiss adult education providers adapt to current challenges at the organisational level.

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Policies - Room 1A

55. *PSAE Network* - Adult education policy and governance in Central and Southeast Europe

Theories - Room 1B

56. Studying the multiplicity of temporalities and rhythms that shape adult education and professional development.

Migration - Room 1C

57. Adult learning in a migration society (*PART 1*)

Post-Covid - Room 1D



58. Midlife in a changing and post-pandemic world; implications for career education and older adult learning using on-line and in person solutions. Introduction: Setting the scene.

Digitalization - Room 1E

59. Current issues in digital equity and systemic inequalities.

Focus on learners - Room 1F

60. Should I stay or should I go now: conditions of participation in literacy and adult basic education.

Transformation - Room 12

61. *TEAE Network* - Sowing the seeds of transformation in a barren ecosystem.

Work - Room 10

62. *WLL Network* - Responding to changes in workplace demands and learning styles: challenges and benefits of work-integrated learning for student development in HE.

Day 3 – Saturday – Parallel sessions 4 – 10:00–12:00 am

Policies – Room 1A

63. Survey on adult learning and education policies and practices. Opinions of European regional and local stakeholders.
64. Following the policy under the C19 pandemic: An examination of the policy process behind the EU agenda on adult learning 2021-2030.
65. Social learning for diversity and democracy. Case studies of human library and action for democracy in Poland as a civic answer for education in times of change.
66. Design inclusion in preschool services in Italy: Challenges and opportunities for professionals in post pandemic scenario.

Theories – Room 1B

67. Cultural determinants of adult learning participation. Testing of the theory of cultural reproduction.
68. 68. Researching the transformation of adult education. The concept of transdisciplinarity.
69. The 'commons' as a new value in adult learning.
70. The contribution of transformative learning theory to understanding resilience experiences of gender minorities in the context of non-formal community education.

Higher Education – Room 1C

71. Fostering reflective thinking and combating ethnocentric tendencies. A cross-cultural inquiry-based learning experience in higher education.
72. Was it worth it? Professional and personal changes of graduates who came to HE as mature students.
73. Critical and transformative perspectives on professionalisation in adult education at the university.
74. 74. Bringing higher education to the streets: Experiences from studentlab deliberative walks in Finland and Germany.

Inclusion – Room 1D



75. Between home and academia: gendered domestic work in private and public spheres as a barrier to academic women's citizenship.
76. The paradox of exclusion through inclusion. Lessons learned for AE.
77. Women at risk? Exploring young women's learning in a disadvantaged suburb.
78. Development and initial validation of the nonparticipation in nonformal education questionnaire.

Digitalisation – Room 1E

79. Digital media in adult and continuing education in Germany. Empirical results from a case study.
80. Articulating technological and pedagogical accessibility for adult learners in distance education.
81. Finnish higher education's pioneering initiatives to support ageing populations' media literacies and digital competences.
82. Digital cultures of care.

Focus on learners – Room 1F

83. Research literacy in academic continuing education: Students' needs and perceptions.
84. Professional identity and competences for the educational profession: The case of personal services coordinator in the Tuscany third sector.
85. On the right path to learning? Yoga teachers' career paths in between tradition and modernity.
86. Maintaining the ground: A learner-centred approach in adult literacy in changing times.

Societal Challenges – Room 12

87. Learning democracy: Harvesting grassroots knowledge to respond to global challenges.
88. Reflective learning opportunities for school leaders in sustainable school improvement projects.
89. AE under the condition of totalitarianism and social transition. The example of GDR.
90. Re-imagining lifelong education in socio-culturally complex communities.

Work and Second Chance – Room 10

91. How do you learn in the workplace?
92. Second-chance measures: an opportunity for new training models? An example of French second-chance schools.
93. Adult educators' interpretation and use of curriculum and other steering documents in Swedish second chance education.
94. Vocational training in the workplace: what have we learned during the pandemic? Research conducted in a vocational school in the Algarve, Portugal.

Policies and practices – Room 8

95. *Symposium* - What lessons can be learnt from international organisations' engagement with lifelong learning as a policy concept?
96. Paper: Planting seeds of resilience for coping with trauma during the time of a global pandemic: Applying transformative learning to trauma responsive practices in professional education using reflective writings.

Day 3 – Saturday – Parallel sessions 5 – 2:00–4:00 pm

Policies – Room 1A

97. Follow the funding. Policy choices in Denmark and Slovenia for achieving lifelong learning for all.



98. Between welfare service and market good. How tendering-based procurement shapes the value of Swedish municipal adult education.
99. Teacher' policy enactment of science and proven experience: the case of youth recreation leader education at folk high schools in Swedish popular education.
100. Patterns of resource mobilisation for the education after crisis: A comparative study of OECD and non-OECD countries.

Complexity – Room 1B

101. Coevolution narratives. A study about the narrative capacity as essential tool to approach the crisis in a paradigm of complexity in adult training.
102. Dancing the crisis beyond the usual choreographies in social educational work.
103. Using a multiliteracies framework to explore adult literacy practices through arts-based learning organisations.
104. Will there be a sunrise tomorrow? Developing biographical resilience and solidarity in view of (multiple) worldwide crises and increasing contingency.

Higher Education – Room 1C

105. Perspectives on the value of studying an early years foundation degree (EQF Level 5) in England: Past, present and future destinations.
106. Why do Asian students go to the German university of applied science? Based on Pierre Bourdieu's theory of cultural capital.
107. Entrepreneurship in higher education in Italy and Ireland: A new research track for adult education.
108. From biography to learning: Travelling in time via the narration of adult learners in higher education.

Integrated Care – Room 1D

109. Learning to lead the transition towards an integrated health care.
110. Chronicity and pandemic: Research perspectives and educational actions to support the adult with chronicity.
111. Bridging universities and communities from the heritage learning perspective.
112. Learning with the body and about the body through the liminality of pain.

Digitalisation – Room 1E

113. Digital formats in adult education: Demands on learners and teachers.
114. The two levels of digital adult education.
115. The design of generative learning space for the emergent AI-human interaction.
116. Risk of job automation and participation in AE and training: Do welfare regimes.

Focus on Learners – Room 1F

117. Lives on hold: Critical consciousness and perspective transformation in prison as a double-edged sword.
118. Learning to resist against transitional precarity.
119. Radicalization and violent extremism prevention: A socio-pedagogical approach.
120. Ideas of quality in Swedish adult education.

Communities – Room 12

121. What should municipal political leaders know? Knowledge as symbolic capital among local elected social democratic leaders in Sweden.
122. Citizens... or citizens in the making? A study of school-community collaborations to enhance civic engagement among adult students.
123. Social mediation: Engendering community learning processes.



124. Open innovation as a competence for social cooperatives.

Vocational Training – Room 10

- 125. Approaches to teaching as predictor of training transfer - A longitudinal study.
- 126. Changes – A longitudinal study on the vocational identity development of assistant nurses.
- 127. Programme managers and knowledge in Swedish higher VET curricula.
- 128. The 3R-Play's educational practices for adult education: The case of football coaches' training.

Day 3 – Saturday – Parallel sessions 6 – *Symposia* – 4:30–6:00 pm

Policies – Room 1A

129. *PSAE Network* - The NEAAL 2030 - new trends in the Europeanisation of adult education?

Theories – Room 1B

130. Conceiving heterogeneous temporalities and rhythms in biographical research and adult education.

Migration – Room 1C

131. Adult education, migration and trajectories of inclusion.

Seeds of Change – Room 1D

132. New communities of learning: Sowing seeds of change in post-Covid adult education (*Workshop*)

Digitalisation – Room 1E

133. Adult literacy(ies) for the immediate future.

Adult Education Programs – Room 1F

134. Past futures of adult education: Archiving and analysing programs.

Transformation – Room 12

135. Living theory, living practice. Expanded perspectives on transformation.

Dialogue – Room 10

136. Democracy in liminality: An exploration of the meaning, importance and limits of dialogue.

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137. *Symposium* - What has 30 years of lifelong learning done for European adult education? Findings and perspectives from the ENLIVEN project.

Adult Educators – Room 1B

- 138. The enactment of VET teachers' professional bodies.
- 139. Pedagogical support: Knowledge and gestures of educational cultures.
- 140. Digitalisation and democracy - a context paper.



Migration – Room 1C

141. *Symposium* - Adult learning in a migration society (Part 2).

Communities – Room 1D

142. Shaping new possibilities: the university as an agora for discussing.

143. Peer learning practices drawing borders between 'Us' and 'Them'. Analysing consensus conference-method through Theory of Practice Architectures.

144. Quantitative methods for investigating adult learning and multicultural education in the time of crisis.

Digitalisation – Room 1E

145. (Un-)doing "good" parenting: the social (de-)constructions of a pedagogical model in online informal learning environments.

146. Digitalization needs and resistances of German employees in the pandemic. Vocational education between emancipation and adaptation.

147. Organisational and professional challenges in adult education centres for orientation in digital transformation.

Focus on Learners – Room 1F

148. *Workshop LHBN Network*: Biography as experience.

Practising Transformation – Room 12

149. Practicing cultural safety and belonging for the world to come.

Post-Covid – Room 10

150. The COVID-19 pandemic as a major crisis in adult education in Québec: Chronologies of events and impacts on students' attendance.

151. Physical home learning environments of academic continuing education students during the COVID-19 pandemic.

152. Socio-educational predictors of confidence in public institutions in Serbia during the COVID-19 crisis.



Abstracts

Day 2 – Friday – Parallel sessions 1 – 10:00-12:00 am

Policies – Room 1A

1. PSAE Network Symposium - Researching adult education policy: theories and methods

Chair: Marcella Milana, University of Verona, Italy

Discussant: Beatrix Niemeyer-Jensen, Europa-Universität Flensburg, Germany

This symposium has two main objectives. First, drawing from different disciplinary knowledge, it presents a few theoretical and methodological perspectives that can be productively employed in researching adult education policy. Second, by bringing together contributions by scholars who research adult education policy at different levels (from local to global), it debates some analytical challenges linked to adult education policy research.

Over the last decade, adult education has attracted increased attention in European and global policy, as evidenced, among others, by international initiatives like the 2015 UNESCO Recommendation on Adult Learning and Education or the European Agenda for Adult Learning, renewed under the 2021 Slovenia Presidency of the Council of the European Union. Such trends, however, do not necessarily reflect policy work that occurs in national and/or local contexts, with own evolving histories, and degree of permeability and/or resistance to supranational and global policy agendas (UIL, 2019).

Hence, policy developments in adult education embed many tensions. In addition to the tensions between local, national, and supranational policy traditions and trends, there are also tensions between public and private interests in adult education, and the fact that adult education policy often lays at the crossroad of diverse, yet complementary, domains of intervention. Accordingly, adult education policy, and its development, result from a complex process that involves the inter-action, over time, of a plethora of actors with own values, interests, and preferences, as well as multiple agendas, and programs, both within and across policy domains (e.g., education, labour, migration, social protection) (Milana, 2017). This is particularly evident at times of disruptive events at global scales, like the Global Financial Crisis of 2008 or the outbreak of the COVID-19 pandemic of 2020 (EU, 2020). Following such events and their detrimental effects on people and societies, governments and international organizations have been oriented towards their mitigation. Alongside mitigation policy that, for instance, in Europe brought about the European Semester (after the 2008 Global Financial Crisis) or the Resilience and Recovery Plan (following the 2020 COVID-19 pandemic), new problematizations about the future of single nations and regions of the world often brought about the re-orientation of local, national, and global growth strategies. These, either implicitly or explicitly, usually affect adult education policy and its development.

Against this backdrop, adult education researchers have been adapting and/or developing conceptual frameworks, heuristics devises, and methodological approaches drawing on education, sociology, and political science to better capture both the multi-level and multi-causal nature of policy work in adult education, and to enquiry what policy is, how it is produced, who contribute to its production, and to what effects.

The papers included in this symposium will present some of these developments, to collectively address, and bring to debate, the implications for adult education policy research of specific theoretical traditions, research perspectives, and analytical models, as well as the challenges that adult education policy researchers are confronted with.

This symposium is organized by the ESREA Network Policy Studies on Adult Education and is part of a collective book project on adult education policy. The proponent will introduce the rationale for this symposium and chair the session. After the three individual papers have been presented, a discussant will comment on them, before a general discussion with the audience will take place.



Paper 1: The implication of critical theory for adult education policy

Palle Rasmussen- Aalborg University, Denmark

The German tradition of critical theory (often called the Frankfurt school), represented by such authors as Theodor Adorno, Jürgen Habermas and Oskar Negt, have given crucial contributions to social and cultural theory in investigating and conceptualising contradictory conditions of modern western societies (Habermas, 1984-87). This paper will discuss the ways in which these and other critical theorists have approached adult learning and education (Brookfield, 2005). Important elements are the role of adult learning in confronting the past and the present of Western societies (Adorno); the contribution of adult learning to maintaining a communicative rationality anchored in the life-worlds of citizens (Habermas) and the potential of experience-based learning in supporting open and democratic cultures and communities (Negt). The paper will also draw on other research traditions, including life-course psychology with its investigation of frameworks and potentials of human development in different life stages. The analyses and interventions of critical theory authors tend to focus on general structures and processes of modern societies and the situation of individuals under these conditions rather than on the policy level. Nevertheless, the contributions include important comments on and implications for adult education policy, including questions such as the responsibility of states for education, the democratic character of educational institutions (Rasmussen, 2021), the relationship between skills for work and for civil life, and the role of trade unions in adult education. The contribution will tease out these policy implications of critical theory and discuss their relevance to contemporary adult education policy.

Paper 2: Debating the potentials of education governance and policy implementation perspectives in adult education policy research

Alexandra Ioannidou, German Institute of Adult Education – Leibniz Centre for Lifelong Learning, Germany & Michael Schemmann, University of Cologne, Germany

This contribution presents key concepts, theoretical frameworks, and methodological approaches in use in education governance research, and education policy implementation re-search, to explore their potentials for adult education policy research. On the one hand, education governance is a well-established perspective within the German speaking school education research and has attracted attention in recent years in adult education research. It focuses on patterns and processes of action coordination between different state and non-state actors that take place within a multilevel system (for adult education Ioannidou, 2010; Herbrechter & Schemmann, 2019; Milana et al. 2021). An education governance perspective offers a multicausal analytical framework for examining the interventions of steering actors and the effectiveness of policy coordination by the implementation of education policies and reforms. On the other hand, education policy implementation is a well-developed perspective in the Anglo-Saxon world but has had hardly an impact on adult education policy research so far. Policy implementation examines the implementation processes in the introduction of evidence-based reforms and interprets (missing) effects against this background (Young & Lewis, 2015), whereby the debate about "evidence-based reforms" is quite controversial. Assumptions about the personnel, organizational or institutional conditions for successful implementation and for long-term effects of educational reforms are often missing as well as the role of politics when implementing policies. Against this backdrop, we will conduct a systematic literature review of governance studies and policy implementation research in adult education to point out how some of these studies conflict, expand and challenge each other, and to provide valuable insights into the complexities of education policy implementation research. We conclude with a discussion of the potential of combining these two perspectives regarding new demands in adult education policy research and their contribution in overcoming a narrow understanding of evidence-based policy.

Paper 3: Critical reflections on a model of analysis for adult learning and education policies

Licínio C. Lima, University of Minho, Portugal & Paula Guimarães, University of Lisbon, Portugal



Models of analysis represent heuristic devices that include a variety of aspects and establish theoretical connections for the discussion of a problem domain. Accordingly, existing models are based on complex frameworks of concepts, dimensions, indicators, etc. used to interpret and comprehend research contexts and/or problems (see among others, Torres & Schugurensky, 1994). The scope of this contribution is double folded. On the one hand, it presents the theoretical foundations of a model of analysis developed by the authors to study public policies in the field of adult learning and education. The model includes two axes (the political axis, and the educational axis), and different categories: political-administrative orientations; political priorities; organizational and administrative dimensions; and conceptual elements. Following these axes and categories, three perspectives are identified, understood as ideal types (Weber, 1946): the democratic-emancipatory perspective; the modernization and state control perspective; and the human resources management perspective. These perspectives are built up in a continuum. Despite being different, the perspectives are not exclusive and can coexist as cross-fertilization or hybridization can occur. So, under this model of analysis a policy can show a higher profile of one, two or even all three perspectives. The dominant character of one of the perspectives in a particular policy does not mean that the other perspectives vanish from the scene but that they tend to a marginal survival. On the other hand, as the model has been applied in multiple studies by the authors as well as others, this contribution also intends to critically discuss the model's reception in adult learning and education research, its potentiality and developments, and what further improvements can be made to the model.

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2. Hitting the panic button: dynamics of adult education policy in times of crisis

Ralf St Clair- University of Victoria

Objectives

This analysis considers the lessons adult education can draw from previous social crises to inform present responses. A predominant pattern is for adult education to be brought into policy because of its counter-hegemonic potential



and then be diluted because it does not “fit” with mainstream policy. The discussion illustrates this pattern through analysis of literacy policies and closes with recommendations for avoiding this arc.

Conceptual framework

With the global COVID pandemic and rising challenges to democracy it seems likely adult education will be considered as a means to address the challenges and complexities of our time. Since the early 20th century there has been a tendency to consider adult education as a response to social challenges, and to promote it most vigorously when existential questions are pressing.

The types of adult education promoted often begin from radical and humanist standpoints but shift over time to economistic models. One of the clearest examples of this phenomenon is the 1919 Committee Report (Ministry of Reconstruction Adult Education Committee, 1919), which viewed adult education as a foundational element of civic society and democratic participation (Holford et al., 2019). Soon after the publication tensions around how it was to be implemented and who would have control of funding led to a watered-down version of the proposals, far more focused on vocation and recreation, being implemented (Kelly, 1992).

It would be helpful for adult educators to understand possible strategies to avoid incorporation of radical and humanist initiatives, leading to the question driving the current analysis: what does experience teach us about the ways to maintain the values and diversity of education for adults when moving into mainstream policy?

Research design

This research examines a number of case studies of the pattern laid out above, with particular emphasis on adult literacy education. One such case study is Canada. During economic struggles and high unemployment in the 1980s the federal government began to engage in support and development of literacy education, initially viewing literacy as a means of integration and citizen participation (Shohet, 2019). Over time the social justice impetus of literacy education, which called for broad engagement with conceptions of literacy and inclusion by all Canadians, was displaced by the focus on employment capabilities among those with “lower” essential skills (Elfert & Walker, 2020). This shift was not just philosophical; over the same period the concrete policy infrastructure also re-aligned around narrower understandings (St. Clair, 2016). While each case demonstrates a unique set of influences and opportunities at work, the pattern is clear enough to allow for abstraction of initial considerations.

Conclusions

This analysis supports the tentative identification of priorities for adult education policy when implemented in response to social crisis:

1. Clarifying aims including humanist and radical education to forestall tendencies to view adult education as a supplementary or remedial aspect of schooling.
2. Supporting working conditions for adult educators without conventional professionalization structures.
3. Attaching adult education (and associated resources) clearly to a single ministerial or departmental portfolio.
4. Clarifying the relationship to schooling, particularly around resource conflicts.
5. Building accountability structures recognising means as well as ends.
6. Centering understanding of the critical role played by human and policy infrastructures.

There is no way to know the outcomes of prioritising these aspects of adult education policy and whether they would help to maintain counter-hegemonic aspects of educational delivery in practice. What is clear, however, is the need to be more deliberative about the role adult education is being asked to play the next time policymakers hit the panic button.

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Theories – Room 1B

3. Symposium - Spaces, times and the rhythms of critique and emancipation in adult education.

Chair: Michel Alhadeff-Jones

This symposium is the first one proposed in a series of three symposia, bringing together ten researchers from seven countries, focusing on time, space, and rhythms in adult education. The aim of this series of symposia is twofold: (1) to provide researchers and practitioners working in the field of adult and higher education an opportunity to share and discuss recent contributions to an emerging field of research; and (2) to valorise research conducted in different linguistic, cultural and geographic areas, in order to highlight proximities, reinforce connections, explore differences, and ultimately strengthen international collaborations around theories and empirical studies related to the study of space, time and rhythm in adult education.

More specifically, the aim of this first symposium is to explore how to conceive the influences of both spatial and temporal configurations through which adults learn, transform and develop themselves, from a critical perspective. What is at stake is to determine how to identify, interpret and evaluate the relations through which space and time influence educational processes, including the way they are lived subjectively. Recent developments in educational research have shown the significance of considering changes taking place in the policy, practice, and study of education, considering the way people perceive, conceive and experience space and time. Both indeed represent critical lenses to describe and interpret phenomena through which autonomy, identity and inequalities are produced in society (e.g., Alhadeff-Jones, 2017; Bright & al., 2013; Ferrare & Apple, 2010; Gulson & Symes, 2007; Lesourd, 2006; Pineau, 2000; Usher, 2002).

Focusing on the situatedness of educational processes raises questions about how people (e.g., learners, educators, policy makers) determine the meaning, the relevance and the value associated with specific environments, in relation to learning, transformational or developmental processes, as they may be lived, desired or expected. Building up on the contributions of the four authors involved in this symposium, its aim is to question more systematically the relations that exist between the development of criticality and the spaces, times and rhythms that shape the praxis of adult and higher education, and which raises questions about the relationship between situated context and gen-eral social processes, including about emancipation.

Paper 1: Questioning the experience of time in adult education: Toward a new critical agenda of research?

Michel Alhadeff-Jones- Teachers College, Columbia University (USA) / Sunkhronos Institute (CH)

When considering some of the key contributions that inform critical traditions in adult education, it is striking to observe how much their assumptions about the temporal dimensions inherent to educational, critical and emancipatory processes remain tacit, taken for granted or decontextualized. It is for instance the case with authors such as Freire, Rancière or Mezi-row (Alhadeff-Jones, 2017). Their contributions illustrate well how their respective approaches do privilege specific temporal dimensions. They explore the historical, quotidian and biographical aspects that are constitutive of educational temporalities. The forms of criticality they enable stress specific rhythmic features (ibid.) However, such contributions do not refer explicitly to a theory of time to position and discuss their assumptions regarding the different ways changes unfold, at different scales of one's existence. Nowadays, such a blind spot appears as particularly problematic. Considering the current stress put on "presentism", and how time scarcity, the acceleration of social life, or the experience of being split between antagonistic temporalities (e.g., family, work, studies) invade the everyday practice of adult education, such temporal phenomena jeopardize the possibility to exercise critical reflection and make it more difficult for people to assert their own rhythms of development. In the current context, the exercise of critical reflection requires one to explicitly



take into considerations the temporalities that shape the experience of alienation, and that constrain emancipatory processes and the praxis of adult education (Alhadeff-Jones, 2017, 2019; Pineau, 2000). In order to address such a challenge and capitalize on existing re-sources, this contribution proposes three axes of development that seem to be particularly critical to consider in research and praxis: (1) challenging the temporal determinants of the educational setting; (2) exploring the temporalities involved in transformational processes; and (3) focusing on the experience of conflicting temporalities as a trigger for critical inquiry.

Paper 2: The production of space and critical adult education
Fergal Finnegan- Maynooth University

This paper will explore the spatial dimensions of emancipatory adult education. I will argue from a critical realist perspective (Bhaskar, 1979; Sum & Jessop, 2013) that an adequate exploration of reproduction and transformation in adult education requires a theory of space than combines several interconnected levels of analysis – the economic, historical, political, cultural and the everyday.

Bourdieu's work on social space (1985, 1986a, 1986b) is invaluable in framing the dynamics of reproduction. The paper will review how this was approached by Bourdieu and make the case that this needs to be critically extended by drawing on other work analysing social space in relation to capitalism and resistance. Central to this will be the work of Lefebvre (1991) which examines the experience, perception and representation of space and describes this in relation to the global flows in capitalism - of commodities, money and people but also of ideas, practices and images (Berardi, 2015; Jessop, 2012).

The paper will ask how this might relate to everyday agency (Archer, 2013; De Certeau, 1984; Scott, 1990) as well as the spatial practices of social movements (Cox & Nilsen, 2014; Linebaugh & Rediker, 2000; Negt & Kluge, 2014; Thompson, 1963; Tilly, 2005).

This layered socio-political account of social reproduction and resistance will be then linked to an analysis of adult education literature. It will be argued that space is important to both Freire (1972, 1998) and Mezirow (1991). For the former it is a notion of the community and the expansion and interlinking of social movement spaces that is important and for the latter it is a conception of the democratic public sphere. However, the complexity and depth of social space is not fully theorised by either thinker. The paper will conclude with reflections on how this might be developed linked to empirical adult education research on this theme (Clover, 2020; O'Neill & Finnegan, 2019; Ford, 2015; Kilbride, 2022; Lucio-Villegas, 2020).

Paper 3: Towards an Ethics of Rhythm in (University) Education: from Philosophy to Praxis
Fadia Dakka- Birmingham City University

This paper asserts the importance of paying methodological attention to university rhythms, here construed as political, pedagogical and ethical planes for thought and action creating and conditioning possibilities of belonging and becoming within and without contemporary institutions. Conceptually drawing from Lefebvre's Rhythmanalysis (2004) and Critique of Everyday Life (2014), the paper initially muses over the significance of physical bodies in space-time and their material-affective entanglements as prime signifiers of the university pre Covid-19, relying on empirical evidence from a pilot project conducted in a British university in 2017-18.

The focus on conflicting, nuanced spatio-temporalities experienced by staff and students is offered as a powerful critique of academic capitalism that can be read through and inferred from rhythmic analyses of 'felt' time and space (Wittman, 2017). The plurality of contradictory rhythms surfaced in this account is traced back to two opposing logics: the logic of accumulation, rooted in temporal linearity that fetishizes procedural anticipation and equates quantification with educational progress. And the poetic logic, that emphasises 'poiesis' as the human activity of bringing something new into the world whilst reiterating the centrality of imagination-relation-anticipation as a necessary condition for meaningful change in education (Dakka, 2021).

The second part of the paper revisits notions of appropriation (of space-time), dwelling and (anticipatory) presence in a bid to address the theme of the conference: it considers the salience of the present political, socio-cultural, economic and environmental conditions and ponders what 'new seeds for a world to come' we ought to choose and



nurture and what the likely implications for teaching, learning, resisting and creating sustainable futures will be, whilst living in extremis. More specifically, the paper questions the conditions of co-existence in the hyper-connected, disembodied university, asking what forms of alliance, refusal, dwelling and poiesis can be thought and enacted in remote or hybrid spaces. It concludes with an exhortation to attend to, and interrogate university rhythms in search for new, less exclusionary socio-cultural and political reconfigurations of educational spaces.

Paper 4: Time and pedagogical experience as heterochrony

Francesco Cappa- University of Milano Bicocca

Time represents both a crucial concept to interpret one's own experience and a taken-for-granted dimension of everyday life. These intertwined aspects impact individual and collective actions (Durkheim & Mauss, 1980; Luhmann, 1983): time remains essentially a locus of power dynamics, that's why it must be understood and studied as a 'dispositive' and it needs a deep analysis from a pedagogical perspective. There is no doubt that people's experience of temporal alienation and temporal habitus expressed in different forms of living and acting, had to be questioned from an educational point of view. Starting from this perspective we can try to provide a focusing analysis of the relationship between educational temporality and rhythms of the pedagogical processes. This relationship could develop a rethinking of emancipation exploring the concrete possibilities for educators to promote autonomy and agency transforming the ways we use time and rhythm to project and realize our educative concrete plans.

The intertwining of temporality and reflective practices represents the point of resistance where the ethical possibility of the transformation of subjects can be "created": this inter-twining represents a vital knot that educators should never underestimate. The Deweyan idea of education as reconstruction, as reorganization of experience, such as to increase the meaning of experience itself and increase the capacity to direct the course of the following experience, can take a concrete shape. Time-subjectivation, as Michel Foucault (1994) pro-posed, is intertwined with the power of subjectification, the process and the effects of the formative "dispositif" that shapes the self, that place within time, but ontologically reluctant to its inexorability, in which it becomes possible to resist, live and know.

We can try to interpret education and formative temporality as "heterochrony", the temporal dimension of every "heterotopia" gives rise to an ethics of immanence at the heart of pedagogical experience, which contrasts its rhythm with a pre-established pedagogical telos deaf to the needs and the potentialities of emancipative events. Every formative experience is after all a heterochrony, time and rhythm are levers in the hands of those who educate and form. In adult education, understanding the formative experience as a heterochrony allows us to become more aware of the temporal patterns that shape the projects and practices we undertake as trainers and educators, at the same time allowing us to better understand the nature of the processes that contribute to the formation of self and others.

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4. No Time to Waste? The climate change challenge for sustainability education



Danny Wildemeersch- Laboratory for Education and Society – KULeuven, Belgium
Læssøe Jeppe- Department of Education Studies, Aarhus University, Denmark
Michael Håkansson- Department of Education, Stockholm University, Sweden

The challenges of climate change are overwhelming. Both scientists and activists stress the urgency of the problem. Many activists therefore consider sustainability educators as important allies in the struggle against global warming. The role of educators in their view is obvious: inform and even convince the public through educational actions in formal, non-formal and informal ways, of the urgency of disaster mitigation. Adult-education cannot afford to stay at the side-line in this matter of life and death. But does this also mean that educators have to respond to these challenges by speeding up their actions and become allies of the activists. Is there ‘no time to waste’ for formal and non-formal sustainability education?

Various educationalists argue for the opposite: slowing down rather than speeding up (Block et al, 2018; Reid, 2019; Swillens et al, 2021). Our argument in this paper is that sustainability education has a different role and responsibility in the struggle against global warming. Both activism and education can be important allies, yet they operate in different modes. They differ particularly on how they relate to ‘time’ and ‘rhythm’. In our presentation, we will explore the particularity of sustainability education. John Dewey, Michel Alhadeff-Jones (2017) and Sharon Todd (2020) will be our primary sources of inspiration. This will result into a plea for an education that enables aesthetic experiences in the context of free spaces, as a response to the challenges of climate change.

The concept of rhythm is essential to Dewey’s theory of experience. The source of all experiences is the transaction between an organism and the environment. These transactions may have different rhythms, yet in normal circumstances, they are quite stable and integrated. (Experiential) learning results from the disturbances of these rhythmic transactions. The organism attempts to create new transactions and to achieve a new equilibrium between the learner and the environment.

Alhadeff-Jones, in line with Dewey, demonstrates how such situations of disturbance may imply opportunities to let go familiar certainties and to explore new avenues. Such exploration is in itself a rhythmic event, which is not separate from physical (corporeal) processes.

In earlier research, we have explored how the actions of climate activists trigger social learning processes (XXX). The social learning results from the disturbances as described by Dewey and Alhadeff-Jones and may trigger the advancement of alternatives of existing policies. The rhythm of that social learning is more or less in accordance with the rhythm of the environmentalist actions. Yet, education requires other rhythms, which are necessarily an interruption of the rhythms of activism.

Various authors have, in this respect, suggested to consider two different experiences of time: Chronos and Kairos (Alhadeff-Jones, 2017; Todd, 2020; Hermsen, 2014, Papastephanou, 2014). Chronos is the experience of the linear flux of time, mechanically flowing from the past, to the present, to the future. Kairos is the experience of the lived time, the subjective time, which may profoundly differ from linear time. Todd argues that educators have the responsibility to engage both with Chronos and Kairos. However, chronological time dominates the world of education today, while it ‘corresponds to current priorities such as performativity, global synchronization of educational systems, raising standards and meeting the challenges of the market’ (Papastephanou, p. 718). Kairos, on the other hand, creates opportunities to liberate oneself from the logic and the pressure of linear time, in view of ‘creating aesthetic encounters of the world’ (Todd).

Liberating sustainability education from the pressures of chronological time requires free time and free spaces. It also implies freeing oneself from the pressures of environmental activists who require rapid answers to the urgent questions. This means, paying also attention to the aesthetic dimension of education. Environmental activism and sustainability education are complementary, yet they have inevitably different rhythms aimed at achieving ‘new attachments to the earth’ (Latour). In our presentation we will further explore how the rhythms of sustainability education can be a response to the challenges of ecological disaster.

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Gender – Room 1C

5. GAL Network Symposium - Challenges in gender approaches in AE research and practices.

Joanna Ostrouch-Kamińska- University of Warmia and Mazury in Olsztyn, Poland

Edmee Ollagnier- prof. emer. of University of Geneva, Switzerland

The symposium of Gender and Adult Learning Network concerns different dimensions of gender approaches in researching social life of adults. It consists of three presentation based on research conducted with gender lenses:

Paper 1: Gender socialization and citizenship pitfalls in adult life

Cristina Vieira- University of Coimbra and CEAD, University of Algarve, Portugal

Gender social order tends to influence the socialization of women and men since early years of life through a network of messages and models that are congruent across families, school, media, and other places/contexts of human interaction. Depending on the conditions and circumstances of individual development, including the potential access to information and resources, such gender stereotyped pervasive influences may be translated into invisible and visible intersected factors of inequality in several domains of personal life. The choices and opportunities available to individuals across the lifespan in areas as professional careers, private life, civic and political participation, or the activities and challenges of retirement years may be read also through gender lenses, in order to get a clear critical awareness of possible factors of discrimination that adult education research and practices should consider and counteract. Gender sensitive research and gender sensitive researchers are needed because science can't dismiss its ultimate goal of contributing to social justice.

Paper 2: Learning about the safety in the public spaces in Belgrade - mapping fears/imagining actions

Maja Maksimovic- University of Belgrade

Jelena Aleksić- University of Belgrade

In the following account we presented the possibility of merging research, learning and activism within higher education context by giving an illustration of the process developed within the subject Adult education, activism and human rights at the Department for Pedagogy and Andragogy. The specific focus is on the topic that emerged from the walking exercises that took place in Belgrade during the pandemic when we tried to enrich digital learning with the more embodied learning activities. As women were traditionally excluded from the public space, we invited them to take the identity of the flaneuses and stroll around known and unknown places, to explore unfamiliarity of spaces or to engage into unfamiliar activity which offers new insights into what is already known. The students were immersed with their bodies allowing senses to be activated and to be influenced by landscape. The most prominent question that came up was connected around perception of the spaces and topic of safety of women in public. The students discovered that inequality was spatially reinforced and they challenged the implicit



sense of insecurity. The students' reflections were collected which will be presented together with the learning processes that located the issue of women's subordination in the city, which considerably limits their movements and shape their experiences and bodies. "My senses are hypersensitive so I can perceive a danger", one of the students shared.

Paper 3: Challenges in men's learning: reflecting on age and social class

António Fragoso de Almeida- Research centre on adult education and community intervention (CEAD), University of Algarve, Portugal

In this communication we will make some analytic comments on men's learning, based on the results of a European project focused on understanding older men's learning in the community. Although social class is a very widely discussed theme, it seems that when looking at older adults the lenses change: quite often institutions are more concerned with the provision of services to older adults than looking at other dimensions of their lives. We will therefore underline the primary importance of educational background, a key-element on the accumulation of disadvantages and advantages over the life course, which by its turn can explain the situation of working class and middle-class men at the late stages of their life. We will then introduce some elements regarding the transitions to retirement from these working- and middle-class men, and their perceptions on nonformal and informal learning in the community.

Keywords: gender, adult learning, gender socialization, men's learning, women's safety

6. Gender, adult education and career reward. The Paula principle in today's Europe

Tom Schuller- PLA

In almost every OECD country women outperform men in initial education, in almost every subject and often up to PhD level (OECD 2021). In many countries, especially in Northern Europe, they participate more in adult education, and (to a lesser extent) in vocational training. The overall rate for participation in adult education in the last 4 weeks across the EU was 10% for women against 8.3% for men (Eurostat). As a consequence women go on adding to their competences and qualifications at a higher rate than men. Yet the disparity in rewards – financial and in career progression – has not shrunk to anything like the same extent, so that the gender gap between competence and outcome has widened (Schuller 2017). This paper will therefore address the paradox: as the female/male competence gap continues to widen, the male/female careers/earnings gap diminishes only slowly, if at all.

This dynamic has been largely ignored in the debate on equality at work, and the effects of education. Too often the implied goal is 'equality=zero difference' – when actually women's increasing lead in educational qualifications and experience demands a different response.

The reasons for the pay-careers gender gap vary, across countries, sectors and organisations. They include formal and informal discrimination in the workplace; occupational segregation; personal attitudes (Kay & Shipman 2014, Sandberg 2013) and preferences (Hakim 2000); the adequacy of childcare and the growing issue of eldercare; decision-making preferences within dual income households (Wolf 2015, Goldin 2021); and attitudes and conceptions of what a 'career' looks like, especially the bias against part-time workers (Bukodi 2012).

In the last couple of years the pandemic has disrupted conventional work schedules. In the short term, it has further disadvantaged women's employment. Yet it is possible that the disruption may dislodge the still-powerful sense of full-time continuous employment as the preferred career model (Coote 2020). Lengthening working lives are a further factor encouraging a rethink of career patterns, as well as encouraging learning at different ages.

This paper will provide empirical evidence on the growing gap between competence and reward; analyse the implications for our understanding of gendered working lives and the role of adult education in shaping careers, especially in the context of longer lives; and offer a tool for encouraging debate and contributions from countries and sectors.



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Post-Covid – Rooms 1D

7. Change for the better or the worse? An ongoing Delphi study on effects of COVID 19 on adult education and adult learning

Bernd Käßlinger, Nina Lichte - Justus-Liebig-Universität Giessen

This paper and presentation is based on at least two waves of an ongoing worldwide Delphi study which is currently analysing the effects of the COVID-19 pandemic on adult education and adult learning. While the methodology of Delphi studies varies a lot, in a nutshell, the core idea of a Delphi study is that it explores the future of a particular field in a collaborative way. The method has been used for decades in adult education research (e.g. Leirman 1996, Rossman & Bunning 1978).

In the Delphi study on the pandemic effect, both authors contacted more than 50 international key experts in the field of adult education research for a qualitative online survey in 2020 and 2021. Experts were asked in a qualitative research design to provide information, observations, expectations and advice in relation to the pandemic and its effect on adult education and adult learning. Results of the first questionnaire were used for the construction of the second questionnaire. While the first findings (c. Käßlinger & Lichte 2020) demonstrated many cross-national similarities, there are also many differences. This is valid especially for the second wave of the questionnaire. The pandemic effects are discussed with descriptions used by experts like 'disruptor', 'catalyst' and 'magnifying-glasses', which will be explained more in detail in the paper and presentation. Additionally, adult educators and adult researchers are still trying and sometimes struggling to understand the implications of the crisis, which they perceive as unprecedented. It is difficult to oversee systematically the effects of the pandemic beyond single impressions. The role of experts and the Delphi study methodology will be assessed critically in a constructive way. A third wave with questionnaires is planned for 2022. It will be tried to include the results of this third wave in the paper and presentation in order to compare responses from all three waves of this Delphi study so far. Special attention will be given to outlook and expected changes after the pandemic in order to relate to the conference title and to see which world is expected to come after the pandemic. Experts expressed here on the one side hopes for a more social world and change for the better but on the other side they expressed also fears about more oppressive governments supported by technological means.

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8. Ecologies of education: Covid pandemic as an occasion to interrogate adult education theoretical framework

Maria Benedetta Gambacorti-Passerini, Alessandro Ferrante, Andrea Galimberti- University of Milan Bicocca

The global pandemic caused by the Covid-19 virus and the measures taken to face it have upset the organization of individual and collective existence, with respect to time, spaces, relationships and habits that marked our daily life. The health emergency has soon become an economic, social, political, cultural, educational emergency, which forced to radically redefine the structure of whole society, the ways of taking care of people and using services, as well as our previous habits related to moving, socializing, communicating, producing, purchasing and consuming tangible and intangible goods and, not least, educating and teaching. Therefore, schools and educational services are in the middle of a sudden change that has affected both education professionals (educators, teachers) and pupils. The emergency has accentuated the already existing inequalities and created new forms of educational poverty, discrimination and social exclusion. A strong investment of resources has thus become essential in the educational world to re-invent professional practices and to foster the adoption of strategies designed for promoting inclusion and reducing the negative effects of the current crisis.

In addition to social or pedagogical themes linked to specific educational projects and services, the relevant changes occurred during the pandemic raise relevant epistemological questions that interrogate the theoretical frameworks of educational research and the conceptual categories that are adopted in it. In fact, the pandemic situation has shown that it is necessary to orient educational and social reflection to the links existing between spheres of existence usually considered as separate: nature-culture, society-technical, human-non human, etc. It is therefore necessary to change the reference paradigm in order to grasp the transformations that are taking place, otherwise not visible.

This paper is aimed at introducing a reflection about the status of the “human” and his/her relationships with “non-human” alongside the domain of pedagogical knowledge and the adult educational field. A body of knowledge and a field of practices that have been always characterized by a human-centered perspective rooted in anthropocentric assumptions on the relationship among humans, nature and other living beings. This dualistic vision, opposing human and non-human, nature and culture, meaning and matter, is becoming more and more unbearable in connection with dramatic ecological changes we are witnessing.

The reference to adult education is significant, because the tenets of dualist and anthropo-centric thought appear more deeply rooted in adult subjects. This means renewing research and educational practices in adult education in order to critically deconstruct the anthropo-logical concepts underlying the current educational models internalized by adults.

In this scenario, then, who is the “human” in the field of adult education?

Our proposal is to reassemble the human with the environment through a perspective we termed “Ecologies of Education”, an inclusive theoretical vision of education aimed at grasping the multiple interactions involving people, technologies, objects, spaces, animals, living beings embedded in a world characterized by intense and unprecedented contaminations between different bodies, domains of knowledge, theories, fields, imaginaries and experiences. In our presentation we will focus on specific assumptions underlying our exploration of educational themes and issues through an ecological perspective, able to understand and analyze educational phenomena as situated, complex, processual and relational events, assuming contingent and dynamic forms, deeply connected to the environmental, technological, social, cultural and natural transformations of the contemporary world.

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9. Adult learning and education in (post-) COVID -19 times – A paradigm shift?

Katarina Popovic- University of Belgrade

COVID-19 pandemic has created the most severe disruption to global education systems in history, affecting 1.6 billion learners around the globe. The changes in adult learning and education (ALE) were also dramatic. There is also the feeling of uncertainty – perception of crises as continuous element of the modern society, life and the future, as well as under-standing of current situation as a major challenge, a crossroad, a turning point where humankind has to decide which way to go, which path to chose or accept. There is also a deep conviction that some of the main traits of social environment and social practices have to be changed. Prolonged pandemic raised further and more serious issues: Will ALE be deeply changed, adopting new paradigms and new approaches? Are we facing a new paradigm shift? Is world going to be completely different?

As main theoretical and conceptual framework we took a paradigm shift defined by Thomas Kuhn in his book *The Structure of Scientific Revolutions* (1970), where he explains the development of science, in which a ‘paradigm’ represents universally recognizable scientific achievement or narrative that provides explanations for the current problem and solutions to a community of practitioners. The main elements of the ‘paradigm shift’ concept are: The change of paradigm happens in crises, when anomalies in the existing paradigm become serious and basic assumptions of it become challenged. Therefore, new theories and new paradigm are created - those that offer better explanation of the observed changes and offer a model that fits better to the objective, external reality. The paradigm has a broad power – it offers dominant narrative, it controls methods and problems, it defines standards, it is a “constellation of beliefs, values, and techniques” in humans (Kuhn, 1970). A paradigm shift is a fundamental change in the way people perceive events, and it is not only a matter of changing the current theory, but the whole view of the world (Kuhn, 1970).

Our research aim was to find out: Is this paradigm shift happening to the world of adult learning and education during COVID-19? Are we facing a change in main understanding of the role of adult learning and education, values it is based on, the dominant narrative and explanatory models it serves, its methods and techniques?

The methodological approach consisted mainly of the analysis of the policy documents of big international policy makers (UNESCO 2021; 2021a; World Bank Group, 2020; OECD, 2021), since they tend to create narratives in adult learning and education (Milana, 2012; Popovic, 2014), especially with the phenomena that has a global character, as COVID-19 pandemic. We did the review of their main current publications, as well as the web pages and digital sources, dealing with COVID-19 pandemic – influence on ALE and the response by ALE.

The results show that we are dealing with the competing paradigms. Kuhn believed acceptance or rejection of a paradigm is a social as much as a logical process. Will the paradigm shift in ALE happen because and during the COVID-19 pandemic, is yet to be seen, but there are many indicators for that. We witness new approaches in ALE,



trying to address current and emerging needs of individuals and society: it is moved fully to the “virtual world” and treated as something that could be fully organised by using digital and ICT tools. Its function is reduced to adaptive and corrective one, and developmental one is extremely reduced. Digital outreach is main task of ALE, and right to education tends to be replaced by the right to connectivity. Learner centred education has almost disappeared from the dis-course, as well as fields like social-emotional learning. Digital skills suppressed citizenship, personal development, critical thinking, etc.

Although the new paradigm is pushed, it is still not fully embraced by all, and some more time is required to see if the paradigm shift is temporarily or not.

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10. Pandemic resilience through CBAL Bibliotherapy Groups

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The theme of new seeds for a world to come seems to imply laying the groundwork for change and the nurturing of those seeds to become resilient. The change that we must deal with is a shared challenge of a global pandemic and a “learning” experience with past and ongoing effects on our lives. What kind of community-based adult learning (CBAL) is most useful in this case? Perhaps one that encourages imagination, self-reflection and connection with others that can contribute to continued community and individual well-being.

I argue that the change that will promote resilience is a rethinking of the focus on adult education as transactional and labour market skills oriented to a more transformational adult education that is learner and community development focused. Recent literature in adult education has stressed the idea of community development and learning in the pandemic from Bengtsson and Van Poeck (2021) seeing it as perhaps a public pedagogy to Pitas and Ehmer (2020) looking at regaining social capital. These are various means to regain bridging, bonding and linking social capital and to learn in transformative ways that can foster resilience and connection. This is not new. Researchers have long looked at how CBAL can aid in the recovery of social capital and resilience (Meriam and Kee 2014; McIntyre 2012; Field 2005) but it is an even more urgent task at the moment.

In my case study I am examining the different ways in which online bibliotherapy reading groups in three different settings can affect participants’ lives and social capital. Bibliotherapy, also known as fiction or reading therapy, is the use of literature and poetry read aloud and discussed in facilitated reading groups to address participants’ interests using themes like happiness, nature or family which might elicit helpful discussions on issues in everyone’s lives and connect them in a shared experience. The model was developed as a means of increasing the



community attachment and decreasing the social isolation experienced by individuals representing a variety of adult populations (Tukhareli 2018).

This case study involves an analysis of semi-structured online interviews with participants in the reading groups that have occurred during the pandemic. They were asked questions about their experiences that gave insight into their feelings about the themes and the readings and facilitator and their possible increase in social capital and connection to community issues. Their responses were coloured by their own lenses and life circumstances that created varied expectations of the group. These expectations were usually also influenced by the organization through which they accessed the reading groups. One organization was a social service organization that sought to recognize “individual responsibility and promote self-reliance through employment” and to “provide temporary financial assistance to those most in need while they satisfy obligations to become and stay employed”. This group created weaker forms of bridging social capital with limited reciprocity and trust and the perception that fellow participants in the group did not share commonalities in terms of back-ground or goals. The second organization was a city library which had bibliotherapy groups in keeping with their mandate to provide learning opportunities as part of their community outreach in what is often a library function (Sandford and Clover 2016) and this created linking social capital since many came from different geographic communities but had respect through their perceived institutional and formal connections. The third organization was a private sector architect and design firm that introduced bibliotherapy in order to keep staff cohesion during the pandemic and promote wellness and created the strongest bonding social capital which was a result of their shared network and similar circumstances.

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Methods & Practices - Rooms 1E

11. Narrative strategies when writing about practice in the context of validation of experiential knowledge

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The formalization of experiential knowledge required of candidates in the context of the validation of prior learning (VAE) mobilizes forms of self-narrative whose aim is to allow the manifestation of professional knowledge that has been constituted in the course of the exercise of the profession. From this point of view, it is possible to consider that narrative practices are the necessary instruments for the work of formalising the knowledge of experience that is presented in the dossiers (booklet 2). Taking note of this context, this paper reports on a research on narrative practices allowing the formalisation of experiential knowledge in the context of validation and professional certifications.

The singularity of narrative practices, when they are mobilised with the aim of validating and obtaining a certification, lies in the fact that, for this context, the narratives become instruments at the service of an end. In



order to validate, the adult must develop abilities and knowledge that enable him or her to mobilise different narrative registers, the combination of these registers enabling him or her to manifest experiential knowledge in an aspectual, detailed and longitudinal manner.

The research therefore aims to give an account of the narrative strategies mobilised by a VAE candidate. To this end, the successive writings of a candidate were analysed, the aim being to understand how the texts are developed through the process of writing, rereading and rewriting. Through this approach, different narrative strategies are differentiated, in relation to the process of thematisation from which experiential knowledge is named, without losing the reference of the texts written in the first person, during the VAE course.

Keywords: experiential knowledge, validation, description, narration, narrative strategies

12. Participatory research to recover people's memories (and perhaps to maintain democracy)

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The suffering of the people is the primary consequence of the COVID-19 pandemic. People have lost their relatives, their friends, their jobs. When talking about every other aspect of the pandemic – including this paper – it is important not to forget this.

Another consequence is related to the reinforcement of authoritarian attitudes. They were already present before the pandemic, but the pandemic seems to have increased the development and, even, public acceptance of these antidemocratic tendencies. And not only in political terms but in scientific, social, and educational.

In my country, this strengthening is connected – for instance, but not only - to the endless process of revising history to forget the victims of the Spanish Civil War and the dictatorship and to never judge the criminals. The leader of the major right-wing party declares, in the Parliament, that the Second Republic was a democracy without law and the dictatorship was law without democracy. It seems that he is favourable to the second.

In this scenario, which methodologies can be used to resist the authoritarian mainstream also present in education and adult education? I think that against totalitarian thinking the major opposition is more democracy. In this effort, participatory research can help individuals and communities in the struggle to preserve democracy because it is both a methodology and a research process based on participation to create real democratic knowledge about our past, present, and future lives, and to deepen the co-creation of knowledge (Hall, 2011).

In this direction, the main goal of this paper is to present a singular experience carried out by adult learners in an adult education school, that used participatory research to recover and (re) live the life of people killed, imprisoned, or repressed during the Spanish Civil War and the dictatorship.

In the paper, I will present participatory research not only as a way of researching but as a form of building new knowledge in a cooperative and democratic way. The co-creation of knowledge and the concept of *Vivencia* (Fals Borda, 2001) will be important matters here.

In relation to the experience, I will focus on explaining how the adult learners have created new knowledge in order to confront the official one that is characterised by the humiliation of the victims and disregard for the murders. This process of knowledge co-creation is the pillar of participatory research, but it is also a basic element for building a knowledge democracy that can reinforce democracy itself.

Finally, in the conclusion I will reflect on the contribution of this experience to imagine a different approach to adult education, and how this approach can help make adult education an agora for democratic dialogue and produce liberating knowledge. In doing this, it would be possible to connect this experience to the long tradition of a democratic education represented, among others, by John Dewey and Raymond Williams, as well as to recover the role of education and adult education as a vaccine against totalitarianism and oblivion, and to search for the building of a better future.

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13. Educational Environment with Nature

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This contribution presents the “Eden” project, the birth of the EDEN GREEN SET laboratory, which documents and stimulates research and educational activities on the theme of Educational Environment with Nature, the ways in which it is to be implemented, through the doctoral project outlined, in the University of Bozen and the SUPSI. Learning for environmental sustainability aims to nurture a sustainability mindset from childhood to adulthood” (Bianchi et al., 2022, p.13). To educate children, teachers must be educated in ecological thinking. Therefore, the research question is if green classrooms could trigger reflection on an indoor green education that develops relationships with plants and green comp. The re-search main goal is exploring the effects of green classroom on the wellbeing; an education-al relationship based on sensory-cooperative ways of teaching; intimate relationships with the plant. The specific one is exploring the effects of creation of a transversal green curricula on the ecological awareness of future teachers and the link between these and the development of sustainable educational actions, aware of the importance of reflection in teacher training (Mortari, 2011).

To "heal" the community in terms of human care towards each living creature, we need to develop "ecological intelligence” (Goleman, 2009). One possible way with which the education can take charge of this is to use the pedagogical power of plants and develop it, thus promoting a reformation of thinking that leads man to consider in symbiosis with the environment (Clement, 2015). By assuming that learning is meaningful when the person is placed at the centre in terms of well-being, experiences, emotion, plants can become a pedagogical device in classrooms aimed at promoting these by enhancing the contribution that human can make to the survival of the Planet, creating “un contesto ecologico [...] per imparare la professione” (Cisotto, 2007, p.239), both from the point of view of teaching-organizational-structuring practices (Sanders, Maccutcheon, 1986, pp.51-52) and from the sustainable point of view. The studies carried out on the use of plants in closed environments, have shown that they have positive effects on wellbeing, on human cognitive-physical-social and ecological development (Kuo 2015; Raith, Lude, 2016; Ardoin et al. 2020; Chawla 2020). If Goleman's (2017) reflections on the network nature of ecological intelligence and Mancuso (2021) invite us to consider how plants are a model of cooperative-sustainable life for humans to learn from, educational research is questioning the ways in which to link teaching and nature in experiential and sensory terms (Author 1, 2020). Believing that it is necessary to act from birth in a LLL perspective, the project proposes to work in a vertical way: lecturers are responsible of development of green comp-awareness of teachers in training, that will be responsible of children’s green comp.

The research refers to the constructivist paradigm, inductive approach and qualitative methodology. It will be used the multi-method strategy of the case study and action-research, together with the principles of grounded theory, with university lecturers and students. The tools used will be: quantitative-qualitative questionnaires for explore wellbeing and the perception of educational landscapes; interviews to collect participants' needs; focus groups to work with lecturers to create a transversal green curricula; content analysis of logbooks of green classroom students; observations of spaces-materials-furniture. The expected results are: firstly it is expected that the conceptual framework will be confirmed. Regarding the "didactic" object, the exploratory activity will be aimed at identifying good educational practices to promote the co-construction of green ecological thinking through indoor green education. In relation to the aim dedicated to “spaces” the project aims to identify precise indications for teachers to set up educational environments with greenery from a didactic point of view.

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14. The narrative enquiry: between microphenomenological description and biographical narration

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The specificity of narrative enquiry is that it seeks to understand the subject's experience by mobilising accounts of experience "in the first person". It aims to grasp and understand the processes of constructing "points of view" from a narrative activity that involves two passages: from experience to language (i.e. putting lived experience into words), and from text to story (i.e. the biographical configuration of the narrative). The narrative activity through which this form of enquiry takes place presupposes the performance of acts that make its achievement possible. Starting from the thesis developed by Paul Ricoeur in which he supports the principle of reciprocity between the "temporalisation of experience" and the "configuration of the narrative", we distinguish in this text two "narrative regimes": the biographical regime, which allows us to grasp the experience in duration (longitudinal dimension of the life course) and the regime of phenomenological description, which proceeds from the detailed examination of the experience.

The aim of this article is to characterise these narrative regimes, to formalise their procedures and to specify the types of effects generated on the processes of understanding, self-formation and knowledge construction. To do this, a definition of narrative regimes is produced. They are then examined from the point of view of their effects in the fields of adult education and research in the humanities and social sciences.

Keywords: biography, experience, narration, phenomenology, qualitative research



Embodied learning - Room 1F

15. Robbed or released of the music? Musicians' identity learning processes during the COVID-19 pandemic

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The COVID-19 pandemic has severely challenged cultural life, as venues, theatres, festivals and cinemas are shut down. Aiming to better understand the conditions and lives of cultural producers and performers, this paper focuses on how the pandemic impacts musicians.

Musicians realise their identities through performing their art (Bennet, 1980; Smith, 2013; Kingsbury, 1988; Hoedemaekers, 2018). For some, the musician identity is highly integrated and, thus, self-defining, while, for others, it is more "situated" (Bron & Thunborg, 2017). In other words, performing music could both be life fulfilling (Stebbins, 2014; Smith, 2017), as well as something more "compartmentalized" (White, 1983), that is, just another thing you do in life (Berkaak, 1999).

However, what happens when musicians' careers and creative aspirations are on hold? How are the performers making sense of this involuntary break of careers and creative aspirations? In what ways are their identities maintained and negotiated?

These questions are investigated regarding identities as learnt through ongoing participation and negotiation in communities of practice (Lave & Wenger, 1991; Thunborg, 2016). More-over, the concept of sense-making is adopted to highlight how one frames and socially constructs new situations out of earlier experiences and identities (Weick, 1995). Additionally, the concept of social practice is used to understand how the musicians are dealing with the loss of normal routines and practices (Flore, Hendry & Gaylor, 2021; Bourdieu, 1990; Wacquant, 2006).

This study builds on qualitative interviews with 22 Swedish rock- and classical musicians from winter 2021.

Preliminary results show that musicians with highly integrated musician identities – mostly the more professional ones – make sense of the situation as a boxing in of their music life, a compartmentalization. In this process their personal identities are disintegrating, framing music one of other things equally important in life. At the same time, musicians with mainly a situated musical identity – mostly among the more amateur or less established musicians – seem to make sense of the break as a kind of identity loss, feeling they have become robbed an important part of their lives. In this identity integrating process, these musicians realise that the music is more central to them as persons than they first imagined.

The results are discussed in terms of two different, and somewhat contradictory and ambivalent, learning processes, of which one deepens musician identities, reminding them of the values of music life. In contrast, the other process is a form of maturing process of letting go an often way too consuming integrated musician identity. Instead, a more distanced, reflective and healthy view on the pursuit is learnt, a view of music as just another thing you do in life. This latter process may be something many devoted cultural performers urge for, but never have the time for in their continuous strife for hanging in there, maintaining their careers. As musicians grow experienced they also strive to combine their deep musical devotion with other responsibilities and interests in life, such as family and friends. In this respect, the pandemic may have come as a release for many musicians.

Keywords: pandemic, musicians, sense-making, identity, social practice, reflection, ambivalence

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16. Lying on your back. Awareness through movement as new form of ecojustice sensitivity

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During an aesthetic and embodied experience of Feldenkrais Method, participants are lying down most of the time. In this way, lying on their back reduces the influence of the external representation of the world and allows learners to pay attention to their body-centred signals (Unwalla, Cadieux, & Shore, 2021). Their body moves as their mind moves. A lesson, called Awareness Through Movement, is a somatic practice (Hanna, 1970), an ongoing and experiential journey where individuals can learn to act while they think and to think while they act (Feldenkrais, 1990, p. 60). In the last three decades, the Feldenkrais Method was integrating into performing arts programmes in Higher Education (Igweonu, 2019) and it is also exploring by adults in different contexts outside the academy (e.g., gyms, contemporary dance courses, seminar for musicians, studios of somatic practices). Moreover, in the last two years has spread the practice of the method online as a strategy, during the Covid-19 pandemic, to take care of yourself.

The researcher, a Feldenkrais practitioner who is also an adult educator, presents her autoethnographic reflections (Holman Jones, Adams & Ellis, 2015) about an informal and qualitative research (Denzin, 2013) generated with diverse groups of adult participants of her Feldenkrais's lessons online that she has been conducting from the beginning of the pan-demic to today. Most of them are social workers, teachers, and philosophers, so they tell of their experience of lying down to sensing and feeling better the connection between mind & body and all the environments. In particular, she analyses critically the emails that she received from them in which they describe feelings, sensations, and new thoughts.

The contribution aims to show how learning a way to feel the body movements could develop an ecojustice sensitivity to perceive the pattern to connect (Bateson, 1972) all in nature at macro-meso-micro levels, to become awareness of biodiversity and to develop an ecological perspective on learning (Bainbridge, Formenti & West, 2021) and reflexivity that makes adults capable to feel that material and social environment are not separated in human experience.

Keywords: autoethnography, embodiment, reflexivity, ecological perspective, systemic approach

17. Embodied research: searching on and through the body

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The current pandemic has forced – in Italy as in many other Countries – school teachers to reconsider their way to intend and to embody their profession in everyday working life: the emergency exposed teachers as well as students to the risk of a considerable removal of embodied dimension in educational processes. These moments of change



of normal relational distance and of alteration of methodologies in didactics could nevertheless reveal innovative frame of reference in the field of adult education and, in particular, in teachers training. Following the assumption of a Radical Embodied Paradigm (Varela, Thompson & Rosch, 1991) and Embodied Pedagogy (Gamelli, 2011, 2019), pandemic experience could encourage to focus on the importance and the value of a more embodied sensitivity and bodily consciousness in educational contexts.

This contribution presents the final part of a qualitative, cooperative (Reason & Heron, 2001; Formenti, 2009) performative inquiry (Haseman, 2006; Spry, 2016) with Primary School teachers, aimed at investigating the heuristic and transformative potential of the embodied dimension in teaching and learning processes (Bresler, 2004). It will be presented and described a video-performance that has been realized during the research process, which is based on data analysis of teachers embodied, professional narratives. During the last two decades performative research methods gained increasing relevance as a methodological approach across the arts, humanities and social sciences. The performance turn in qualitative research, has reshaped entirely the debates around ‘appropriate’ scientific discourse, the technical and rhetorical conventions of scientific writing, and the meaning of research itself (Lincoln & Denzin 2003). The performative methodology used in the last part of the re-search is connected to the professional background of the researcher (as contemporary dancer and performer) and represents a sensitive way to stay in touch with teachers’ professional and personal engagement: the use of performance as research gives value to intimacy and involvement as forms of understanding (Conquergood, 1998). In the research, the video-performance uses an embodied language in order to create a resonant pattern able to deal with relational intensity in teachers’ job.

The research highlights some peculiar aspects of teaching profession: in particular, the investigation through embodied and autobiographical narratives shows the constant physical and emotional strain in daily classroom work. Teaching is an immersive job and it requires enormous energy investment, from a physical and also emotional-relational point of view. The research shows that this element is as obvious in teachers’ professional perception as it is a relevant hidden data, because it is very few thematized at an institutional, educational and legislative level. At least in Italy.

The performative dimension in the research made possible to highlight participant’s personal elements of subjectivity (and beauty) in presenting their way of embodying their profession.

The research points out the relevance of a mutual support in the school environment when colleagues act as a supportive network. In particular, teachers pointed out that the embodied and performative aspect of the cooperative research process offered a participatory space, a supportive meeting place, which allowed an honest – as they say – professional dialogue. Beauty, embodiment and sharing: these could be some good, innovative seeds for teachers’ well-being in future school.

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18. Producing “quality” as auditable. The Swedish schools inspectorate’s quality audits in Swedish municipal adult education

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“Quality” is a phenomenon that has become global and is discussed in both transnational policy and in different educational systems all over the world. But even though more and better “quality” seems to be demanded in such discussions, the concept has also been criticised for being opaque (Dahler Larsen, 2019). Moreover, as the concept seems to be so positively loaded, it becomes hard, or almost impossible to question it (Mufic & Fejes, 2020). In Sweden, it is the Swedish Schools Inspectorate (SSI) that is auditing “quality” in education, by order of the State. However, as “quality” is not explicitly defined in Swedish national education policy, the SSI has to enact policy to audit it. Hence, the SSI actively engages in producing “quality” as they are trying to make it auditable through the indicators and systems they use when they audit. By drawing on Bacchi’s (2009) post-structural, Foucault-influenced “What’s the problem represented to be?” (WPR) approach, this paper has critically scrutinised underlying assumptions and the discursive effects of how the SSI produces “quality” during a quality audit process in Swedish Municipal Adult Education (MAE). The empirical material consists of 20 audio recorded observations of audit interview meetings between school inspectors and responsible authorities, principals, teachers, and study counsellors in MAE. The results indicate that “quality” seems to be presupposed to be both elusive and measurable at the same time. Moreover, the SSI carries out their commission to audit “quality” in a field of tension. Hence, the SSI is targeting something beyond the figures and numbers when it comes to “quality”. The discursive effects of these presuppositions have implications for what can be said and thought about “quality” at both national and local levels.

Societal struggles – Room 12

19. Radicalization as a transformational process. Rethinking the radical thought into educational perspective

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Aims

The pandemic has generated and increased many events of radicalization based on fake news, hate speech, new forms of populism. These phenomena have been discussed often only in the public arena and in the mass media channels as understandable points of view, in opposition to the scientific perspectives and data. For many communities or movements, the reaction has been to sustain and develop radicalized forms of thinking about the idea of freedom, the idea of democratic society and the role of the law. This paper aims to expand the idea of radicalization processes within the tradition of adult education theories.

Conceptual framework

As Coolsaet has recently underlined the term radicalization has become a ‘catch-all concept’ (2011, p. 261) and it has been used in the last decades as exclusive concept of security affairs (Gallie, 1955). This notion of radicalization (and by extension violent radicalization) is today the subject of various debates both in the academia and the public sphere, with larger meaning and references. In this area of research some studies have questioned the precise meaning to be attributed to the word “radicalization”, others have criticized its scientific use (Richards, 2011) or its negative impact in the social public debate (Kundnani, 2012).

The fact remains that the idea of radicalization has become a key debated notion in social sciences and now in the adult learning research (Wilner, Dubouloz, 2015). Theories of adult learning and education allow us to see radicalization as a phenomenon that belongs to everyday life and they allow us to deal with the radical thoughts that we develop during our life journey as an adult.

Finally, is there a good and bad radicalization? All we must do is say that if it is self-destructive, it is a desirable educational objective, or we have to go into the direction that the process must take. Radicalization stresses the



direction that the adult learning process could follow. Becoming radical can be a transformational event, for individuals and society, but a dangerous journey also.

Methodology

This work uses firstly a literature review for understanding how radicalization process have a new area within the theoretical frameworks of adult learning and within the framework of the transformative learning theory (TLT) (Sabic-El-Rayess, Marsick, 2021; Mezirow, 1991). The theories of adult learning in fact allow to de-ideologize the use of the term radicalization and develop a reflection on the possibilities to prevent the deviations of this process in terms of extremist or even terrorist violence through a preventive educational approach (XXX, Author 1, XXX, 2021).

The paper will describe in the second part how radicalization is an educational concept rather than only a set of violent practices. The 'Forward' project will be shared then as an experience based on this assumption. The project was promoted by the University of Siena (Italy) in partnership with the Al-Quaraouiyine University (Fès), the Al Akhawayn University (Ifrane), and the University for foreigners of Siena (Italy).

Conclusion

Developing a theoretical look at radicalization from the lens of learning processes and adult learning point of view is important for many reasons. Firstly, because radicalization has certainly generated historical disasters but also great emancipatory and transformative movements in human societies. Secondly, radicalization has been an implicit issue discussed in many ways in the tradition of adult learning without being explicitly discussed as a topic of interest. Finally, framing radicalization from an educational perspective might drive researchers and educators to explore the limits of transformation and its cultural and ethical implications (Davis, 2018; Zeiger, 2015).

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20. Adult education programs respond to a racial reckoning: education in the aftermath of the George Floyd Murder

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Juanita Johnson-Bailey- Rosemary Phelps- University of Georgia, USA

In the Spring of 2020 in response to the deaths of Black Americans at the hands of law enforcement, the United States experienced societal upheaval that resonated globally and manifested in street protests and riots. In response to the inequity concerns raised by the Black Lives Matter, American universities issued messages of solidarity and condemned the deaths of George Floyd, Breonna Taylor, David McAtee, Tony McDade, and Ahmaud Arbery. The U.S. universities' reactions occurred against the backdrop of a global pandemic and economic and political uncertainty. These institutions examined their policies and procedures to assess how their practices and policies contributed to the problem and attempted to adopt an “inclusive excellence- concept” recognizing that in order for institutions to meet their academic excellence goals, they must create an engaged campus community that is more diverse and inclusive.

This presentation uses Critical Race Theory to examine the equity and social justice responses to the racial and social unrest of two major research universities. CRT (Bell, 1992; Crenshaw, Gotanda, Peller, & Thomas; 1995) advances that racism is endemic to American life and that the nature of race and racism are ever changing and that racism is not necessarily the product of biased actions, but can be the artifact of seemingly liberal, neutral or normed rules and actions. Both institutions are located in the Southeastern United States, have over 30,000 students, have large African American populations of over 25% and have enrollments of less than 10% African American students.

The legacy of our segregated American society is that only our schools and work places can guarantee a semblance of desegregation. Yet in the higher education environs of research universities, Blacks remain underrepresented as students, faculty, and administrators— still invisible against the backdrop of an American society where education is a primary route to upward mobility and increased wages (Adair, 2001). More than 60 years have passed since the *Brown v. Board of Education* established that separate schools for Blacks and Whites were inherently unequal, yet American students continue to have very different schooling experiences shaped by their racial group membership (Ellis, 2001; Engberg, 2004; Nettles & Millett, 2006). These universities, chartered in the 1700s, from which Blacks were long excluded, were supported by public money, much of which originated from an economic system of capitalism undergirded by slave labor.

In the midst of academia's proactive response to the racist and violent events, higher education was experiencing an intensive attack on some of the core moral values that many in the academic community value. Most prominently, the attacks on critical race theory ranging from both national legislation to political opposition in many Southern states.

The faculty in these two adult education programs of these Southern research universities understood that their diversity and inclusion efforts needed to move beyond numbers of students or numbers of programs as end goals and needed to examine the multilayered processes through which we achieve excellence in learning, research and teaching, student development, local and global community engagement, and workforce development (Arao & Clemens, 2013; Ford, 2012). The programs developed practices designed to address their complicity by conducting a review of curricula and course offerings; developing long-term mission and vision for equity, diversity, and inclusion work; facilitating community building initiatives; and working on improving faculty and student experiences and retention. First, the presenters will introduce the recently initiated programs and practices. Next, the presenters will assess the efficacy of the policies and program by the two programs a year after implementation.

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21. Beyond vulnerability. Practice engagement and critical judgment in basic areas of education

Klaus Buddeberg, Anke Grotlüschen, Gregor Dutz- Hamburg University, Germany

Political activities, health behavior, financial literacy and digital skills belong to what is understood as basic education in the German Literacy Decade (UNESCO Education Sector 2004; Bundesministerium für Bildung und Forschung und Kultusministerkonferenz 2016). This is much more than mere literacy skills in terms of reading and writing and matches the UNESCO discussions and also meets the understanding of the New Literacy Studies (Barton und Hamilton 2003; Duckworth und Tett 2019).

Moreover, people with low literacy skills often face stereotypes on their social exclusion (EU High Level Group of Experts on Literacy 2012; Grotlüschen et al. 2015). Research constantly shows that people are not necessarily excluded from labor markets or family life (Grotlüschen et al. 2016).

In our contribution we follow the research question if there is a higher risk of exclusion for people with low literacy skills regarding critical competences. Drawing on a representative dataset (LEO 2018, n=7,192 adults, 18 to 64 years) (Grotlüschen et al. 2019) we contrast results confirming resilience regarding everyday practices and results showing a high degree of vulnerability regarding competences of critical judgment.

Our recent data from our nation-wide Level One Survey show how resilient people are not only with regard to labor markets and family, but also regarding literacy practices in several domains. More than half of the subpopulation with low literacy skills get by with everyday tasks and show a high practice engagement. We will be able to show that telling advertisement from news, understanding the trustworthiness of health-related information and understanding risks of online banking is difficult for struggling readers. A reason may be that most of the helpful background information that helps to differentiate in these cases, requires intense reading and a qualification of the sources where the information stems from. If reading is difficult, adults become dependent from pharmacists, talk show moderators or friends, as the data show.

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22. Which role does ALE researchers play in supporting new forms of ecojustice life arrangements?

Rosanna Barros, Susana Lopeser- University of Algarve, Portugal

Accordingly with the New European Agenda for Adult Learning 2021-2030, the acquisition of knowledge, skills and competences in adult learning should be an important component of the ecological transformation process. Green skills, i.e. the skills needed in a low-carbon economy and society, will be required throughout society and in the workforce (in all sectors and at all levels) as emerging economic activities create new (or renewed) occupations, and as we strive for a sustainable lifestyle (2021, p. 23).

The relationship between environment and the energy system is of particular importance since it is one of the main sectors responsible for greenhouse gas emissions. The transition to a renewable energy system is, therefore, politically assumed as the main instrument to achieve carbon neutrality by 2050 at the European level. Aligning with this, many companies have been promoting Corporate Social Responsibility (CSR) practices in the environmental area. However, several national and international studies point to the fact that CSR is eminently seen as part of a strategy of legitimization, and a marketing tool.

Aware of these paradoxes, we conducted research (between 2020-2021), using a Case Study Methodology, focused on a Portuguese Small and Medium Enterprise (SME) acting on renewable energy, and applied 12 interviews. We wanted to know what concept of CSR guided the company, and what kind of social and environmental education and training could be designed based on critical analysis of data and results. A cross-cutting objective was to define what role could an ALE researcher play in the conceptualization and implementation of CSR practices in companies and formal and non-formal educational contexts to enable innovative ecojustice life arrangements.

This conference invites us to think on “new seeds for a world to come”, therefore our paper shares preliminary results of the study, aiming to contribute to a discussion on how to build new ecological paradigms for development, based on interdisciplinary approaches useful to fostering community and adult education interventions to modify behaviours – namely in patterns of consumption - and finding new economic models of governance and innovation that ensure a fair ‘green transition’.

The results illustrate a case where practices of CSR were put in place with an aim close to environmental activism (not targeting for market legitimization and profit increase). We observed a strong technical knowledge by the staff, and regular non-formal educational intervention performances at local level that creates awareness and proximity to local communities. According to critical literature on ‘green transition’, these could be key-factors to assure a fair and inclusive energy transition. One that necessarily brings benefits to populations and the ecosystem in a holistic way, beyond a mere discursive dimension and short-term effect. As advocated in NEAAL 2030, carbon neutrality cannot be achieved without a consistent and strategic investment in environmental education, in the various stages of life. This investment plays a major role in contributing to a systemic transformation of current lifestyles, that can drive us to a real sustainable and regenerative future.

Key words: Adult Learning and Education, Environmental Education and Training, Corporate Social Responsibility, Energy and Green Transition, Ecojustice lifestyles.

Work – Room 10

23. Talent development of employees working for a development organization in the Czech Republic - current trends, needs and challenges

Nikola Stanickova, Veronika Gigalova - Palacky University Olomouc

The aim of the conference paper is to acquaint the professional public with the ongoing results of qualitative research, which reflects the personal experience of employees of the selected organization with the talent development system. Specifically, it is a research carried out in a company from the IT / automotive sector in the



Czech Republic, where technological development is closely linked to the requirements for further adult education. Our goal was to find out: (1) who this talent is; (2) how the current talent development system enables (or limits) the development of talented employees; (3) the effect of non-inclusion of employees among the talented on their personal and professional development.

In line with the research objectives, the following questions were set: (1) What is the actor's definition of the so-called talent / talented employee? (2) What is the concept of a talented employee in concept documents? Is it a rather economical concept, oriented primarily to increase the organization's profit or a concept combining a psychologizing approach with an andragogical approach, respecting the needs of the educated subject? (3) What factors enable and limit the development of talented employees? (4) What opportunities for personal and professional development do employees who are not marked as talented have? These are the questions we will try to answer during the paper in order to identify current trends, needs and challenges in the field of talent development for employees.

24. Studying what is at stake in the legacy of adult education: craftsmanship in second-chance education in Flanders

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This paper contributes to a renewed focus on the craftsmanship of adult educators: the search for what Sennett (2009) calls a skilled commitment to making things well, whether these are physical objects, music, social relationships or, in the case of adult educators, entire educational settings. Craftsmanship of adult educators is a form of professionalism that is not, in the first instance, directed towards an optimization of learning outcomes, neither towards a confessional form of self-directive learning of adult educators. Instead, and in line with Fenwick (2006), it has to do with the audacity of hope or what Bagnall (1995) calls the situated discriminatory capacity of adult educators to do justice. What is at stake is an attentive curiosity to how pedagogic encounters actually work as situated and entangled assemblages of activities, devices, life stories, values and shifting policies. In this paper, we will elaborate on one particular case, viz., adult educators working in second-chance education for adults who still want to obtain their secondary diploma. We will demonstrate how their craftsmanship can become a common concern for both third bachelor students of educational sciences and for adult educators in second-chance education celebrating in 2021 their 40 years of existence in Flanders. Every year, third bachelor students attending our course on adult education engage in a study exercise, together with a group of adult educators in different fields (e.g., civic integration courses, detention education, folk high school). This means that our analysis in this paper will also show how a university can cross educational borders and become a place where the professional daily life stories of adult educators, viz., their ambitions and doubts, ambiguities and contradictions, can fully materialize as collective study material.

A relational-biographical interview protocol was developed in order to scrutinize the kind of craftsmanship that has been vital in sustaining forty years of second-chance education in Flanders. This protocol seeks to relate professional self-understanding to the specific assemblages of events, material conditions and significant others through which second-chance education has been able to emerge. In addition to the specific items and structure of this interview protocol, third bachelor students are also asked to bring in and discuss their insights from the collective lectures on classical theories of adult education. During their interview with an adult educator they can choose to bring in aspects of 'andragogy learning theory', 'critical learning', 'transformative education', 'situated learning' 'biographical learning' and 'post-humanist approaches on adult education'. When the students engage in this interview and subsequently present their analyses to each other, a collaborative study exercise emerges in which an attentiveness becomes possible for how in the course of mundane activities of adult educators (e.g., designing didactic materials, leading class discussions on historical subjects with a super-diverse group of students) issues of emancipation, solidarity and justice acquire a very concrete and obligatory sense. Based on the analysis of these inter-views, we will be able to further elaborate this focus on craftsmanship and how it differs from understanding adult education as merely a social practice governed by top-down rules and predetermined norms. On the contrary, we emphasize resistance and ambiguity when studying craftsmanship of adult educators in Flanders' second-chance education. More precisely, we will detail how particular resistances (e.g., from students who learn slowly) and



ambiguity (e.g., from a broad, often invisible, variety of experiences among students in relation to social injustice) make practitioners slow down, diverge and connect with what is really at stake in their educational practice.

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25. Skills in action: from life stories to the self-consciousness and self-research

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This paper shows the outcomes in terms of know-how and learning acquired from the target audience (graduates, PhD graduates and National Civil Service Volunteers) who took part, in the 2018-2020 period, to the activities of the interactive workshop for the Promotion of Employability (Spo, Servizi di Promozione dell'Occupabilità), a psycho-pedagogical service pertaining to the Centro di Ateneo Sinapsi (Università Federico II). This path, started in 2013 to accommodate the needs of the students transitioning from the University to the labor market, concerned the self-assessment and the acknowledgment of their transversal skills and competencies and the setup of self-promotion and self-introduction strategies and of instruments aiming to effectively operate in a confusing and ever-changing employment scenario. Moreover, at a national and international level, we are witnessing a major debate regarding the need to implement programs for the development of transversal skills in order to overcome the current competences mismatch between the skills acquired by the graduates and those required by the labor market. As a response to these needs, the workshop offers a series of activities for the undergraduates, the graduates and the PhD graduates aiming to create the proper conditions so that the transition from the University to the labor market may be carried out through an active and conscious positioning of the participants with the help of paths that are intended to support their employability.

In a pedagogical perspective, the most recent studies invest on the capability constructs (Nussbaum, 2010), agency and self-promotion (Alessandrini, 2019, 2017), as the goal of the global development is to give people the possibility to live a full and creative life, completely developing their own potential. In the more purely psychological sphere, the modern approaches to the orientation seem to better respond to the socioeconomic change of today's society, whereas the traditional approaches were aligned with the stability and continuity characteristics of the career choices. Therefore, considering the new requests of the workers context, it is necessary to develop new areas of self-promotion; in particular, Savickas (2009) suggests that the vocation orientation programs are aimed to support individuals during the process of reflection on their own capabilities and strategies which fit their living context. Thanks to the use of qualitative and quantitative tools (Youth Employability Self-Assessment Questionnaire; Skills Assessment Questionnaire; Learning Map, etc.) and, mainly, thanks to the development of dedicated narrative–autobiographical devices (Delory Momberger, 2014) the Spo series of workshop gives students the unprecedented opportunity to give life to the self-narration of the learning and training experiences in the different contexts of life, a narration that supports the audience in their employability self-assessment, in the awareness implementation of the acquired knowledge and skills, in drafting a personal and professional action program. It is therefore clear that, during the drafting and implementation of the activities, it is important to evaluate the way the contents are conveyed, the aspects involved in the learning process and in the interactions, but also the knowledge and the skills acquired, the psychological aspects and the reflexive dynamics – metacognitive (Fadel, Trilling, Bialik, 2015). Compared to the three audience targets, beginning with the results of the customer questionnaire and the phenomenological and lexical analysis with the T-lab software of the students' narrative texts, it should be noted, in terms of tangible and measurable results, that the “My personal and professional portrait” narrative device offers to the students an individual and group space for the self-consciousness and self-research. The students get involved in the different self-narration and writing activities in order to encourage and activate the self-research even before



the self-presentation, thus contributing to the self-exploration and supporting the individuals in the reflection processes on the capacities, strategies and potentialities they own that are consistent with the context in which they live, and thus promoting activities of self-orientation with regard to future learning and working paths (Capo, 2021).

Key Words: competences, narration, orientation, future, awareness.

26. Learning practices in work contexts

Claudia Banchetti- Università degli Studi di Siena (Ph.D Student - Learning and innovation in workplaces and social contexts)

Conceptual framework and aims

Over the past fifty years, Italian organizational training has undergone an evolution (Quaglino 1995; Lipari, 2002). From a training situated in the era of mass mechanization and industrialization of the last century, organizations have moved to one in the era of service management and the digital revolution (Nacamulli, Lazzara, 2019). From this, this research aims to study how training practices incorporate educational practices and how these practices support the growth and learning of professionals working within organizations. Two constructs have been used: the training ecosystem construct and the cultural history activity system (CHAT) construct (Fenwick et. al., 2011; Engeström, 1999). Today, training is increasingly called upon to respond to a pluralistic challenge, that is, to find a meeting point between the interests of the professional, the organizational system and external stakeholders. Therefore, a new scenario of training seems to be emerging, that of "training ecosystems". A training ecosystem is characterized by being an open, non-linear system, characterized by the plurality of a network of actors (university, organization, stakeholders and territory), by the conspicuous ability to respond to feedback and to continuous structural trans-formation, both exogenous and endogenous (Adner, 2017). The same construct is also used within the Italian PNRR to define how intervention measures should involve systemic logic. Sociomateriality and in particular Historical Cultural Activity Theory (Fenwick et. al., 2011; Engeström, 1999) (CHAT) allows us to understand a training ecosystem as a space shaped by rules (explicit and implicit), tools, daily norms, division of labor, community relations, and the perspectives of the actors within them. Thus, through the construct of a system of activity a formative ecosystem allows us to see the practices of inclusion and exclusion within work contexts. An ecosystem, then, is not a neutral context; actors, objects, material, immaterial, and technological artifacts are not decontextualized and abstract (Melacarne, 2011). Practice is thematized as a system of activities in which the professional is embedded, and, where knowing and doing are not two distinct and separate categories and learning itself is seen as a social and not merely cognitive activity.

Methods and research design

This research is situated within the qualitative approach (Creswell, 2012; Silverman, 2008). To conduct this research, we used the case study (Creswell, 2012) with convenience sampling. The case study is represented by an ICT company located in central Italy with approximately 530 employees. The data collection instruments were semi-structured interview and in-company participant observation. Currently, 10 semi-structured interviews have been administered, the outline of the interview was built on the basis of a pre-structured path with the company.

Results

Thematic analysis (Braun, Clarke, 2006) was used for data analysis. The data showed that the training activity is located at several levels: basic training, training on the professional level and training aimed at future managers. The basic training is aimed at all employees of the facility, in addition to specialized technical skills, soft skills are also provided. Training is broken down by professional profile, and includes basic knowledge of all professional pro-files, advanced technical-specialist skills (program and software management) that are constantly updated, and management skills. Training for future managers is aimed at all those figures currently identified by the top management team as "talents". Although it emerged from the interviews that there is no specific training and that experience in the field, through observation of working practices and dialogue with experts, is useful, the training provided enables young talents to acquire managerial skills (purely human resource management).



Across all three levels of training, it emerged that an important role is also attributed to gaining experience and that, training must always be accompanied by experience.

In conclusion, those involved in training, such as universities, must face a new challenge, that of constantly building and nurturing the ecosystem. Therefore, it is not enough to respond to the demand for training needs; training, from an ecosystem perspective, must support and manage new forms of alliance with stakeholders. Secondly, within organizations there are areas that fail to thematize differences (for example, gender or intergenerational differences), so training is represented as something neutral. Thirdly, of particular relevance is the attention paid to satisfying training needs that are not merely technical; alongside technical training, there is also training for transversal skills.

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Posters

27. Smart working and new learning patterns: a case study

Claudia Banchetti- Università degli Studi di Siena (Ph.D Student - Learning and innovation in workplaces and social contexts)

Marina Slavutzky- Università di Siena (PhD Student)

Aims

This research aimed to identify the professional developmental needs that emerged after the adoption of smart working by an Italian ICT company. It was based on pedagogy of work and organizations theoretical framework (Rossi 2008; Costa 2011).

Conceptual framework

The limitations imposed by the spread of Covid-19 have produced a significant acceleration in the adoption of smart working by both private and public organizations. According to a recent report published by Istituto nazionale di statistica (ISTAT), 90% of large companies and 73% of medium enterprises have introduced or extended the use of smart working since the beginning of the pandemic. This new scenario has required new ways of organizing work, workspaces and training on the job. The question of how to eliminate new possible forms of discrimination from remote working and training experiences has also arisen. Crucial has thus become making appropriate use of the knowledge and the best practices produced by the different professional communities. This has led organizations to



idealize and manage new structures to support, share and establish individual and informal knowledge acquisition. According to Moussa (2021) it is important to notice that these new working models should be improved in the future and each company should try to reach its own best practices of work organization and training. It is therefore necessary to gather workers' ideas and suggestions and their experiences during the lockdown, in order to improve the profound changes initiated a long time ago (Butera, 2020).

Since the pandemic has acted as a catalyst for the wide spread of smart working, new challenges have been raised and new training models must be created in the face of sudden changes in the way work is done.

Methods

The type of research we conducted was qualitative (Creswell, 2012) and collaborative (Guerci, Cirella and Shani, 2014). Data was analyzed through thematic analysis (Braun and Clarke, 2006).

Research design

The company analyzed is an Italian organization employing 530 people divided between the IT area (30%) and other areas (70%). Since March 2020, 95% of the workforce has been asked to work remotely.

The data collection instruments were the semi-structured interview and the focus group. The semi-structured interview and the focus group were constructed on the basis of a pre-structured survey with the company's HR responsible and their consultant. Six employees were selected for the interviews on the basis of the company's two production macro-areas: three from the IT services area and three from the non IT support services area. Afterwards, 2 focus groups were carried out with the same interviewees subdivided into two groups. The semi-structured interviews and the focus group were organized around 3 topics: Past learn-ings and current practices, Incidental learning during Covid-19 and Training needs and practices.

Conclusions

The thematic analysis brought up some interesting topics. First of all, workers highlighted the need of developing non-technical training and in particular of increasing and widening project-management and soft skills. In order to overcome the technological divide among employees and to improve communication, they indicated that it was necessary to strengthen the sense of belonging and to invest in multiple communication channels. It was considered important also to build up strategies to avoid the feeling of isolation. It was suggested that some of the employees should be trained to become experts on organizational training. This would allow workers to count on internal mentors with knowledge and competencies to support them on how to deal with changes regarding their roles or the working modality. Moreover, it would be useful to rethink the organizational culture to better manage smart working practices and to encourage a flexible attitude towards change and new working modalities.

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28. Good to Go? Preparedness for cross-cultural transition: a journey of self-directed and transformative learning of Nigerian immigrants in Italy



Taiwo I Olatunji, Monica Fedeli- University of Padua

Like most immigrants, Nigerians in Italy experience significant culture disequilibrium. In preparation for cross-cultural transitions (CCT), migrants could acquire certain knowledge, skills, and attitudes during the pre-departure, transit, and post-arrival phases of transcultural migration. Studies have indicated that migrants' self-agency is crucial for migration experiences (Trifanescu, 2015; Press, 2017). Also, migration usually triggers learning (Taylor, 1994; Onosu, 2020). These studies have established how cultural immersion leads to development of intercultural competencies. However, how migrants prepare for CCT through self-directed and transformative learning (SDTL) has not gained considerable research attention.

Purpose and Objectives

The purpose of this study is to explore how Nigerian immigrants in Italy have acquired competences through SDTL and the effects on the immigrants' CCT experiences. Specific objectives of the study are to:

- i. Identify the competences that Nigerian immigrants in Italy have developed through SDTL during their pre-departure, transit, and post-arrival migration phases;
- ii. Analyse personal and contextual factors that determine the immigrants' SDTL learning in terms of content and form;
- iii. Examine the effects of the learning on Nigerian immigrants' CCT experiences in Italy; and
- iv. Develop a model of SDTL process in cross-cultural context.

Theoretical Framework

This study hinges on multiple theories namely, the aspirations-capacities framework (ACF), transformative learning theory (TLT), and self-directed learning theory (SDLT). ACF is a migration theory that explains how societal (structure) and personal factors (agency) interact and affect the decision-making process of the migrant (de Haas, 2021). It helps us understand the centrality of the self in CCT experience. SDLT refers to a process whereby adults oversee different aspects of their learning (Merriam & Brockett, 2007). This theory is suitable for highlighting how the immigrants take responsibility for learning. TLT explains the process of achieving perspective transformation by critically reviewing the taken-for-granted assumptions that underpin one's worldviews (Mezirow, 2000). TLT is suitable for understanding how migration decisions trigger learning and lead to transformation among the immigrants. SDLT and TLT are deployed in this study as a pair of intertwined theories.

Methodology

An explanatory sequential mixed-methods approach is adopted for this study (Creswell, 2014). That is, the study is divided into two successive phases: the quantitative phase (QUAN) and the qualitative phase (QUAL). The QUAN will be a survey in the study area, the Veneto Region of Italy. The QUAL will be based on the results from the QUAN to gain more subjective and contextual insights before final interpretation. The study population is estimated at 10,265 adult Nigerian immigrants in Veneto. The sample size for the QUAN is 568 (using 95% confidence level and 4% confidence interval). Location sampling (centres of aggregation) technique will be deployed because it is suitable for achieving representativeness in sampling hard-to-reach research subjects like migrants (Reichel & Morales, 2017). Data generated through a questionnaire will be analysed using descriptive and inferential statistics. For the QUAL, the purposive sampling technique will be used to select participants for in-depth interviews based on the emerging results from the QUAN. Data generated will be analysed using the content analysis technique.

Expected Results/Conclusion

This mixed-methods study will generate compelling ideas, concepts, and facts that will foster our understanding of the role of SDTL regarding how immigrants prepare for a cross-cultural new life. Findings will show the kinds of knowledge, skills, and attitudes that the immigrants develop through SDTL; patterns of the effects of subjective and structural factors that enhance and/or inhibit immigrant learning; and how the immigrants' SDTL influence their CCT. Also, the study will provide a learning guide for individuals (especially potential immigrants) on how they can facilitate a less precarious CCT.



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29. Pre-placement educational preparation and training for adoptive parents

Alessia Tabacchi- Università Cattolica del Sacro Cuore - Milano

The study of scientific literature and the context analysis about adoption reveal many unexplored areas in the interdisciplinary research, specifically regarding the pre-placement interventions, as well as some contributions coming from the educational area.

The research aims to inquire, in the context of family pedagogy, the help offered to couples who are approaching adoption. The focus is on an in-depth analysis of the “choice” to adopt and duration of the pre- placement phase; on training and support received and/or needed by couples during this period; on training contributions available to support the choice to adopt and the transition each partner accomplishes towards parenting.

Empirical research involves some adoptive parents in semi-structured interviews. The analysis of collected data will provide some pedagogical categories to gain involvement of educational support and an accompaniment for adoptive parenting. It is believed that to talk about the experience and to reflect on it, should encourage an epistemological content definition of the educational subject on adoption.

The results show the importance of support for couples approaching adoption in different phases of the pre-placement.

An emotional and appraisal support is required for people with infertility problems, to find personal strategies to deal for this event. An informational, instrumental and appraisal support is important to support the choice to adopt. In this time, couples must understand adoption as a children’s right, in the perspective of Palacios’ adoptive quadrilateral model (Palacios, 2009).

Again, couples need a specific training during the pre-adoptive waiting period, to implement parenting skills, and a continuous support to monitor the evolution of family life situations and to overcome critical issues.

For this reason, there is an urgent need for educational counseling, speaking groups and training groups dedicated to couples approaching adoption, through an integrated intervention between Local Adoption Services, Adoption Agencies Approved by Central Adoption Authority responsible for Intercountry Adoption and Adoptive Families’ Associations.

Pre-adoptive preparation has the important objective of encouraging self-training processes. A transformative process, which can be compared to "the butterfly effect" proposed by Alhadeff-Jones (2017), in which the inner



work, reflexivity, the alternation of regular and irregular events lead to increased awareness, resilience and access a wider vision of adoption. The support methods proposed in this study do not exclude the necessity for more extensive work regarding the support needed by adoptive families and promoting a more adequate policies and culture in this regard.

Key Words: adoption, pre-placement preparation, training, adoptive parents, pedagogical support.

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30. Improvisation as a pedagogical attitude of school teachers

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Since the co-constructivist and activist methodological approach to teaching spread, teachers have been facing the issue of involving children in their scholastic path authentically, following their interests and their needs. The question on how to stick with targets while following unpredicted paths remains open in the daily life of a teacher. To find the balance between these instances, improvisation can be considered not only as an artistic but also as a professional attitude.

INTRODUCTION

School teachers are constantly in contact with what "they don't know yet they don't know", since their daily job is to develop didactic projects in complex environments such as modern classrooms. The network of encounters, insights, feelings and experiences makes it effective to follow and consciously read a flow of occurrences instead



of a rigid scripted program. The scholastic year 2020-2021 in particular, where unexpected events showed up daily, even in terms of new normatives, made evident the need of adapting and coping mechanisms in the teacher profession, between the pressure of unknown-before limitations and the aim of students' learning.

OBJECTIVE

The aim of this study is both defining the phenomenon of improvisation as a pedagogical attitude for school teachers inserted in Italian scholastic contexts, participating in the inter-national dialogue existing upon this theme, and hypothesizing ways to foster improvisation as a professional skill in teachers education.

THEORETICAL FRAMEWORK

A literature review upon existing studies about improvisation and teacher education informs this study, in the matter of seeing improvisation both as an existing phenomenon in school pedagogy whilst also a trainable attitude for teachers. A special gaze on body movement, attitudes and presence in the classroom scene is a crucial feature of this study, considering the framework of Embodied Pedagogy, especially using the metaphor of education and theatre, which is further developed thanks to the referral to improvisational theatre. The same posture is adopted with the proposal of embodied and theatrical workshops to participants.

METHODS

Field observation and notes have been triangulated with semi-structured, video-cued interviews with 8 school teachers of different grades of schools in Lombardy (Italy). In those in-terviews, teachers reflect upon the phenomenon of improvisation in their own experience, and how their body presence and acting is connected to that same phenomenon. Moreover, three groups of 10 teachers have been engaged in a research/training with the use of theatri-cal improvisation to reflect upon their practices: the authentical experience of improvisa-tional theatre stimulated reflections upon relationships management in their classrooms; their experience has been central also in finding some additional guidelines in defining the relationship between improv theatre training and teacher training.

ANALYSIS

Data are going to be analyzed with computer aided narrative analysis combined with an art-based, embodied and performative methodology. By the time of the conference, the analysis will be completed.

ATTENDED RESULTS

The attended results are expected to be a thick description of the phenomenon of improvisation in the teaching profession, as well a reflection upon the potential of the use of improvisation training in teacher education.

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Day 2 – Friday – Parallel sessions 2 – 2:00–4:00 pm

Policies – Room 1A

31. Current and long-standing challenges in adult education policy in Europe

Chair: Margherita Bussi, University of Louvain, Belgium

Discussant: Johanna Mufic, Linköping University, Sweden

Rationale

This symposium asked contributors to address a simple yet central question: What challenges does this unprecedented crisis bring to light in adult education policy in Europe? Closely linked to the theme of the conference, New Seeds for a World to Come, the aim of this session is to reflect on the matters of concern that have found widespread interest in adult education policy research and to explore new issues that have arisen in more recent years due to societal and economic long-term and abrupt changes.

Since the mid-1990s, European economies have acknowledged the central role of skill acquisition to combat skills obsolescence and increase the share of the adult population with medium to high skills in order to boost innovation and competitiveness at the global level. That is why, in the European context, adult education policies, their design, their aims and underpinning values and their implementation have become of increase interest for policy-makers.

There is a widespread consensus in the adult education research community, that, at the European level, adult education is understood mainly as an instrument to primarily fight individual risk of falling out from the labour market, eroding employability, reducing productivity and earning perspective over uncertain working trajectories (Barros, 2012; Mikulec, 2018). This reduction to ‘the training of human capital’ (Antunes, 2020) has relegated to a second plane more citizenship, well-being and social oriented objectives of adult education. Scholars have criticised this narrow economic focus attributed to learning insofar it dismisses other effects of learning which are not linked to higher wages or economic returns (Bonvin et al., 2011).

Yet the limits of this narrow policy orientation have been challenged by the Covid-19 pandemic, which has taken a big toll on societies worldwide. The EU has replied with massive and unprecedented economic efforts as well as other policy initiatives that seem to have reconsidered the balance between economic and social priorities to be reached with the contribution of education, including adult education (European Commission, 2020).

Moreover, the pandemic has bowled over adult education organization and learning provision insofar as prolonged lockdowns of workplaces have caused important losses of non-formal and informal learning, which represent an important share of adult learning (OECD, 2021). In addition, the accelerated digital transformation imposed by Covid-19 has also disrupted policy implementation and service provision of adult education and exacerbated inequality among adult learners (Käpplinger & Lichte, 2020). These difficulties have stimulated new perspectives on the role of adult learning and participation in education for individual and collective well-being and resilience strategies for future challenges (James & Thériault, 2020)

The symposium contributions tackle three different angles covering issues that go from more recent to longstanding challenges, namely 1) whether Covid -19 has opened a window of opportunity for reconsidering the role and the developments of adult education policy; 2) the influence of digitalization of adult learning environments on adult learning policy developments. Finally, the last contribution looks at adult education policy effect and how they can be alternatively understood and evaluated in order to go beyond the narrow perspective of individual economic returns.

This symposium is organized by the ESREA Network Policy Studies on Adult Education and is part of collective book project on adult education policy. The proponent will introduce the rationale for this symposium and chair the session. After the three individual papers have been presented, a discussant will comment on them, before a general discussion with the audience will take place.

Paper 1: The Covid-19 crisis as an adult education policy disrupter? The case of Denmark

Pia Cort & Anne Larson, Aarhus University, Denmark



The Corona pandemic and the lockdowns that it brought around, called for policies to support both companies and their employees through the crisis without too many bankruptcies and soaring unemployment rates. From a multiple stream perspective, Covid-19 opened a policy window to consider political solutions to a labour market destabilised by a global health crisis (Zahariadis, 2003). The Danish government created support packages in close collaboration with both the Danish Parliament and the social partners, which are responsible for negotiating conditions in the Danish labour market. Adult education was in the media brought forward as a solution to prevent both mass firing and to absorb employees who were sent home/laid off. Especially, the unions as policy entrepreneurs pushed for adult education as a solution and for further compensatory provisions for especially low-skilled workers. The Covid-19 period also saw the settlement of multiple tripartite agreements aimed to counter the effects of Covid-19 on the labour market. Whereas the focus in the media was on adult education, the agreements focused more on short-term compensatory solutions. In this paper, we discuss how adult education (again) became a central policy tool as both a short-term and long-term solution, not only to the covid-19 crisis but to the structural problems in the Danish labour market brought up from both the Covid-19 crisis and from an anticipated future lack of skilled workers. Our analysis shows that the Covid-19 crisis challenged (but not changed) the dominant understanding of unemployment as an individual problem. As a policy window, the Covid-19 crisis was used to reinstate adult education as a central part of employment policies, but did not revive other fundamental aspects of adult education such as democratic participation or individual empowerment (Biesta, 2016).

Paper 2: The role of digital platforms in adult education policymaking

Tomáš Karger- Palacky University Olomouc | Tomas Bata University, Czech Republic
Jan Kalenda- Tomas Bata University, Czech Republic

Contemporary adult learning and education (ALE) has been undergoing increasing digitisation (Ifenthaler et al., 2018). This trend has been accelerated by the outbreak of COVID-19 pandemic. One of the consequences of this transformation is the emergence of digital platforms as a new organisational mode for ALE and as a tool for policy making. The aim of this article is to show the extent of this “platformization” in ALE and to elaborate on consequences this trend has for policy making. The contribution will first draw on research from the recently established field of platform studies (e.g. Hands, 2013) in order to conceptualize platform as a specific organizational form that: (1) mediates interactions among different aggregates of individuals, or between individuals and content; (2) pre-structures interactions according to its aims; (3) monitors the interaction in an automated way. Second, it will investigate the ways in which platforms are relevant for ALE policy making. Third, it will reflect on how platformization fits within the current trends in ALE policy and governance. Fourth, heuristics will be outlined through which the concept of platform can contribute to further research on ALE policy and governance. This fourth part concludes namely reflecting upon (1) reconfiguration of distinctions such as private/public, centralized/decentralized, non-formal education/informal learning; (2) redefinition of concepts of participation, labour, curation of a learning content etc.; (3) transformation of the nature of markets in ALE; (4) shift in the public function of ALE in establishing a “culture of lifelong learning” (UNESCO 2020).

Paper 3: Subjective well-being and adult education policy: how to go beyond the human capital perspective

Pepka Boyadjieva & Petya Ilieva-Trichkova, Bulgarian Academy of Sciences, Bulgaria

There is a longstanding trend in policy making that has tended to discuss adult education as a mere instrument of individuals’ employability and economic benefits at both individual and societal levels. Since the outbreak of the pandemic, different trends seem to have emerged. Even though some authors warn that today’s crisis will turn lifelong learning into a tool of biopolitical exploitation (Beighton 2021).

Against this uncertain background, the paper aims to: (1) defend the need to go beyond the human capital approach to adult education policy (APE) by enriching it with a humanistic perspective based on the capabilities approach (Sen, Nussbaum) and recognition theory (Honneth, Fraser); (2) adopt an understanding of individual subjective well-being which is not reduced to happiness and life satisfaction, but include dimensions of individual subjectivity, such as autonomy, sense of meaning, recognition, engagement, attachment to the environment (Boyadjieva &



Ilieva-Trichkova, under review); (3) explore the relationship between AEP and individual subjective well-being; (4) reveal how AEP moderate the association between individuals' level of education and their employment status, on the one hand, and subjective well-being, on the other.

The paper identifies accessibility, availability and affordability of adult education as relevant dimensions of APE. These dimensions are tested empirically using secondary data analysis of micro-level data from the European Social Survey (2012). Descriptive statistics and multilevel regression modelling on survey data will be analysed together with original indexes to capture the three dimensions of policies using macro-level data from the Adult Education Survey and the Labour Force Survey. Preliminary results show higher individual subjective well-being in countries where AEP are oriented towards better accessibility, availability and affordability. Moreover, differences in individual subjective well-being between adults with lower and higher education and in paid or not in paid jobs are dependent on the level of accessibility, availability and affordability of APE.

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32. Educational imaginaries and how to educate citizens about AI: exploring problematizations in international policies and massive online adult education

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There is an urgent public request for citizens to engage in, and educate themselves about, the societal and ethical effects that artificial intelligence (AI) and other autonomous systems produce. Further, international education policies assert that citizens also need to acquire various skills to successfully adapt to the changes that AI will bring to society (e.g. OECD, 2019). But what political and educational problems are such policy requests in fact a solution to? And what are citizens supposed to learn exactly? This study has empirically investigated how knowledge about AI is construed, represented and enacted in international education policies and open adult education, and which social, political and epistemic meanings are produced by that knowledge. The underlying purpose is to support the development of critically reflexive and just open education and education policies about AI futures.

The European Commission (2018) defines AI as digital systems that exhibit intelligent behaviour by analysing their environment and acting (more or less) autonomously to achieve specific goals. Right now, AI is regarded as a key technology that will transform the future in practically all areas of life (Governo, 2018). In what has become known as the Fourth Industrial Revolution, AI is predicted to radically change labour markets and automate jobs (Frey & Osborne, 2017), which will impact on the need for re-skilling and life-long learning. AI is also predicted to change the preconditions for democracy and citizenship, where malicious use of deep fakes, disinformation, propaganda and polarised presentations of news, demands new and im-proved skills in both information and AI literacy (NSCAI, 2021). As such, citizens are also supposed to gain the necessary skills to act responsibly and thrive in an increasingly complex and information-dense world (AAAI, 2016). AI is also predicted to im-pact on adult education and life-long learning, where on-demand personalised learning, automated talent acquisition, real-time monitoring of workflows and constant knowledge assessment will increase the possibilities for individualised and flexible life-long learning, as well as creating new expectations for continuous reskilling and up-skilling (TechNavio, 2018, Yang, 2021).

While the exact implications of an ‘AI revolution’ for citizens remain, to some extent, in the realm of speculation (cf. Saunders, Brewster & Holland, 2020), it is clear that one way to exert some control over how AI impacts on societies and citizens is through education. A sign of the times is that AI is high on the agendas of supra-national policymakers. Policies and researchers increasingly advocate digital competencies, media literacy, computational thinking and education about AI as necessary skills for adapting citizens to the future, as well as for guiding ethical AI development (Floridi et al., 2018; Robinson, 2020; Theodorou & Dignum, 2020; Tuomi, 2018). As such, citizens are expected to acquire a range of soft skills, or ‘powerful knowledges’ (Young & Lambert 2014), such as ‘learning compasses’ (OECD 2019), ‘responsive’ learning (Smith et al., 2016) or ‘futures literacy’ (Miller, 2018) to remain sufficiently flexible, protect their well-being and generally thrive in a digital society (Tsekeris, 2019).

As such, education policies and adult education produce collective meaning in society, by conveying ways of thinking about what AI is, what it should be, and how it can impact on society and citizens. Adult education about AI represents important re-search sites for examining how humans are positioned in a society where AI-driven solutions become a beacon for the future. This study argues that AI education policy can be seen as revolving around problematisations (Bacchi, 2009)—framing mechanisms which present certain aspects as ‘problems’ in order to determine a corresponding solution. It also reveals how problems and solutions are framed, and how these problematisations are generative in terms of producing social, political and epistemic meaning.

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Theories – Room 1B

33. Lifelong learning: researching a contested concept in the 21st Century

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Kjell Rubenson- University of British Columbia

This paper will critically reflect on research on lifelong learning in the 21st century in three sections. The first section will provide a brief overview of the history of lifelong learning as a guiding principle of education and learning, from its emergence in the 1960s to the present day. The second section will review previous research on lifelong learning, focusing on re-search for lifelong learning policy and research of lifelong learning policy. The third section will discuss contemporary trends in research on lifelong learning and use the agenda of the United Nations' Sustainability Development Goals (SDGs) to outline a research program on lifelong learning that will consider long standing social and economic challenges, made even more acute in the Covid-19 world.

The paper outlines the main characteristics of research on lifelong learning, which we have categorized into three generations. In the “first generation” of lifelong learning, situated in the 1960s and 1970s, the concept (initially “lifelong education”) was rooted in a progressive policy agenda. Despite a rhetoric invoking a broader learning perspective, much of the re-search focused on how to reform the formal educational system. In the 1980s, in what has been labelled “the second generation”, driven by a neoliberal political economy and a changing mode of production, the discourse shifted towards investment in human capital, and employability. During the period of the “third generation”, which balanced the humanistic and instrumental approaches of the two previous generations, the concept was broadened and understood as learning and education. It could be argued that the United Nations Sustainability Agenda with its 17 development goals, and in particular the prominence of lifelong learning in SDG 4, is ushering in a fourth generation of lifelong learning that will require a dramatic reconceptualization of the concept, and we have outlined a research pro-gramme that would have the potential to contribute to the realization of the SDGs. Against the background of the insights gathered from 70 years of research on lifelong learning and the dramatic inequalities that challenge the future of our societies, further exacerbated by the Covid crisis, it is clear that there is a need to go beyond the current focus on measurable outcomes and the utilitarian skills perspective in favour of greater attention to the democrat-ic, non-formal and pedagogical dimensions of lifelong learning.



34. Autonomy and solidarity as values of adult education

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Chad Hoggan- North Carolina State University, US

In adult education, we need to be clear about our core values and examine the seeds we hope to plant for the future, especially considering the big challenges of our times, such as threats to democracy as a form of living together, polarization of societies, isolation, and increasing inequalities. With our paper, we examine two seemingly contradictory values which have informed adult education (historically and contemporarily). After having elaborated on autonomy, (bounded) rationality, and pluralism in previous publications (Authors, 2021; 2022), we emphasize in this presentation the necessary connections between autonomy and solidarity and delve into the role of adult education in fostering both. With this paper, we continue to ask the question of how we can learn to live together in heterogeneous societies without homogenizing differences, but also without losing common (epistemological) grounds.

Autonomy was considered to be a threat to collective action and even to solidarity (Heying, 1999), and solidarity was considered a threat to the prominent cultural value of individualism (Stjernø, 2004, p. 2). In our presentation, we distinguish between autonomy and narrow individualism, connecting the notion of autonomy (in the sense of power of self-determination) with solidarity (as rooted in the humanistic conception of education by Klaf-ki).

Building on the concepts of autonomy and homonomy (Boucovalas, 1997), reciprocity and autonomy (Eneau, 2008), and agoras as public spaces (Arendt, 1963), we discuss the inter-dependence between the two concepts. As a way of life that focuses on experienced togetherness, we see solidarity based on freedom and emancipatory ideals, and on the autonomous insight and decisions required for both. At the same time, defining the purpose of the public word in terms of self-disclosure (Arendt), we see human development as only possible in strong feelings of inclusive solidarity, as a form of revealing oneself as a unique human being to others. Solidarity is only possible when we “understand oneself as equal” without eliminating all difference; it is therefore a “connectedness despite difference” (Hondrich & Arzberger, 1992, p. 12-13).

Ultimately, we elaborate on the role of adult education, which we see as creating spaces of dialogue and encounters, as possibilities for practicing solidarity, autonomy, and collective actions (West, 2016). Building on the concept of “contact zones” as defined by Pratt (1991), we see spaces of encounter as places in which groups meet, even when those groups are characterized by difference, inequality, and sometimes even oppression. What learning processes take place there? What role does solidarity play in the spaces characterized by difference and inequality? Spaces of encounter help to create a certain type of relationship, what Rawls calls “civic friendships” (Rawls, 1999 p. 579) or Levine “civic relationships” (2013, p. 56) that are based on inclusivity, working together on public concerns, and the ability to criticize while acknowledging human dignity and freedom. We finish our paper emphasizing the role of adult education to plant the seeds of a universal (as opposed to an exclusive) solidarity, while reflecting on the “old” value of education in terms of “omnes, omnia, omnino” (Comenius) - education striving to be for all in the breadth of human life. Solidarity needs adult education; it is possible only if everyone participates and feels adequately prepared for participation in public spaces. If only a minority takes part in the exclusive highly specialized communication, then such a dialogue would only reinforce the mentioned-above mala-dies of polarization, inequality, and decline of democracies.

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35. Critical social theory and the ontology of hope: implications for the future of adult education

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Paulo Freire (1998) argues that ‘hope is an ontological need’ (p. 2). As adult educators grapple with the multiple challenges facing learners in a world reeling from the impact of a global pandemic, ongoing issues with political instability, tensions over racial and cultural inequalities, and the effects of climate change, it is important to focus on that need for hope and the belief that human beings have the capacity to make positive changes. This paper argues that critical social theory is a rich resource that adult educators can draw upon to try to make sense of their work and to inform their teaching. It begins with a definition of critical social theory and then considers how theory may inform adult education and lifelong learning discourses.

Defining critical social theory

Although some adult education scholars situate critical social theory exclusively in the realm of radical scholarship (Collard & Law, 1991), I argue that critical social theory exists across a spectrum and is informed by a consideration of how societal variables impact upon different learning contexts and thus on adult learners’ experiences. The influence of critical social theory on the field of adult education is linked to its historical roots of pro-grams and educators informed by a social purpose orientation, ranging from the Miles Horton and his work at Highlander to Gruntvig’s folk schools. Critical social theory informs the work of less radical (but very influential) scholars such as Peter Jarvis or Jack Mezirow, who stress the importance of critical reflection for learning, to more radical thinkers who argue for the need for radical social transformation, such as Sharhazad Mojab or John Holst.

Impact of critical social theory on the field

Brookfield (2005) makes a compelling argument that insights provided by critical theory can help adult educators to articulate a rationale for the work that they do, thus providing them with a better framework to both carry out their teaching practices and to argue for curriculum changes and resources to support their work. For example, Alfred (2015), Morrice (2018), and Fejes (2019) each explore the impact of migration on adult education, considering issues of power linked to cultural and racial inequities, and raise questions about issues of inclusion and citizenship. In their analyses they draw upon a range of different critical social theoretical perspectives, including post-colonialism (Morrice 2018) and Foucauldian analysis (Fejes, 2019). Critical social theory also offers educators insights into possibilities for transformative or critical learning opportunities, such as exploring educational strategies for democratic learning (Brookfield, 2005), public pedagogy (Biesta, 2012), and citizenship (Alfred, 2015; Kruszelnicki, 2020).

Implications for adult education

To address the multiple challenges facing our societies, adult educators require an understanding of how both local and global factors shape our unique learning contexts. An appreciation for diversity, capacity for critical reflection and a deliberative approach to moral considerations is needed to forge a better future as adult educators strive to nurture ‘seeds for transformative resilience’. As we move beyond this pandemic, the field of adult education/lifelong learning can offer strategies for learning that will address the problems of the future and prepare learners to both adapt to change and to ‘be the change’ – proactive scholars, educators, citizens, workers, leaders, and policy makers that can creatively envision a hopeful future for teaching and learning in the 21st century.



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36. Reconsidering the roots of transformative learning: de-constructing gender identity

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Keywords: gender roles, gender identity, transformative learning, sexism

The experience of the pandemic has dramatically changed our way of being and living. These transformative experiences varied depending on one’s positionality and location. When we pause and take a reflexive moment, we might wonder what – despite all the disruptive changes – did not change? It is quite remarkable that long-standing ideas of gender roles and identities were somewhat persistent, many experienced a kind of regression. What lessons have we learned during the pandemic? Are there any seeds for transformation?

In a digitalized and globalized world, gender roles still seem to define the opportunities and obstacles we encounter throughout our lifetime. Despite the efforts of long-standing, feminist discourses, entrenched notions of men and women lead to discrimination and exclusion. Is the binary framework of gender still useful for self-determined and autonomous action? What is the contribution of adult education for promoting change? Our allies are (1) Judith Butler (1999) and her theory on the deconstruction of gender, (2) Jack Mezirow’s (1991, 2000) notion of transformative learning (TL) (3) and Paulo Freire’s (1970) concept of conscientization. Our paper reconsiders the roots of TL and aims at generating new ideas on how to foster a broader understanding of gender roles and identities through TL.

Butler (1999) points out that gender roles determine how we see ourselves and how others see us. We are born and raised with a gender identity that comes with certain expectations. If these expectations are not fulfilled, we are excluded from sociocultural and political participation. For Butler, gender is performatively constructed through constant repetition of certain patterns of action. Therefore, it is important to interrupt these repetitions to make visible the “naturalistic paradigm which establishes a causal continuity among sex, gender, and desire” (Butler, 1999, p. 30).

TL can be helpful in taking Butler’s theory to a more practical approach. TL is de-scribed as an ‘epiphanic, or apocalyptic, cognitive event - a shift in the tectonic plates of one’s assumptive clusters’ (Brookfield, 2000, p. 139). For Mezirow (1991) critical reflection of experiences and critical self-reflection on one’s own assumptions is central for TL, where-as Freire’s (1970) conscientization theory helps to raise awareness of and liberate from cultural, political and social constraints.

Both Mezirow (2000) and Freire (1970) pursue a critical discourse to achieve new perspectives of oneself and the world we live in. Therefore, the inclusion of positionality is important - each learner has a specific cultural identity composed of gender, race, age, and other categories. Accordingly, specific educational requirements are necessary



to encourage more unbiased perspectives and to enable participation in a common discourse (Johnson-Bailey, 2012, p. 263).

This paper outlines various ways in which TL can be used as a consciousness-raising tool for identifying mechanisms that constitute gender roles:

- making binary frames of gender roles visible and open for change;
- using the experience of sexism as a starting point and disorienting dilemmas;
- fostering critical discourse while considering positionality;
- identifying obstacles, barriers, resistance and immunity to change (Eschenbacher, 2020) when empowering learners;
- generating new ideas for adult educators on de-constructing gender for a broader understanding and encountering sexism.

As researchers and practitioners, we look for ways to support adults to 'leave the mental homes they have furnished and made familiar' (Kegan, 1994, p. 272). TL offers us such a pathway to (1) become aware and conscious of how our ideas and assumptions on gender identities and roles keep us from co-creating a better, more just society for all and (2) how we can transform our guiding assumptions and our lives.

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Migration – Room 1C

37. (Im-)Permeability of borders and boundaries: education and acquisition processes of refugees in German accommodation centers

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Adult Education is a core response to challenging, dramatic, complex, and disruptive live events like processes of (forced) migration or – regarding the last two years – a global pan-demic. However, access to and provision of education are particularly challenging at the intersection of those two.

In Germany, access to Adult Education is regulated differently in the context of forced migration. This poses particular challenges for the vulnerable group of adult refugees, as the different accesses to education reflect inequalities between German citizens and refugees. It illustrates practices of inclusion and, especially, exclusion within a so-called migration regime (Pott et al. 2018). Consequently, there are particular challenges for realizing education for refugees (see, for example, Hess et al. 2018; Täubig 2009) who are housed in German accommodation centers. However, evidence on the education of refugees accommodated in such 'camps' (see Goffman; Foucault) is highly lacking – not least since existing education access and offerings for refugees were no longer available or were canceled due to the global COVID-19-pandemic. The already problematic situation has been further exacerbated by setting and reinforcing borders, boundaries, and exclusions.



Building on theoretical approaches to forms of (im-)mobility (see Hannam/Sheller/Urry 2006) as well as to the construct of a place of learning (see Gruber/Schmid 2019; Stang 2019; Kraus 2015), the research project looks at the (worsening) situation of Adult Education due to the pandemic. Furthermore, it examines resulting isolations and restrictions of participation, social mobility, and agency for adult refugees living in an accommodation center in Germany. Therefore, it investigates formal and non-formal education under the conditions of (forced) (im-)mobility due to physical and symbolic borders and boundaries. The research project focuses on education experts' perceptions and evaluations of the situation and the setting. It sheds light on existing particular challenges using the example of German accommodation centers.

Two central research questions are addressed: (1) To what extent is the different access to education for certain groups of refugee addressees an expression of a migration and border regime? Following this, (2) how can a crisis resulting from forced immobility due to the COVID-19-pandemic open possibilities of (informal) education and individual and collective acquisition processes? In order to answer these questions, the project uses hermeneutic-analytical and empirical-social science methods. Data was collected via problem-centered interviews with nine discussion partners and analyzed using qualitative content analysis.

The study provides insights into access, developments, and implementation of educational offerings within and outside the accommodation center. Based on this, the center resp. the 'camp' is conceptualized and characterized as a special place of learning, where educational and learning processes always occur, but simultaneously, the (im-)mobilizing and excluding framework conditions make sustainable learning and education more difficult. Furthermore, the centrally accommodated persons are analyzed as active subjects possessing individual agency on the one hand and as subjects exposed to systematical, institutional, and partially individual mechanisms of exclusion on the other hand. Against this backdrop, refugees' individual and collective (critical) acquisition practices, their aspirations for, and opportunities of (informal) learning are introduced.

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38. Adult education for asylum seekers in Italy: what is missing? A tale of two asylum seekers

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Adult education for asylum seekers in Italy: What is missing? Interrogating the accounts of asylum seekers Migration comes with its own challenges for the sending society, the origin society and the migrant themselves (Androvičová & Bolečeková, 2019; Portes, 2009). Some of the impacts of migration on migrants themselves include



separation from family and friends, brain waste through unemployment or underemployment, discrimination in the new society, etc. (An-drovičová & Bolečeková, 2019; International Labour Office, 2004). Thus, when they get to a new society, migrants face the challenge of adjusting to the new environment. Asylum seek-ers from sub-Saharan Africa usually have to undertake tortuous journeys to get to Europe, and then when they get to Europe, adapting to the new society can be difficult due to limited opportunities arising from the fact that most of them have little or no academic qualifications as well as little or no knowledge of the language of the host society.

In this paper, my aim is to present a part of the findings from my PhD research, which is an exploration of the learning experiences of asylum seekers and refugees in Italy. Specifically in this paper, I will attempt to explore the experiences of adult asylum seekers in Italy vis a vis lifelong learning provisions available to them. The paper will highlight any shortcoming identified in the learning provisions for asylum seekers. Using interpretative analysis, in this paper, I will share insights from narrative interviews I had with three asylum seekers in the Lombardy region of Italy.

Axel Honneth's theory of recognition will provide the theoretical framework for this paper. Honneth's position is that social relations are regulated by mutual recognition or intersubjective recognition, and he identified three forms or spheres of recognition: love, rights and social esteem (Honneth, 1995, 2004). If a person is denied the recognition they expect, they may experience a crisis of identity. On the other hand, intersubjective recognition can lead to increased self-confidence, self-respect and self-esteem. Self-confidence is enhanced when one experiences acceptance from others. This is the sphere of love. Self-respect is forged when one feels accepted as being part of a community of rights. This is the sphere of rights. Self-esteem comes from being honoured through the acknowledgment of one's abilities. This is the sphere of social esteem (West et al., 2013). Using the theory of recognition as my framework, I will interrogate the influence of experiences of recognition or misrecognition, as narrated by the participants, on their learning.

Keywords: migration, asylum seeking, integration, adult learning, recognition theory.

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39. Exploring age and care in migration societies. Theoretical and empirical insights from a community-centred project in an urban context

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Background

Demographic change is a topical issue on the present and future political agendas of many countries – be it in terms of ageing societies or regarding global migration. These two phenomena are also intersectionally intertwined in different respects. In many cases the ageing of migrants is characterized by a precarious socio-economic status and fewer opportunities for social participation as well as by a higher risk of poverty and health problems compared to the 'native' population (EU, 2020). Another important question concerns the political participation and civic engagement of elder migrants (Torres & Serrat, 2019), which is not yet looked at intensely – neither in politics nor in research or adult education.



This proposal addresses ageing and migration with a special consideration of social inequalities and active citizenship. Not least due to the pandemic, questions around balancing individual freedom and survival versus the sense of community and responsibility for others have become topics of exceptional urgency. How societies deal with vulnerable groups, but also the care potential (in the widest sense) of strong communities has come into focus quite clearly and inspired an actual research project which we would like to present and put up for discussion.

Research project

Beginning with March 2022, we will investigate the needs, resources and experiences of elder migrants (third and fourth age) in an Austrian city within an applied research project. Based on the results, the project aims at contributing to the development and strengthening of so-called ‘caring communities’ (Wegleitner & Schuchter, 2018) – together with the older local population and diverse stakeholders (such as the city government and administration, NGOs, artists, urban planners, social and health services etc.). These processes will be realized within experimental ‘living labs’ and ‘future fora’ which aim at empowering participants, building networks to develop creative local projects and at strengthening existing ‘caring’ communities. The community work shall be connected to the improvement of communal structures around age, care and inclusion. The research part of the project is based on traditional research methods as well as on participatory and creative approaches.

Aim and focus of the paper/presentation

Our presentation will first (1) outline the theoretical framework of the project, which draws on interdisciplinary work from ageing and migration studies (e.g. Tronto, 2013, Torres, 2020) and civic and community education (e.g. Biesta, 2019, Torres & Serrat, 2019). Secondly (2), we will present first empirical results from the research on experiences and needs of old and very old migrants, and on potentials and existing caring structures in urban neighborhoods. Finally (3), we would like to discuss perspectives for the participatory development of ‘caring communities’ which address aspects of age, care, migration and social justice.

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40. Growing the “new normal”. How adult educators overcome crises. Insights from a qualitative investigation at German Adult Education Centres

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Franziska Bellinger- Europa-Universität Flensburg

The pandemic as crisis has affected adult education in many ways, and it quickly prompted activities to record and reflect the related implications, from a national (e.g. DIE 2021; Preston & Firth 2020), regional (e. g. Sgobba 2021) or sometimes international perspective (e.g. Käßlinger & Lichte 2020). Early studies highlight the challenges of distance teaching and the digitalisation of communication and administration. We argue, however, that experiencing the restrictions introduced to contain the pandemic may include less visible effects, as they called in question some of the core principles of adult education, as a resource of lifelong learning for social and political participation.



Corresponding to the call about “new seeds for a world to come” we will look at the growing of the “new normal”. Our paper will provide fresh insights from an ongoing qualitative re-search project, targeted at the implicit consequences of the corona crisis on public adult education. Focusing on adult education centres in Schleswig-Holstein, Germany we investigate how adult educators, leaders and learners experience the pandemic and how they deal with the related restrictions. In doing so, we start from three premises: 1. the corona crisis is a process rather than a singular event, that unfolds over a period of meanwhile two years; 2. apart from immediately visible effects like digitalisation, there are tacit changes in the social space of adult education, which can best be explored by applying qualitative methods of reconstructive social research; 3. even in times of crisis (social, societal, institutional) trans-formations remain related to (individual, subjective) transitions, products of "human doings by human beings".

With around 900 institutions, adult education centres are the largest provider of general adult education in Germany. Their central mission is to provide lifelong education for all. With general and vocational education offerings, they aim to ensure participation in society, culture and employment. With their beginnings closely linked to the emergence of the Weimar Republic (1918-1933), adult education centres have been repeatedly confronted with crises through the course of history. While coping with the corona crisis leaders of adult education centres draw on this narrative of embracing the crisis as chance for learning and innovation (Ehse et al. 2021). In hindsight crises are valued, because they speed up organizational transformations, force professionals to rethink existing routines and practices. But is this true for all actors engaged? Working conditions became precarious for many lecturers; access to classes often was blocked, especially for vulnerable learners.

We argue that the pandemic is experienced as a collective crisis, being an event of collective concern, which puts (some of) the basic orders of the social space of adult education at risk. In the moment of crisis, every-day relations and habits are put on hold; crisis overrules the normalities of social practice (Wildemeersch & Fejes, 2018; Kidman & Chang 2020). Such a state of emergency actually starts a process of re-organising social routines (cf. Koloma Beck 2020). In order to grasp these processes of re-orientation, reclaiming and regaining of agency, we draw on the methodological and theoretical foundations of biographic re-search. Narrative interviews with leaders, lecturers and learners of adult education centres will be analysed

- a) to record the changes in the learning worlds of adults on organizational level, including implicit effects of digitalization;
- b) to reconstruct learning experiences, which are subjectively related to the pandemic, focusing on the building of knowledge for crises and
- c) to gain knowledge about ongoing transformations of the conditions and opportunities for voluntary, democratic, civic, social and political engagement and participation.

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Post- Covid – Room 1D

41. Crisis in adult education of the post-pandemic period. A possible model of sustainable welfare

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The problem that is relevant today both political and social pedagogical is that the current historical moment has undermined the three main variables of the labor system: stable employment, the willingness of women to take care within the family, the potential for expansion of welfare state programs. Education, and especially the educational system for adults, which permeates the different spheres of knowledge and culture, must lead man to realize himself in dialogue with the world and in harmony with it; he must seek to make people aware of their roots and provide specific points of reference that allow them to define their place in the worlds and contexts with respect for human diversity and different abilities. Pedagogically understood values are always part of that filter that makes every interpretation possible, they are conditions and ways of access to the other and to his truth.

As also highlighted by the 2021 UNESCO Report “Adult learning and education play multiple roles. It helps people find their way through a range of issues and increases skills and agency. It allows people to take more responsibility for their future. It also helps adults understand and criticize changing paradigms and power relations and take steps to shape a just and sustainable world. A future-oriented approach should define adult education, as well as education always, as an education entangled with life. Adults are responsible for the world in which they live and the world of the future. Responsibility for the future cannot simply be passed on to future generations. A shared ethic of intergenerational solidarity is needed” (p. 115).

In recent decades, the principle of lifelong learning has become central to the formulation of educational policies around the world. SDG4, for example, calls on us to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. There is a strong emancipatory tradition of adult learning and education, which is reflected in the potential it unleashes for individuals and what it means for citizen participation in general. However, in recent years this has been reduced by an over-focus on the professional dimensions and skills of lifelong learning. In essence, what was one of the most important “rights” of adults – especially those who had not had full access to education before in their lives – has become for many an “obligation” as people have become required to keep up to date and employable. The result is a permanent logic of skilling and reskilling. Adult learning and education must look very different between a generation. As our economies and societies change, adult education will have to extend far beyond lifelong learning for labor market purposes. Opportunities for career change and retraining must be linked to a broader reform of all education systems that emphasizes the creation of multiple and flexible pathways. Like education in all fields, rather than being reactive or adaptive (whether to change in labor markets, technology, or the environment), adult education needs to be reconceptualized around learning that is truly transformative.

Improvisations and experiments in times of challenge and interruption – from the COVID-19 pandemic to education in times of other emergencies – have demonstrated the determination, commitment, and resourcefulness of adults, in many of the professions most involved. For example, because many school systems realized that personal needs and social well-being had to come first, testing was postponed, coverage requirements for curriculum content were suspended, and classroom interactions focused on authentic learning and well-being. During COVID, work has become more visible publicly, particularly to the masses. The high levels of specialist knowledge and pedagogical commitment required of adults were simultaneously assessed and examined by many. Cultivating the social dimension of learning, for example, has also implied the sustainability of citizenship education in an increasingly interconnected world to enable individuals to care for each other, embrace other perspectives and experiences, and engage in responsible practices towards the environment and our shared natural resources. Digital media alone cannot achieve these ends. Participatory and engaged learning is needed in different contexts.



Keywords: Education, Welfare, Community, Adult, Sustainability.

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42. Social representations and emotions in the 2020 outbreak of Covid-19 in Italy

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Maria Buccolo-Sapienza Università di Roma

Background

Starting from the first half of March 2020, we are experiencing a unique and unprecedented event in the history of the World and the Italian Republic, in particular. The rapid spread of the pandemic, forced the Italian government to adopt restrictive measures on people's lives (Remuzzi & Remuzzi, 2020), with important economic and psychological implications (Lazzerini & Putoto, 2020).

Objectives

The research aims to:

- a) explore the social representations and prevailing emotions related to the outbreak of pandemic, changes in people's lifestyle, fears or hopes for the future;
- b) investigate the aspect of interpersonal relationships, the educational message generated by the health emergency and the judgment of people on distance learning that Italian schools and universities have activated.

Methods

The research was conducted with an integrated approach: the Medical Humanities (Bleakley, 2020; Zannini, 2008) included the theoretical reference scenario for reading the social representations of Covid-19; emotional education for the re-planning of existences, education for sustainability in ecopsychological orientation for the prospects of change.

The research aimed both at carrying out a national quantitative survey (via Google Forms) on the representations and emotions of Italians during the outbreak of Covid-19, and at stimulating reflection aimed at acquiring and improving self-awareness, in relation to the health emergency.

The survey questionnaire is divided into three sections, for a total of thirty-two questions. The areas that compose it have been identified (starting from socio-demographic data) as:

- a) the need to explore the social representations of Covid-19 (Farr Robert, Moscovici, 1989);
- b) the emotions (Contini, Fabbri & Mannuzzi, 2006; Damasio, 1993; Goleman, 2005; Iori, 2009; LeDoux, 2003; Nussbaum, 2004);
- c) reflections on planning the necessary lifestyle change (Morin, 2001, 2015, 2016, 2020; Bauman, 2009).

The responses to the questionnaire - which remained active from Tuesday 24 March to Saturday 18 April 2020 - by 5,518 people from various regions of Italy and the numerous feedbacks received, testify to the great interest in the topic and the need to reflect on the change in act.

The choice of the survey tool to be used fell on the online questionnaire, as it is an easily usable tool to reach the maximum number of people.

Results and conclusions

The research shows that the dominant emotion is fear and the spread of the perception of insecurity. These have undermined the feeling of trust at the foundations and made strong resistance to recognize the other and his needs grow. Moral judgments are not useful in this regard, rather it is necessary to raise the capacity for analysis and understanding, knowing that emotions cannot undergo a classification that divides them rigidly into negative or positive. Emotions must be accepted in whatever form they arise.

Nonetheless, the data analysis highlight that most people are aware of their negative emotional experiences but, through resilience and listening, they seek the foothold for positive thoughts to move forward.

The isolation and dissemination of negative thoughts and actions is a characteristic of these times, on which it is useful to orient new pedagogical research approaches and propose strategies, tools and methodologies that can help build the most acceptable conditions of coexistence.



In order to be lasting, this result must be based on a project of shared social creativity and design, which is as participatory as possible among the institutions. Our hope is that the data of this research can make us think and can serve as a basis for a design of a series of activities that can reconfigure the existences, giving them a new "sense" and a more conscious re-birth.

The research results also represent an interesting starting point to deepen the phenomenon, through further research that we are launching in this year.

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43. Student and teacher resilience and motivation during the pandemic – lessons from a study into adult ESOL

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Aims of the study

This paper will report on the research conducted for my PhD in English Language Teaching. The aim of the study was to discover the reasons why adults enrol on English for Speakers of Other Languages (ESOL) courses at the CEFR B1/B1+ level in England and how their motivation has been affected by the Covid-19 pandemic. These learners come from all over the world and are living in England for a range of reasons such as claiming asylum, seeking employment or re-joining family members (Higton et al., 2019). Once they reach the B1/B1+ level, they are no longer learning for survival and their reasons for learning can be wide ranging. At the time of data collection (the academic year 2020/21), these adults were studying in new learning spaces – online, blended and socially distanced classrooms.

Methods and Framework

Data were collected in three stages – a student survey, cross-sectional teacher interviews and a longitudinal interview study with five adults attending ESOL courses. Everything was conducted online to comply with the Covid-19 regulations in place at the time. This paper will focus on the results of the student survey (n72), which aimed to collect demographic information and the initial motivation of those choosing to enrol during the pandemic. Alongside this, I will use quotes from their ESOL teachers (n17) who I interviewed in November/December 2020 to gain their perspectives of the learners' motivations for studying. They were based around England, all adapting their teaching for the new environment. The transdisciplinary framework proposed by the Douglas Fir Group (2016)



was used as a conceptual framework with self-determination theory (Deci & Ryan, 2008) utilised as a basis to analyse the students' language learning motivation, with a particular focus on autonomy.

Results

The results seem to show that instead of diminishing the students' motivation to learn English, it moved them to find new ways of studying and practising the language. How the teachers responded to the changes also had an impact, with those who embraced the change seeing high levels of attendance and engagement. There was also a heightened understanding by the teachers of the difficulties their students were facing at such an unprecedented time. High numbers of students were parents and therefore juggling parental responsibilities during school closures and periods of isolation, whilst still attending their ESOL class. In their interviews, the teachers explained how they were adapting their teaching to meet the new needs of their students, often to ensure even those with very low ICT skills and no access to broadband, could attend online classes.

Looking at the data across three levels (macro, meso and micro), examples will be shared to illustrate how decisions made for and by the students affected their motivation to learn English at this time. At the macro level, the power was held by the UK government and examination boards, determining where, how and when students were taught and assessed. At the meso level, teacher attitudes and decisions were having an impact, alongside the socio-economic status of the students. Finally, at the micro level, the students' linguistic and educational resources were affecting motivation as well as their everyday interactions with others. At each level, the survey results will be compared with the teacher interviews, offering a detailed insight into the new learning spaces where ESOL courses were being offered and suggestions for what we, as adult educators, can learn from how the students and teachers responded.

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Methods & Practices – Room 1E

44. “Like a spider in a network of relations. The role of Universities of Applied Sciences for adult education in rural landscapes. Theoretical basics for innovative research and development”

Mandy Schulze- Hochschule Zittau/Görlitz

The aim of the theoretical contribution is to develop the research on relational governance or navigation of adult education in rural regions. Therefore, a theoretical concept of adult education as a relation between people and organizations will be established.

The research question is: How to develop and support adult education in rural regions from a central organization – Universities of Applied Sciences. Seeing providers and recipients in a relationally determined network offers a new understanding of this question. Universities of Applied Sciences are important organisations especially in rural regions and could take over a more active and supporting part for lifelong learning and adult education. It is therefore important in the first step to make the actors visible and to record their respective understanding of adult education. Because it quickly becomes apparent that the perspective can be very different in each case. So is a bachelor's degree after training already regarded by many people as further training in a biographical context. And a public symposium can be seen as a scientific further education. In addition to the different understandings, the second step is the visibility of the network in which adult education takes place. Due to their tasks in research, teaching and further education, Universities of Applied Sciences can take on an ordering, activating and even controlling function for a network in lifelong learning. Like a spider in a web that keeps track of things. Changes in



the organization and in the environment influence each other - like touches in a spider's web that are transmitted. A relational understanding of governance (starting from the university) shows a lot of potential. Universities become perceptible as an expression of a field of relationships. This is a prerequisite for their innovative development and that of the respective region. After the theoretical input, this should be discussed with regard to a future joint research project. For this purpose, the theoretical foundations are to be presented and initial considerations for an application-oriented research project are to be made.

45. Watching new seeds sprout: a review of artificial intelligence in adult education

Kerstin Schirmer- Internationale Hochschule Liebenzell

As the UNESCO Institute for Lifelong Learning (2020, p.1) states, the spread of Covid-19 “has disrupted education provision all over the world, including adult learning and education”. However, the Educause Horizon Report 2021 (p. 3), despite emphasizing the economic impacts of the pandemic, highlights that the pandemic has not stopped the emergence of Artificial Intelligence (AI): “While the pandemic has brought entire industries to a near halt, artificial intelligence appears to have been able to sustain its progress at a near breakneck pace”. Taken together, this means that Artificial Intelligence seems to be a new seed sprouting in the shadow of the pandemic and its potential to create new educational landscapes has not yet been explored for Adult Education.

Regarding AI technologies in education Zhang and Aslan (2021, p. 1) emphasize the “promising potentials to provide customized learning, to offer dynamic assessments, and to facilitate meaningful interactions in online, mobile or blended learning experiences”. Zhang and Aslan 2019 are offering a helpful review and analysis of the numerous studies concerning the K-12 and Zawacki-Richter et al. 2019 for those regarding the higher education sector. Missing so far, however, is a comparable synthesis of research regarding the potential of AI in Adult Education.

Therefore, the proposed paper aims to review the current state of research in the field of Artificial Intelligence (AI) in Adult Education as presented in leading Journals by conducting a narrative literature review. The following peer-reviewed, topic specific journals will be included: International Journal of Learning Analytics and Artificial Intelligence for Education, Computers and Education: Artificial Intelligence, International Journal of Artificial Intelligence in Education, Education and Information Technologies, Educational Technology Research and Development. Furthermore, the search will include two journals especially focused on Adult Learning: European Journal for Research on the Education and Learning of Adults and the Journal for Research on Adult Education.

The review will focus on the following questions:

- How has research on Artificial Intelligence technologies in Adult Education in these journals developed since 2010?
- Which specific AI technology applications are discussed in Adult Education?
- What needs for further research can be defined because of this review?

The search results are presented by synthesizing all the collected information, discussing the results, and critically assessing the implementations for further research. The results aim to contribute to the exploration of the new seed “Artificial Intelligence” in the Adult Education landscape.

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Focus on learners – Room 1F

46. Exploring the association of learning a foreign language with cognitive improvement of older Chinese adults: a case study

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The world's population is aging. Aging can result in cognitive decline and diseases in older persons. Foreign language learning (FLL) has been proposed as a promising cognitive training to help improve the elderly' mental fitness (Antoniou, Gunasekera & Wong, 2013). To our knowledge, only eight experimental studies looked at the influence of FLL on cognitive capacities among older persons. They present inconsistent results: some report positive results of FLL in yielding cognitive benefits in older adults (e.g., Pfenninger & Polz, 2018), while others maintain that FLL does little to improve cognitive functions (Klimova, Slani-nova, Prazak, Kacetl & Valis, 2020). These studies have primarily adopted quantitative methods and compared results of cognitive testing at two points in time and/or between groups. While statistics could reveal (in)significant differences, they do not speak for the older persons who were engaged in FLL.

The present study was a case study of a group of six Chinese older adults with little or no prior English learning experience joining a short-term intensive English learning program. Their years of schooling ranged between 3 to 11, with an average of 6.5. Two research questions guided this study: 1) do the participants show cognitive improvement following the FLL experience? 2) how do the participants' accounts of their FLL experience help explicate possible processes that were relevant to older adults' cognitive performance? Both qualitative and quantitative methods were employed in this study. The Chinese adaptation of the Montreal Cognitive Assessment (MoCA) was administered with each individual participant to test their cognitive functioning before and after the English lessons. Results showed a slight enhancement of their cognitive skills after FLL with a small to medium effect size. Qualitative analysis of lesson observations and interviews depicted a picture of what happened in them and to them because of the FLL experience. Combining these two angles of analysis, a three-tier model can be developed to capture this group of seniors' learning of English and their possible sources of cognitive change.

This model is made up of a dot in the center and two rings at the outset. The dot records what happens within the individual. As the FLL program unfolded, they found in themselves the lost ability to learn and realized that they could “know”, “understand” and “remember” new knowledge. The inner ring which stands for their intellectual worlds consists of some everyday concepts that they knew, such as daughter. As they learned English, these familiar concepts took on completely new symbolic representations. A participant described his experience of learning the number words and looking at the clock as “I felt my mind opening”. Further, learning English blows new life into their sociocultural context represented by the outer ring. They reported to spot a familiar word on bilingual logos and partly understand what the grandchild was doing for English homework. It is in these processes in the three tiers that they found new meanings in their old selves, concepts and world, and received constant cognitive stimulation that could explain the slight improvement recorded in cognitive testing.

This study holds implications for both educational policy and practice. This study suggests that FLL can be promoted as cognitive training for older adults with a lower education and lower cognitive baseline. In terms of practice, the three-tier model enabled by the findings indicate that FLL programme and other educational opportunities for seniors should build on what is already known to them, and based on that, extend the teaching to the unknown. This helps them make new meanings of the old and maximize the cognitive benefits.



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47. Culture contact, adult learner's critical thinking, and critical thinking use. A sociocultural perspective to adult education

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The term "socio-cultural" comes from shared anthropology, psychology, and education re-search. From the socio-culture perspective, human learning is a dynamic social activity that is formed in social and physical contexts. This approach suggests that the origin of a higher level of human cognition is in social life. Due to considering the cognitive development possibilities, I propose critical thinking, as the use of cognitive skills or strategies that may increase the probability of a desirable outcome (Halpern, 2003), and also one of the most important 21st-century skills in education, along with creativity, communication, and collaboration (Lombardi, Mednick, Debacker & Lombaerts, 2021). At the same time, considering the cultural diversities I refer to Epstein's definition of critical thinking, a defense against a world of too much information and too many people trying to convince us; By this definition, I am going to identify and challenge the development of adult learners' critical thinking ability and use in contact with other cultures. From a socio-cultural perspective, the re-search specifically aims to identify how does culture contact affect the critical thinking skills of adult learners? And how does it affect the critical thinking use of learners?

Narrative research as a qualitative research methodology is chosen for the present study. The narrative inquiry elicits and analyzes stories to understand people, cultures, and societies. In sociology, and other social science disciplines (e.g., psychology, anthropology, communication, education), the narrative inquiry was an outcome of social construction-ism (Berger and Luckmann, 1966), which presented lived experience as a social epistemology rooted in shared meanings, so it is the most appropriate choice to this interdisciplinary work. In addition, based on the Purpose of my study, it is expected to listen to participants' stories, interview and observe them in a natural setting, and since I need to maximize my information to achieve the most reliable results, it is more convenient to select a small number of participants after required sampling. furthermore, participants will be chosen among the students who are studying for their Master's degree at Milano-Bicocca University in Milan, Italy.

In order to develop the contemporary attempts of promoting a culturally inclusive environment, the finding of this study will equip teachers, researchers, university professors with a better understanding of its impact and relevance on both adult education and educational outcomes, specifically in European multicultural societies.

Keywords: Culture contact, Adult education, Critical thinking, Critical thinking use, Socio-cultural perspective

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48. Navigating through the system of lifelong learning: a resource-oriented portfolio as a tool for documenting and reflecting learning in the context of adult basic education

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The paper tackles the field of adult basic education and shifts the focus to adults who are seen of being exposed to high risks of being neglected in having their learning pathways and outcomes documented at key transition points in the system of lifelong learning: adults with learning difficulties (also termed as intellectual disabilities). To this end, the paper aims to present insights into and first findings of a qualitative research project (BLINDED) on developing and piloting a resource-oriented learning portfolio.

An extensive body of research, large-scale assessments of adult competencies like the PI-AAC study, and global policy agendas, such as the United Nation's Sustainable Development Goals (Target 4.6), give credit to the relevance of adult basic education. However, is-sues such as adult basic education under the premise of disability are still far from playing a vital role in these considerations, as we have outlined earlier (BLINDED). New seeds for a world to come would be planted, in our understanding, by drawing academia's attention to this strand of adult basic education and research and by developing approaches that help to flourish learning pathways also beyond the standard avenues.

In considering this, we draw, first, upon the traditions of socio-cultural research (Reckwitz 2004) and on landmark studies of literacy and numeracy as social practice (Street 1984; Barton, Hamilton & Ivanic 2000; Yasukawa et al. 2018) that put the limelight on the nature of literacy and numeracy in use and as part of a subject-specific life world. Second, we align with the work of disability studies (Goodley 2017), following the cultural model of disability. It emphasises the intersections between biological, social, cultural, and psychological aspects, as well as attitudes, norms, and personal perceptions. This approach also pays attention to power structures and values a resource-oriented, not deficit-oriented, perspective of disability. Correspondingly, we have adopted the use of the term learning difficulties to refer to those abilities that others describe as intellectual disabilities, as suggested by major self-advocacy groups, such as People First. Third, in taking this into account, we follow approaches in the field of inclusive (adult) education that understand the process of document-ing and recognising learning outcomes not as only a question of identifying deficits in abilities and attributing these to standardised levels or classification systems, but that aim to develop multidimensional approaches which are able to portray complex learning biographies through a resource-, not deficit-oriented lens (Hollenweger 2012; Koch 2017).

To this end, the paper presents insights into a research project (BLINDED) (2022-2024) on developing and piloting such a resource-oriented learning portfolio for adults with learning difficulties. The research follows a qualitative research paradigm, using a participatory re-search design (Unger 2012; Bergold & Thomas 2012) and Grounded Theory Methodology (Strauss & Corbin 1990). Adults with learning difficulties and key stakeholders from practice and academia are actively included throughout the research process. First findings will be presented from a secondary analysis on a qualitative data set (shadowing, interviews) from earlier research on numeracy practices of adults with learning difficulties, and, moreover, from focus group interviews on key components and challenges with regard to developing such a portfolio.

In this way, the paper puts up for debate approaches on making learning visible beyond the standard avenues and dominant learning paradigms that have so far rather hindered than enabled navigating through the system of lifelong learning under the premise of disability. These approaches suggest to open up new learning spaces and possibilities for adult learners as recognised and valued members of modern learning societies.

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49. Critical and transformative perspectives on professionalisation in adult education at the university

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For more than ten years, our master's team at the University XXX (France) has been preparing students for careers in adult education (training managers, consultants, etc.). We work on a process of "joint transformation" (*i.e.*, an educational process *to* and *through* research), for a master training program *in* the university and *for* professionalization (Author 1 et al., 2012, 2014). This "joint professionalization" is based on a simultaneous and reciprocal movement articulating, over long periods of time, transformations of: 1/ actors (including students in the first place, but also the organizations in which they work), 2/ professions and professional sectors and 3/ educational policies and training systems that accompany this professionalization's process. Our research objects are thus related to the questions of professionalization in the adult education professions, within the framework of a master's degree which takes place in alternation (*i.e.*, including "sandwich courses"), during two years, and relate in particular to the study of the professional development of adults in these professions.

The Milan conference will be an opportunity to take stock of this work and to explore its potential fruitfulness facing the contemporary questions and issues in the world of work and adult education and the transformations that affect both the professional sectors in which students are (or will be) working and also their working conditions and forms of employment. Consequently, the question arises as to the place of work-study training and research in adult education sciences in these ongoing transformations.

Our team defends an andragogical project based on the development of a critical position of the learners. It aims to go beyond just "matching" rationalities of a learning process that responds not only to a legitimate demand for employability, but also to accompany the student's reflexivity and therefore their emancipation (Albero *et al.*, 2015). The pedagogical design is based on experiences in work situations and is supported by the activities of our research team, the "Research Center for Education, Learning and Didactic". It puts "action-research" back to work in its relationship to education (Barbier, 1996), by coupling it with critical theories of transformative learning to propose, in the end, the perspectives of a "Educational-Action-Research"; the hypothesis defended by the team is that this system thus contributes to the professionalization of the actors, to the evolution of the professions and to the conditions of their practice via a cooperative and transformative process (Author 2 et al., 2019, 2020).

We will first present a synthesis of our work that focuses on (1) the process and meaning of our students' learning, in the context of social crisis (Author 3 et al. 2011, 2012) and (2) the exploration of a social self-directed education, critical consciousness shaping an epistemological position, an identity construction and an ethics of action for the learners (Author 1 et al., 2014; Author 2, 2019). We will then explore the epistemic and praxeological interest of a theoretical framework based on multidisciplinary, multi-referential and critical approaches for the



professionalization of actors in a dynamic of "joint transformations". We will next focus on the methodological approach we have developed for the purposes of learning and research *on* and *for* action. Finally, we will conclude with a meta-reflexive review of the work carried out and its perspective. The development of a critical and transformative perspective of professionalization in adult education at the university invites us to question the evolution of the place of research in this field and its links with the evolution of professional sectors (on a theoretical and methodological level), as well as the evolution within the university (new professions, organizational modes, evolution of university pedagogy, etc.).

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Journals – Room 12

50. Insights on the changing field of adult education from four decades of the International Journal of Lifelong Education

Chair: Marcella Milana, University of Verona, Italy

Discussant: Fergal Finnegan- Maynooth University, Ireland

In 2022, as ESREA celebrates its 30th anniversary, the International Journal of Lifelong Education enters its fifth decade of publication. The world into which it was launched in 1982 (edited by Peter Jarvis and J.E. (Teddy) Thomas) was – as, with hindsight, we now see – entering a period of rapid and radical change. Within a decade the 'secure' geopolitical framework of Cold War hostilities was to be swept aside; countries such as Yugoslavia and the Soviet Union passed into history; Germany was reunified; the European Union expand-ed; South Africa liberated itself from apartheid; China emerged as a global economic force. Neoliberal globalisation was on the march, structures of markets and production were to be 'disrupted' again and again, production of goods and services moved hither and thither across the world, powered by new information technologies. 'New public management' was applied to state provision, the 'public sector', welfare states, education systems; higher education was increasingly marketized.

As its 40th anniversary approached, the journal's editors, working with members of its editorial advisory board, embarked on a collective attempt to use its forty-year history as a 'data-base' to throw light on the changing nature of the field. This symposium reports some of the findings and uses them as a basis for informed discussion of how a scientific field has evolved, what its changing priorities have been, what ideas and movements have shaped it and how they have done so. The symposium comprises (i) a paper setting out the history of the journal, explaining the approach taken to the research, and offering some reflections on key areas, and (ii) three papers addressing specific features and concerns.

The discussant, [name redacted for anonymity], will offer views from the perspective of an editor of the European Journal for Research on the Education and Learning of Adults (RELA). RELA is, of course, one of the International



Journal of Lifelong Education's younger relations; it is a highly valued 'competitor'; and it is a journal founded, maintained and published by ESREA. The discussant will ensure that the insights drawn from a study of the IJLE are related to the ESREA and RELA contexts.

Paper 1: The International Journal of Lifelong Education: Researching forty years' of a scientific journal in a field of practice

John Holford, Steven Hodge, Marcella Milana, Richard Waller, Sue Webb & Lizzie Knight

This paper sets the scene for the symposium. It outlines the origins and history of the Inter-national Journal of Lifelong Education, set against key features of its political, economic, and social environment, and of the changing nature of scientific production and journal publishing. It then explains the aims and approach taken in the research project on which the symposium papers are based. It then explores five themes in more depth, discussing how these have been addressed over the four decades. The five themes are: (a) adult education for citizenship, democracy and civic engagement; (b) adult education in relation to higher education, wider participation, and mature students; (c) distance, online and technology-enhanced learning; (d) learning at, through, and for, work; and (e) books, their changing role, and the role of book reviewing in scoping/framing the field. In each theme, attention is given one the one hand to how theory has developed and been used, and on the other to how the scientific field of adult/lifelong education has related to the world of adult educational practice.

Paper 2: The themes of the territory: a bibliometric approach to research on lifelong learning based on the International Journal of Lifelong Education (1982-2021)

Erik Nylander, Marcella Milana & Andreas Fejes

The world of lifelong learning is so wide-reaching and multifaceted that it is hard, if not im-possible, to grasp it in its totality. The research on lifelong learning is elusive and ambiguous as it can denote all learning that takes place throughout the lifespan, both inside and outside formalized and institutionalized learning environments. However, by studying the knowledge formation on lifelong learning, what kind of research objects, theoretical tools, methodologies and epistemic perspectives that dominate among scholarly contributions, we can increase scholarly reflexivity and critically discuss pertinent changes in this research territory over time.

In our contribution, we will explore this rather elusive research territory using a large-scale text analysis of International Journal of Lifelong Education (IJLE), based on metadata (abstracts, keywords and titles) from 1,185 articles published between 1982 to 2021. Based on topic modelling techniques, we identify the main themes that have been prevalent within this journal, and how the journal's content has changed character. We show that the knowledge formation of IJLE is characterized by an increased share of topics that are surveying rather than critiquing 'the state-of-affairs' and an increase on topics that are focused on teaching and learning in a microcosmos as opposed to system-level analysis such as educational provision, evaluation, or organization. We provide a critical examination of what kind of political and scientific currents that might help explain why research practices have become more descriptive, micro-oriented and work-related over time.

We hope that our analysis will be useful as the basis for collegial reflections and scholarly reflexivity regardless of where in the research territory the audience feels most 'at home' theoretically or methodologically.

Paper 3: Continuities and discontinuities of international governmental organisations policies within the field of adult learning and education

Paula Guimarães, Lucínio Lima & Borut Mikulec

The International Journal of Lifelong Education (IJLE) is one of the leading international journals in the field of adult learning and education (ALE). For this reason, an analysis of the continuities and discontinuities of discussions related to the international governmental organisations (IGOs) – i.e. UNESCO, OECD, EU, Council of Europe – policies within ALE can represent an important step in understanding important topics, theoretic frameworks and methodological approaches in ALE, as well how specific topics has been held by the re-search community and how knowledge in this field has changed over the years. Drawing on Bourdieu's theoretical framework of political field



(comprising important IGOs) and academic field (intellectual and scientific subfield of ALE) as arenas of struggle, we examined two research questions: (a) how research in ALE concerning policy discourses and concepts referring to IGOs has evolved in four-decades, and (b) the nature of the impact of IGOs as part of the political field of power—with IGOs’ policy agendas, social problems and solutions—on the relative autonomy of the scientific subfield of ALE. Methodologically, we conducted a systematic literature review of published IJLE’s articles and used qualitative content analyses to analyse 19 selected articles through following categories: IGOs’ concepts, historical momentum, IGOs’ policies, theoretical orientation and research methodology, and IGOs’ policy problems and solutions. Our findings indicate, among others, that different intersections between the political field and the scientific field exist, but stress relative autonomy of the scientific subfield of ALE in terms of research agendas, concepts and problems addressed. The relative overdetermination of political agendas over academic agendas was, however, more apparent than real in the context of an academic journal with high status in the scientific subfield of ALE.

Paper 4: University as a cathedral: Lifelong education and the role of the university
Pepka Boyadjieva & Kevin Orr

This paper discusses the main issues which emerge for the university as an institution from the development of the lifelong learning paradigm. It focuses on both the opportunity-creating and tension-provoking presence of the lifelong learning concept within the university’s institutional environment. The analysis is based on a thematic review of articles, published in the International Journal of Lifelong Education during the four decades of its existence. The paper outlines the policy context which has framed the relationship between lifelong learning and the development of universities, and it identifies the main challenges facing contemporary universities (Holford, 2014; Holmwood, 2014). The analysis of IJLE articles suggests that without being a panacea, lifelong learning is a strategy that can help universities successfully tackle some of their major problems and continue to develop as key institutions in 21st century societies. It is claimed that the adoption of the “philosophy” of lifelong learning requires a profound change in the systemic characteristics of the university institution as a whole, and not just the creation of a separate department for continuing education. Several challenges have been identified in this process, and overcoming these is connected not only with the policies and practices of the universities themselves, but also with actors external to the field of higher education – the state, business, communities. By comparing different models of the university (e.g. the university as an ivory tower or a shopping mall) the paper draws the conclusion that the institutional university model, which can embody and realise the educational paradigm of lifelong learning and at the same time contains the possibility of preserving the specificity of university as an institution, is best symbolised by a cathedral. The university as a cathedral is both in society but at the same time it re-mains a special place (Duke 2001).

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Adult education – Room 10

51. Constructing party members - Framing identities in party education

Maria Arriaza Hult- Linköping University

This paper sets to uncover how educational activities for members play a role in the construction of identities in political parties. Guided by a framing perspective, the study focuses on five labour-oriented parties in Sweden and



Spain and their intra-party education, where interviews have been conducted with party representatives and study leaders.

When scrutinising how parties construct party identities and how these identities become disseminated into parties' political messages, previous studies from both Spain and Sweden on labour-oriented parties and labour organisations have shown that educational activities have historically been implemented within labour organisations to teach practical and theoretical knowledge, but also to formulate collective identities to create movement unity (Ambjörnsson 1993; Jansson 2013; Andrade Blanco 2012). The focus on collective identity formation to strengthen movements often departs from the contexts of new social movements or extra-parliamentary opposition (Van Stekelenburg 2013), whereas it becomes significant to give prominence to how the process of identity construction transpires in political parties. Within educational activities, parties influence what and how their members learn and how the members are socialised into the parties. Having parties' perspectives as the focal point shifts the emphasis from how movements reach participants to how parties tie their members to the party collectives. The context of education in parties has received sparse attention in academia (Nordvall & Pastuhov 2020), even though, it discerns itself as an educational situation that has vast implications on democratic participation and governance in multi-party political systems.

Without ignoring academic commentators that have argued for declining voter support for labour-oriented parties in Sweden and Spain as well as a turn to the right for the countries' social democratic parties (e.g. Bailey 2016; Birnbaum 2010; Belfrage & Kallifatides 2018), these two countries distinguish themselves on the European electoral map; both countries have social democratic parties that at the time of writing are in governing position and at least one other left-leaning party that gains relatively strong voter support. Studying parties from Sweden and Spain and emphasising the role that education plays in identity construction brings insight into how meaning-making and ideational processes come about in parties' education, which stresses traits of political parties that often are neglected within party re-research. To scrutinise how parties socialise their members into the parties through the use of educational activities, five parties will be analysed: (i) the Swedish Social Democratic Party, (ii) the Swedish Left Party, (iii) the Spanish Social Democratic Party, (iv) the Spanish Left Alliance and (v) the Spanish Podemos. The interview data consisting of 10 interviews with party representatives and study leaders reveals that the educational activities that the parties provide for their members create a sense of belonging and connect the member within the party collective, which is categorised into three different identities (i) welcome! (ii) get in line! and (iii) unite!. Categorising how identities are constructed in party education in these three levels helps to distinguish between different types of educational settings and how frames are integrated into those educational settings. By accentuating the role that party education plays in the construction of identities in political parties, the paper puts the spotlight on party education as an education-al setting where individuals learn how to participate in political processes and shows the need for further research about political education in parties within the field of adult education.

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52. The cultural grammar of Finnish party-political member education. A study of video-mediated educational practices

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Parties are crucial actors and arenas in political life. In the Nordic countries, there are no distinctive elite universities where future politicians tend to attend, and the democratically elected representatives have, at least to some degree, heterogeneous backgrounds. In such a context, party-political education can be assumed to play pivotal roles in preparing future politicians as well as intra-party officials. (Nordvall & Fridolfsson, 2019; Nordvall & Pastuhov, 2020)

In this empirical study, focus lies on practices of sense-making and constitutive social order, here called ‘cultural grammar’, in member education practices of eight Finnish parliamentary parties. The aim is to ethnomethodologically discern cultural grammar, understood as cultural practices, at play in Finnish parliamentary parties’ educational videos. What kinds of cultural grammar are constitutive for the studied political parties’ educational videos? What kinds of political subject-positions are supported and constrained within these educational practices?

The study’s theoretical framework draws on practice theory (Schatzki, 2017; Swidler, 2001), which we bring to dialogue with literature on ethnomethodology (Garfinkel, 1967) and social phenomenology (Schütz, 1974). From a practice theoretical stance, we strive to discern political social order as it unfolds (reasoning-in-action), prefigured by practical preconditions that are assembled in discursive, physical, and social dimensions. We consider social order to be entangled with norms, situational deeds, intersubjective relationships, and political contexts. Humans are usually not entirely aware of what norms they are complying to; it is social order in connection to these underlying norms that an ethnomethodological stance can be employed to discern. For the analytical work, we employ the notion of cultural grammar, inspired by the notion of ‘grammar of schooling’ (Tyack & Cuban, 1994; also Bernstein, 1971). By focusing on cultural grammar, we intend to highlight the constitutive, stable, and intrinsically political assumptions that educational practices rely on.

Through focus on social incongruities in social sense-making processes, we aim to bring the underlying norms to scrutiny. The so-called digital leap, forced on party-political education due to covid-19 restrictions, can as such be considered to give rise to incongruities revealing assumptions as parties were forced to move their social gatherings, including educational activities, online. The empirical material primarily consists of educational videos from the years 2020-2022, produced by eight Finnish parliamentary parties. Secondary data consists of the statutes of the parliamentary parties, as well as political principal programmes, web page content and interviews with party officials responsible for member education (N=15).

The preliminary results illuminate different party-political educational grammars and what possibilities are rendered to individuals through these sets of grammars. The cultural grammars of Finnish party-political video-mediated member education seem to be made up of a complex and somewhat stable set of intentional practices, some party-specific and others found throughout the different parties. The political subject-positions are most distinctively inhabited by the educators in the videos. However, through closer scrutiny of the content and interactions between educators and participants, potential subject-positions for the participants can be found as well.

Keywords: party-political education, political parties, practice theory, ethnomethodology, social phenomenology

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53. Analysis of course provision within Finnish study centres

Jyri Manninen- University of Eastern Finland

Kukka-Maaria Vuorikoski- Association of the Finnish Study Centres

The paper presentation is based on the results of a research project, where the course provision of Finnish study centres between years 2016 and 2021 is analysed. Study centres are part of Finnish Liberal Adult Education system and has historical roots in workers’ study clubs in early 20th century. Finnish study centres are part of the Nordic folkbildning system (“Nordic popular” or “Liberal” adult education; Author 1), which has since 19th century been an important builder of democracy, educational equality, and individual as well as societal wellbeing (Kantasalmi and Hake 1997; Dahlstedt and Nordvall 2011).

Currently there are 12 study centres, maintained by private civic organisations, half of which are affiliated with political parties or labour unions, and the rest are independent non-governmental organisations (NGO). Learning centres provide education independently or in cooperation with their member organisations. Course provision is partly determined based on the ideologies of the centre’s collaborating affiliations. State subsidies are tied to general objectives, which are promotion of lifelong learning, wellbeing, active citizenship, democracy, and civil society (Ministry of Education and Culture 2022). Number of participants in 2019 was 241 291 adults, biggest age group being adults over 60 (24 %) but also reaching evenly all other age groups from 20-24 (6 %) to 55-59 (9 %). Study centres organize approximately 10.000 courses annually.

This research project uses program analysis (Käpplinger 2018) to figure out, whether and how the Finnish study centres fulfil their historical and current role as a part of folkbildning system and as a builder of “better society”. The analysis of course provision is based on coding and typology developed in a study, where 14,063 nonformal, nonvocational courses in 10 European countries were analysed (Author 1). The codes include 24 course topic categories and four course types: civic, liberal arts, basic skills, and radical popular adult education courses. The results of the earlier study showed that 66,2 % of the courses were liberal arts courses, while 11,4 % were basic skills courses and only 10,7 % civic education courses. Radical popular adult education courses were not found in that data.

However, Finnish study centres differ a bit from other Finnish liberal adult education organizations, because they are partly linked to political parties and NGO’s and are therefore likely to focus more on citizenship education, and perhaps also organize more radical or at least transformative courses promoting active citizenship, democracy etc. than other Finnish Liberal Adult Education organizations (Folk High Schools, Adult Education Centres, Summer Universities, and Sports Training Centres). Therefore, new data focusing on Finnish study centres only is collected and analysed.

The link between this paper presentation and themes of ESREA triennial conference revolve around the following questions:

1. Are Finnish study centres and their course provision helping to manage problems caused for example by increasing fake news, hate speech, alternative facts, and new forms of populism?
2. What part of course provision could be considered tackling these problems?
3. Has course provision changed between 2016-2020?



4. Do the basic skills, civic, or popular education courses, or liberal arts courses provided by study centres have a role to play in society, promoting new collective and critical practices, social and ecological movements, volunteering, and participation for civil society?

In this paper we also want to raise questions and discuss about future and developmental needs in the field of lifelong learning organized by NGO's.

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54. Coping with change? How Swiss adult education providers adapt to current challenges at the organizational level

Sofie Gollob, Poopalapillai Saambavi- Schweizerischer Verband für Weiterbildung SVEB

The Swiss Federation of Adult Learning conducts an annual online survey of over 2000 adult education providers in Switzerland. It is the only periodic observation of adult education institutions in Switzerland. The survey collects standardized structural data and focuses on a changing key topic every year. Based on the collected data, we present current developments and trends in the adult education market (demand, supply, financing etc.). The goal is to observe the adult education market over a longer period of time in order to show long-term developments. This recently started monitoring process is continually being developed aiming for a systematic observation of the adult education market in Switzerland.

The thematic focus of the survey conducted in spring 2022 will be on how adult education providers change on the organizational level. Specifically, the survey examines how and why organizational structures, corporate strategies, and program planning are changing at the moment. Based on the results of the survey, we would like to present a paper about how Swiss adult education providers cope with current challenges by adapting their organizational structure and their corporate strategies. For this purpose, we draw on theories from organizational development (SCHIERSMANN und THIEL, 2018) as well as research on the topic of change in adult education organizations (FELD, 2010). Moreover, we present current developments at the level of demand, employees, financing etc.

The question of change on the organizational level is relevant on two levels. Firstly, it must be assumed that training organizations have to change significantly due to the disruptive changes in environmental conditions that have occurred in the wake of the Corona pandemic. Among others, digitization of learning and increasing competition can be identified as influential factors. Secondly, we would like to contribute to closing a re-search gap by collecting quantitative and qualitative data on organizational structures and strategies. Research to this point has focused primarily on how the pandemic effects adult training and learning situations (see e.g. EUROPEAN COMMISSION, 2020). There is still almost no information about the short- and long-term effects on the organizational level. Moreover, there is little quantitative data on the challenges adult education providers face to cope with the changes on the field of adult education (for an overview of the current state of research, see DENNINGER und KÄPPLINGER, 2021).



Day 2 – Friday – Parallel sessions 3 – Symposia – 4:30–6:00 pm

Policies – Room 1A

55. PSAE Network Symposium - Adult education policy and governance in Central and Southeast Europe

Chair: Palle Rasmussen, Aalborg University, Denmark

Discussant: Petya Ilieva-Trichkova, Bulgarian Academy of Sciences, Bulgaria

Rationale

Adult learning and education policy is a matter of concern for policymakers, social partners, professionals, and community organizations - and for researchers. This symposium attempts to analyse and discuss how this matter and its implications for policy and governance manifest themselves in three countries of Central and Southeast Europe.

In many European countries, adult education policy displays a basic ambiguity. On one hand there is a general recognition that learning continues through the lifespan and that societies generally need to draw on the competence of their mature citizens. On the other hand, political and public attention to adult education tends to fall behind attention to other types of education, especially general school education and higher education. In contrast to school education and higher education, both of which are strongly institutionalized, adult education exists in more varied and open institutional forms, most often linked to labour market and employment policy. Adult learning and education can also be part of social policy in other fields; it is often a central component of social integration of vulnerable groups such as migrants. Adult education policy tends to be embedded in and dependent on the societal environment with its social structures, cultures, labour markets and political systems in different countries (Boyadjieva & Ilieva-Trichkova, 2021).

Accordingly, public concern about adult learning and education often produces policy fragmentation caused by unclear responsibilities across governmental bodies and providers of education. This complexity of the policy context is also due to the heterogeneity of policy and political actors with vested interests involved in adult education policy formulation and enactment (Milana, Klatt & Vatrella, 2020).

The countries of Central and Southeast Europe constitute important cases of this ambiguity and context-dependency (Koulaouzides & Popovic, 2017). Many of them have over the last decades undergone significant transformations, moving from formally socialist regimes depending more or less on the Soviet Union towards more open market economies with diverse political systems and strong links to Western Europe and the EU. Policy frameworks, objectives and governance mechanisms developed by the EU (Lawn & Grek, 2012; European Commission, EACEA, & Eurydice, 2021) thus increasingly inform and regulate adult education policies and practices in these countries. Seen from the perspective of adult education as a versatile development of adult capacities and opportunities, EU policies are often narrowly focused on skills and employability, but they do represent ambitious designs for adult education. However, because of the uneven political and public attention to adult education, national responses to the EU policies often mix substantial reform initiatives with lip service and hasty transfer of policy instruments without real adaption to national contexts and systems.

The contributions in the symposium explore the development of adult education policy in three national settings within Central and Southeast Europe. The key aspects covered are the transfer and transformation of policy elements in the construction master plans for adult education and learning (Slovenia), the social and political obstacles to developing and implementing genuine policy priorities for adult education (Czech Republic) and discrepancies between official policies and actual practices in adult education (Serbia).

This symposium is organized by the ESREA Network Policy Studies on Adult Education and is part of a collective book project on adult education policy. The proponent will introduce the rationale for this symposium and chair the session. After the three individual papers have been presented, a discussant will comment on them, before a general discussion with the audience will take place.

Paper 1: Transfer and transformation of adult learning and education policies: following policy development in Slovenia



Borut Mikulec- University of Ljubljana, Slovenia

In recent years, most European countries have developed adult learning and education (ALE) and/or lifelong learning (LLL) policies. This paper follows current “historical momentum” of production of one such comprehensive ALE policy, and “ALE master plan” (ALEMP), formulated in the period 2019-2021 and adopted by the government and the National Assembly – covering the period 2021-2030 in one European country (Slovenia). The ALEMP has been developed collaboratively by different actors (ministries, research institutes, travelling policy experts, ALE providers, Council of Experts for ALE etc.), shaped by ideas/concepts and other policy instruments (Jakobi, 2009) of international organisations (OECD, EU, UNESCO) and local needs. The purpose of the paper is to help understand how ALE policies are made and how global problems/solutions influence domestic ALE policy. The main conceptual/theoretical perspective of this paper represent “policy mobility” (Ball, 2016), emphasizing how policies are not just transferred across time and space but are also transformed as they travel. This perspective also involves “following the policy” – following people, places and processes in order to understand how policy is (re)made and how it moves in processes of enactment (rather than being understood as an object that travels from design to implementation phase). Methods used in research are documentary content analysis, interviews with key domestic actors involved in development of ALEMP, participant observations from Council of Experts for ALE, analysis of published ALEMP discussion events and related website documents as well as social media records.

Paper 2: Why is Adult education a weak policy priority in the Czech National context? Investigating policymakers' perspectives.

Martin Kopecký & Michal Šerák, Charles University, Czech Republic; Martin Sycha, Czech Ministry of Labour and Social Affairs, Czech Republic

The paper will shed light on the causes and context of the consistently marginal position of adult education (AE) as a topic of Czech national education policy since the 1990s (Kopecký & Šerák, 2015) with an emphasis on developments after 2003 (the country's EU accession). It will demonstrate the specific forms of AE peripheralization and instrumentalization in the context of a social change framed by the processes of transformation, neo-liberalisation, and Europeanisation (Milana et al., 2020). Special attention will be paid to the education policy making process from the perspectives of selected policymakers who have an academic profile and job experience in the roles of government minister, minister's advisor, or expert authors of education policy strategic documents. Such makers of adult education policy, who exhibit both considerable political experience and academic erudition, will be interviewed. We will examine the long-term obstacles that have prevented (1) the Czech Republic from setting AE as a genuine, beyond-declaratory policy priority and (2) the society, and especially political leaders, from demanding solutions in the area. Different assumptions of causes will be tested, for instance that AE is perceived as a private good, or that national government can leave it to the EU to fund and develop AE policy. As stated above, the primary method consists of in-depth qualitative interviews to reflect participants' personal experiences with education policy making and implementation. Interview construction and data analysis will be informed by our examination of the development of Czech AE in the European context and of politics in the area (we envisage a data-based approach as well as analysis of documents).

Paper 3: Adult education in Hybrid political regimes – gaps between policy and practice

Katarina Popovic & Maja Maksimović- University of Belgrade, Serbia

During the last decade hybrid political regimes with democratic structures and authoritarian practices became realities in many countries, particularly in the post-communist world. Our hypothesis is that the tension between the geopolitical desire to demonstrate the existence of the democratic processes and exclusion of citizens from the decision-making process and the arbitrariness of the authorities leads also to the discrepancy between adult education policy and practice. The paper aims to explore and analyse the relationship between hybrid political regimes (Ekman, 2009) and their adult education policy. Serbia is an example of such regime. On one side the process of European integration (and cooperation with UNESCO and others) sets certain norms, on the other side,



there is accelerated neoliberalisation of the society and a strengthened authoritarian government. This odd situation creates the unbalanced adult education governance. We argue that adult education policy is created either as a direct imitation of an international policy (Jakobi, 2009) or only for ‘external use’ to demonstrate that Serbia is on the right path to the EU accession, and that this leaves adult education practice poorly financed and without dedicated implementation of the policy. The paper will employ the approach of hybrid regimes, defining them as diminished subtypes of either democracy or authoritarianism or as transitional “situations” that are expected to revert back to one of two types. Content and discourse analysis will sample documents to expose the gap between ‘external’ and ‘internal’ in two main lines: discourses and concepts of adult education (Derasimović & Maksimović, 2017), as well as data and statistics. The gap will be illustrated by examples from the national documents and reports, and education practices, indicating the discrepancy.

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Theories – Room 1B

56. Studying the multiplicity of temporalities and rhythms that shape adult education and professional development

Chair: Michel Alhadef-Jones

This symposium is the second one proposed in a series of three symposia, bringing together ten researchers from seven countries, focusing on time, space, and rhythms in adult education. The aim of this series of symposia is twofold: (1) to provide researchers and practitioners working in the field of adult and higher education an opportunity to share and discuss recent contributions to an emerging field of research; and (2) to valorise research conducted in different linguistic, cultural and geographic areas, in order to highlight proximities, rein-force connections, explore differences, and ultimately strengthen international collaborations around theories and empirical studies related to the study of space, time and rhythm in adult education.

More specifically, the aim of this second symposium is to explore the multiplicity of temporalities and rhythms that shape educational settings and processes, and the effects inherent to their antagonistic and complementary dimensions on adult learning and professional development. This symposium is articulated around four papers



providing with a bird-view of some of the main theoretical and empirical issues inherent to the study of time as it relates to professional development and vocational education. As a theoretical contribution, the first one aims at defining the relevance of a process-oriented approach to adult education in-formed by rhythm theories. The second contribution builds up on two recently edited books, providing with a meta-analysis of French-speaking empirical and theoretical research con-ducted around the relations between temporalities, learning, professional development and/or dual education. The third contribution also capitalizes on an edited collection of articles to be published in French language. It stresses questions related to the tensions between continuity and discontinuity, long and short temporalities, as they relate to educational pro-cesses, including professionalization and professional identity development. The last contribution explores similar themes through an empirical study focusing on the professional development of CEOs. Doing so, it also opens theoretical and practical questions related to the experience of conflicting temporalities within professional environments in mutation.

Paper 1: Towards a rhythmological approach to adult education

Michel Alhadef-Jones- Teachers College, Columbia University (USA) / Sunkhronos Institute (CH)

If adult learning and training practices are organized around a bundle of heterogeneous temporalities, how can we describe the complexity of the complementary, contradictory and antagonistic relationships that they maintain, and their influences in the development of adults? To consider this question, this contribution proposes an approach centred on the rhythmic dimensions of adult education, assuming that it could contribute to the development of new methods of research, training or intervention, considering the rhythmicity of lived experience as an explicit topic of inquiry. This contribution is thus part of a long tradition that focuses on the study of the rhythms that are constitutive of individual and collective development, from Plato to Pineau (2000), including Dewey, Steiner, Jaques-Dalcroze, Bode, Bachelard, Whitehead, Lefebvre or Hess (Alhadef-Jones, 2017; Lesourd, 2006; Mathisen, 2015; Pineau, 2000). It capitalizes on these contributions and constitutes an attempt to reflect on temporal complexity through a rigorous and critical epistemological and theoretical framework (Alhadef-Jones, 2017, 2018a, 2018b). This contribution aims to present, in a succinct manner, the foundations and contributions of a rhythmological perspective (e.g., Sauvanet, 2000; Michon, 2005) to conceive (trans)formative processes and the temporalities they are made of. Accordingly, the reflection is articulated in two parts. The first one formulates the assumptions that define a processual approach in adult education, and more specifically a rhythmological perspective. The second part defines three core dimensions that characterize the way in which research on the temporalities of adult education could be considered: the language mobilized, the categorizations operated and the forms of reasoning through which the relations between heterogeneous temporalities and rhythms are made intelligible.

Paper 2: Temporalities in all their states: a comprehensive review of research conducted on time, learning, professional development and dual education

Philippe Maubant- Université de Sherbrooke (Canada)

The setting of a training program expresses one or more temporalities (Pineau, 2000). If we consider that the system (dispositif), like the path followed by learners, are interdependent on temporalities, their organizational, developmental or adaptive purpose leads to acting on environments and situations that are already present, in other words, on spaces and times. Taking temporalities into account in adult education questions human experiences in an in-between situation between immediacy, presentism, suspended time and uncertain future (Hartog, 2020). In vocational training, and more broadly in the field of adult education, a pedagogical pattern is convened to take space and time into consideration by proposing to reorganize, structure, rearrange, and adapt them for the purposes of learning and professional development. Two scientific conferences, in 2017 and 2019, have brought together research-ers whose research deals with the relationships between learning and temporalities on the one hand, and the management of temporalities in the context of dual education on the oth-er. This paper will be based on a meta-analysis of the various texts that make up the two books that emerge from these encounters, using a grid that examines the following notions: learning, professional development, and pedagogical configurations of dual education.



Paper 3: Continuities and discontinuities of the temporalities experienced in educational, training, and professional activities

Pascal Roquet- Conservatoire National des Arts et Métiers, Paris; Chiara Biasin- University of Padova - Department FISPPA

This contribution discusses temporal issues (Grossin, 1996; Roussel, 2013) that are high-lighted in educational, training, and professional activities. Conceptually, the articulation between long-time (temps long) and short-time (temps court) interrogates the individual and the institution, as they are both involved in the construction of temporal forms, throughout the exercise of different social and training activities, or processes of professionalization (Maubant, 2018).

This contribution examines more specifically the temporal dimensions that are constitutive of professional development to differentiate various forms of temporal duration, highlighting plural and heterogeneous configurations (Roquet, 2018), marked by specific expressions of continuity and discontinuity. Grounded in the analysis of an edited collection of empirical research on the topic (Authors, to be published), the aim of this contribution is to explore such an articulation. The purpose is to identify how continuities and discontinuities intersect, both in long and short times, in the social, educational, and professional field.

Doing so, this contribution studies the effects produced by the gaps and the experiences of desynchronization, which by creating spaces of temporal tensions – alternating periods of continuity and periods of ruptures – participate in the formative and professional processes of identity construction.

Paper 4: Temporalities and rhythms at work in the apprenticeship of the CEO's job

Richard Wittorski- Université de Rouen, Laboratoire CIRNEF (France)

This paper will highlight, based on a case study, how professional activity can involve multiple scenes (in the sense of Goffman, 1973), each with expected role behaviours and specific frameworks, crossed by sometimes conflicting temporalities and rhythms (Alhadeff-Jones, 2018). This analysis will be developed on the basis of a detailed two-year study of the activity of a Chief Executive Officer (CEO) of a large non-profit organization in France, within the broader framework of a qualitative longitudinal study of six CEOs. Of course, the comments made will not claim to be generalizable.

Five scenes of the DG's activity will be presented; they constitute an overall configuration of the DG's activity which is relatively common to the six DGs in the research. However, it can be seen that the experience, 'personality' or 'style' of each DG gives a particular colouring to this configuration of activity. In this example, the scenes of activity frequently overlap or invite each other at a time when others are still 'open', sometimes generating "dyschrony" (Alter, 2003). There is therefore an overlapping of scenes.

It would be tempting to consider that this is particularly characteristic of a complex profession such as that of the DG, but we believe that it is also increasingly characteristic of a certain number of professions, particularly at a time when new professionalisms are on the rise in the sense of the emergence (often imposed by institutional environments) of new norms at work leading to the reinforcement of 'multi-activity', the development of new activities in different professional spaces.

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Migration – Room 1C

57. Adult learning in a migration society (PART 1) (*Symposium in two parts*)

Chair: Chad Hoggan

Migration is an integral and (likely) permanent characteristic of the modern world. It is a continuing legacy of our past(s) and holds 'seeds' that can develop in myriad different ways in our present and future. With an estimated 270 million people crossing national borders each year, migration is exposing an urgent need for societies to re-think notions of 'us' and 'others,' and what it means to treat people first and foremost as human beings, regardless of their accidents of birth. And, for this re-thinking to occur, adult and lifelong learning and education will need to play a central role.

This symposium explores this role. It presents the results of a collaboration among 16 scholars from across Europe and the U.S., which resulted in an edited book. In these efforts, these scholars who research adult learning in migration contexts explored new possibilities for learning, change, and even transformation in a migration society. Following precedents set in the past, this symposium is proposed to cover two different time slots. In Part One, scholars from this collaboration highlight individual stories of migrants and showcase innovative research methods. In Part Two, concepts and theories that might be usefully applied toward learning needs in a migration society are explored. There is a focus on common challenges and questions, current practices, and unresolved problems. We believe such international comparisons hold great potential for seeing new possibilities in any single country, whether in Europe, North America, or across the world.

Paper 1: Transformative civic learning within volunteering in refugee relief

Brigitte Kukovetz, Annette Sprung - University of Graz (A), Department of Educational Sciences

Civic engagement can be seen as a potential space for—mostly informal—learning and political subjectification. This presentation explores learning processes of volunteers in refugee relief by discussing selected results of a qualitative empirical study which was conducted in Austria. The analysis is framed by theoretical approaches of transformative and civic learning and looks specifically at 'disorienting experiences' as concrete impulses for learning in the respective field. These experiences resulted from the volunteers' confrontation with traumatic flight stories as well as from a restrictive migration regime and discourse and its impact on the possibilities of supporting refugees. These experiences were partly different for volunteers with or without personal experiences as migrants. Conclusions for adult education point to the potential of establishing open and experimental learning spaces to accompany volunteers in the process of critical reflection and development.

Paper 2: The constant negotiation of belonging: experiences of aging Polish migrants in Sweden

Malgorzata Malec Rawinski- University of Graz (A), Department of Educational Sciences



The presentation illustrates the life experiences of older Polish migrants in Sweden. To analyze such variation and complexity of life experiences, a biographical perspective was used. It helped to understand the experiences of aging as migrants, the types of difficulties mi-grants face while aging, how their prior life experiences correlate with experiences of being a migrant, and what older migrants learn while living between two cultures (i.e., Polish and Swedish). For the analysis of the two chosen cases (man and woman), the concept of bio-graphical aging was employed to show the process of the struggles and challenges, related to the constant negotiation between the place of living and place of belonging. This is an illustration of Polish older migrants in Sweden; however, the struggles, challenges and the constant negotiation of belonging to place and culture by the migrants can be recognized in any countries where migrants are placed.

Paper 3: Adult migrant education as a mediator of democratic citizenship in postcolonial contexts: inferences from adult migrant language programmes in Malta & Cyprus

Maria Brown- University of Stockholm, Sweden

Whilst the migration crisis in the Mediterranean accentuates long-standing and latent geo-politics in the European Union (EU), comparative research in Malta and Cyprus problematized democratic citizenship outcomes of adult education for immigrants in postcolonial contexts. Drawing on the two countries' commonalities as micro member-states of the EU and as former colonies of the British Empire, this presentation presents a cross-case study which analyzed adult language programmes as mediators of democratic citizenship. Qualitative data from Malta and Cyprus—retrieved from semi-structured interviews with adult mi-grant learners and their educators—shed light on evidence of dialogue instilled by curiosity and empathy towards 'the Other.' Such evidence opposes populist manifestations in the broader public spheres of the two countries. Spontaneous virtual social learning networks emerged as participatory attempts at integration and democratic citizenship, which grew organically. Exposure to a plurality of worldviews and perspectives of other migrants suggest-ed the development of tolerance and differentiated thinking. However, research participants fell short of critically linking the postcolonial legacies of Malta and Cyprus to their ventures with 'Otherness;' initial epistemological curiosity failed to develop into praxial initiatives that decolonise. The presentation's discussion makes a case for greater investment in adult education professionals and related institutions.

Post- Covid – Room 1D

58. Midlife in a changing and post-pandemic world; implications for career education and older adult learning using on-line and in person solutions

Roberto Boselli- University Milano-Bicocca, IT

Chiara Grosso- University Milano-Bicocca, IT

Gabriela Negoita- West University Timisoara, RO

Noorie Sazen- UCL

Tom Schuller- UK

Jane Watts- Learning and Work Institute, UK (Chair)

Midlife and the need for review

Although urgent before the coronavirus pandemic, the need for people in mid-life to prepare for the rest of their working lives, as well as life beyond work, has become even more pressing. This need places demands on career and adult educators, in terms of guidance, advice, retraining, updating skills and broadening educational opportunities. In the light of the pandemic it appears that there is early evidence that some older workers have decided to take earlier retirement or to move out of the labour market (L&W 2022).

The labour market is not, as we know, a level playing field. Older workers and job-seekers may face particular difficulties if employers discriminate against them or discount their skills and abilities. This may especially be the case if older workers are in so-called low skilled sectors, have lower levels of prior education, and/or are in groups likely to face dis-crimination in the labour market (such as gender and race). Work is changing and some will need



to undertake retraining to remain employable. Individuals may need to make changes to their work and personal lives; for example, many older people decide to become self-employed reflecting the need for flexible work, and with implications for learning.

Individuals in midlife have not typically focused on retraining as a priority; there are many other claims on their time from paid work, caring and other demands. With the pressure to prolong working life led by rising state pension ages across Europe, workers need to find ways to ensure that they can stay in employment just as employers require their services at a time of demographic change.

A series of projects examined support for learners in midlife, both employed and unemployed. The first project was Midlife Career Review (in the UK), which trialled approaches with 3,000 participants. Subsequently an Erasmus Plus project expanded a peer mentored tool, Value My Skills, converted to an online option in 8 languages. Now, a further Erasmus Plus project across 5 European countries introduces further on-line support. However, mid-life support for workers must consider the barriers that older people face as well as a con-tested policy context and some potentially contradictory practice.

The policy context in Europe

The transition to the digital paradigm (Industry 4.0) and the ongoing health emergency are accelerating changes in the socio-economic system and consequently in the labour market, including the increasing demand for hard and soft digital skills. This quickly evolving scenario is requiring individuals to reshape their career to position their professional and personal skills coherently to labour dynamics which in turn presents challenges to older workers. This symposium will consider the state of the labour market in Europe and will focus in part on the ‘Silver Economy’ in several countries (Romania, UK, Italy) with regard to the impact of population ageing. The Silver Economy refers to those “economic activities related to production, consumption and trade of goods and services relevant for older people” (European Union. 2018, p.6). The present research responds to the emerging need in academia, adult education and industry to better understand how to support older workers’ needs for improving their skills, digital and otherwise.

This symposium will address issues raised in the conference call, notably through two key research questions:

1. How is the new European economic scenario in the post- covid-19 emergency influencing workplace, work-based and work-related learning? We address the situation in different EU countries, particularly examining the vulnerability of workers over 50 in the context of the pandemic. We will also discuss older people’s learning for work across Europe: the barriers, challenges and context.
2. In light of new scenarios: How can educational agencies, guidance and career practitioners, and services for employability support mature workers retraining to face the challenges of the labour market (digital transition, digital literacy, demographic changes) to remain employed and/or to support their employability.

The presentations draw on a range of theoretical perspectives including career development theory, and self-determination. We consider the position of older workers in the labour market and take an intersectional view of equality and diversity inclusion. The situation facing older workers in education, training and lifelong learning is also explored.

Critical theories of employability and career adaptability will be deployed to counter the hegemonic position of some EU and national policies in promoting employability.

The symposium will consider the benefits of using online approaches to support employability, highlighting whether older workers could benefit from using on-line and peer supported tools. The symposium will consist of 4 elements:

1: Midlife in context

The term ‘midlife’ itself raises immediate questions: Which life – professional or biological? Is ‘middle’ measured by chronological years, or career trajectory? What is its span? This initial presentation will frame the symposium’s substantive inputs by:

- outlining key European socio-demographic trends, for populations and workforces;
- challenging the linearity of most models of the life course;



- suggesting key features of a more dynamic and comprehensive approach, including the implications for lifelong learning.

2: European midlife workers in the post-Covid era

This paper aims to highlight the vulnerable situation of midlife career employees through desk research in three European countries, Italy and Romania and the UK, in the pre- and post-pandemic context. The Covid 19 pandemic is increasing exponentially the disruptions which the European labour market has been facing for years, including the precarity of workers over 50. Issues such as demographic change with a progressively ageing population, declining youth employment rate, the emigration rate (e.g., Romania)/immigration rates (e.g UK/Italy), increased retirement / state pension ages, and almost real-time technological changes brought by Industry 4.0, call for upskilling and/or reskilling of midlife career employees to keep their job and/or remain employable. Even where policies are set for lifelong learning and workers training/retraining programs across Europe it is not reflected always in practice, as is seen in declining adult education participation rates (Eurostat, 2021).

The paper aims to emphasize the benefits of using a digital tool to review the skills of mid-life career employees for keeping them employable in challenging times, stressing on Value My Skills tool description (Unionlearn, n.d.).

3. Utilising digital tools and AI to reshape older workers' careers: exploring the contribution of Value My Skills and Create Your Own Future

Labour markets are witnessing an acceleration in terms of digital disruption driven by two main drivers: the Industry 4.0 paradigm which is accelerating the transition to business automation and the health emergency which is affecting socio-economic contexts worldwide making the job landscape unpredictable.

This evolving labour market scenario is requiring individuals to reshape their career, positioning their professional and personal skills coherently to new dynamics and requirements. These changes primarily affect lower-skilled workers and those with low or no digital literacy. Many of these workers are at a mature stage of their career.

This paper aims to foster dialogue about support for lower-skilled workers in this unpredictable landscape. To this end, the paper deepens the case studies of two innovative digital tools designed to support workers to build their career adaptability, namely: Value My Skills and Create Your Own Future. The two tools use an innovative approach bringing change theories into digital solutions. Create Your Own Future uses an AI enabled videobot, incorporating natural language processing including voice and text recognition and rich analytics. The platform aims to give users a roadmap for developing their skills, with a focus on encouraging them to explore a wide variety of job opportunities matching the skills they possess and identifying additional training that may be required. It also aims to encourage and motivate users using behavioural nudges to continue their development journey and build confidence and resilience.

This study highlights the contribution in terms of benefits and risks mitigation that the two tools can provide to the general public, in particular to lower skilled workers enabling them to assess transferable skills and successfully make a change. Finally, the paper provides thoughts on how to implement innovative digital tools across the EU.

4. Report

Using the on-line tools and a critical reflection of the projects. The on-line tools and their uses by educational organisations, guidance and career practitioners, employers and others who support older workers and learners.

In developing the tools, the projects have drawn on a range of career theories including career construction theory (Savickas, 2002). Although much cited, the implications of these theories on practice, run slightly counter to some current policy and practice in career guidance which, as examples from the projects show, may tend to be insufficiently person-centred or enabling of older people who are in low-skilled and/or low paid employment or are long-term unemployed. While practitioners are generally trained in personalised methodologies, current resourcing and funding does not always enable the utilisation of the most supportive practices (Bimrose and Brown, 2015). Rudolph et al (2018) show the ongoing development of Savickas' theory and the current paper adds to such findings. The presentation includes a brief look at the tools and interim findings from 2 Erasmus projects. This should lead to a fruitful discussion with participants and a lively question and answer session.



Keywords: midlife workers; midlife skills review; lifelong learning; career adaptability; skills assessment; e-learning; digital disruption; artificial intelligence; user experience; natural language processing.

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Digitalization – Room 1E

59. Current Issues in Digital Equity and Systemic Inequalities (*Workshop*)

M. Sturm

Objectives

This workshop aspires not only to develop knowledge and comprehension of current issues at the intersections of technology and society, but also to involve participants in critical thinking about digital access, use of digital devices, and leveraging these for the benefits of students in various disciplines. Workshop participants gain an in-depth appreciation for digital equity issues related to their own lives and the lives of others. The learning outcomes are:

- Define, describe, and explain concepts of digital equity and systemic inequalities,
- Apply new concepts to familiar contexts and make connections to their disciplines,
- Critically reflect through active participation, and
- Collaborate with others and provide feedback.

Theoretical Background

The digital divide relates to access barriers and the role of digital literacy skills to function in a digital society. With regular and reliable access, adults are more likely to develop critical thinking and digital literacy skills, known as digital fluency that contributes to cultural and social capital required to benefit from online interactions. The 2015 PIAAC Study of adult skills found that access to e-services required multi-step navigation, form-filling, and finding discrete pieces of information akin to complex problem-solving skills, and that differences in the levels of online access and digital use explained much of the variation in proficiency in digital problem-solving. Universal access and digital literacy are not the only keys to ending the digital divide. Adult education programs are in a unique position to disrupt by providing digital learning supports and civic education through new pedagogical practices.

Planned Activities

Workshop Facilitation Workshop Participation

- Share infographics of an idealized digital citizen and seamless vs limited access
- Engage in discussion about digital citizenship



- Introduce concepts of the digital divides
- Engage in discussion about differences in online activities (small groups)
- Use of whiteboard and dry erase colour markers or paper flip chart and colour markers
- Draw and ask to draw along using different colours for each element of a wi-fi symbol
- Narrate drawing activity explaining the levels of the digital divide
- Jot down responses on whiteboard or flip chart, and ask participants to do the same on own copy
- Take turns voluntarily describing the info-graphic
- Reflect on and respond voluntarily to prompting questions
- Discuss differences in online activities and possible reasons and effects for these
- Discuss in small groups and report back to the main group
- Draw activity on a blank letter-size sheet of paper with colour crayons
- Create a visual of a wi-fi symbol (levels/layers of the digital divides)
- Brainstorm examples of why people may or may not be able to leverage their access and use of technology into tangible outcomes
- Take turns voluntarily sharing observations and jot down responses of others on the wi-fi symbol infographic participants created

Connection to Conference Theme

Inequities stemming from the digital divides have been exacerbated during the pandemic, especially for vulnerable and marginalized populations. Yet there still is little awareness of the system complexities and people's intersectionalities that shape experiences in an increasingly digitized world. A continued debate about the effects of the digital divides plants seeds for transformative resilience and can grow into a more equitable future. The contribution of adult education and learning in this process is often undervalued and discounted in digital access debates that center on universal access. More research about adults engaging in capital-enhancing learning and practice activities also contributes to bridging the divides.

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Focus on learners – Room 1F

60. Should I stay or should I go now: conditions of participation in literacy and adult basic education

V. Thalhammer & L. Sindermann

Participation in literacy and adult basic education courses is seen as an opportunity to improve literacy skills in adulthood, promote social participation and create equal opportunities (OECD 2016). However, participation rates in these courses are relatively low.

Empirically sound evidence on motives, motivation and barriers to participate in learning opportunities has been found in adult education research (Beder, 1990; Tighe, 2013), however, it is still disputed, why some participants stay enrolled in courses for years, while others drop out (Pickard, 2013). There is consensus that structural factors (including educational institutions and regulating governments) determine individual actions of all persons involved, that is, teachers, learners, and organizers (Bören 2009, Philipps 2019). As to learners, reasons for (non)participation in adult education and decisions to stay in or to abandon learning opportunities are conditioned by multi-layered factors that can be situational, institutional, or dis-positional barriers (cf., Chain-of-Response Model of Participation in Continuing Education by Patricia Cross, 1981). Accordingly, the (potential) learners' behavior is based on a continuous positioning of the individual towards the environment (Thalhammer, 2022).

The challenges posed by the Covid-19 pandemic also have transformational consequences on literacy and adult basic education, not only affecting the course formats, but also the conditions and decision-making processes involved in participating in these courses (Kai-per-Marquez, 2021). Figuratively speaking, the pandemic situation acts like a burning glass that sheds light on existing challenges and problems in the field (Käpplinger & Lichte, 2020). Finding ways to adapt learning opportunities to participants' needs and to maintain motivation is an ongoing challenge for literacy and adult basic education stakeholders (Porrás-Hernández & Salinas-Amescua, 2012). Considering possible improvements against the backdrop of the pandemic situation can stimulate important perspectives for post-pandemic times as well.

To better understand the complexity of participation behavior and the barriers of learners to participate in literacy and adult basic education, four recent studies are discussed in the symposium. The studies refer to learners' behavior at different stages in the process of participation, and are oriented towards the following key question: What dynamics of retention and dropout can be observed specifically in literacy and adult basic education?

The studies highlight success factors in recruiting adults with basic education needs to educational programs (1), motivation and commitment of adults with basic education needs in daily life (2), strategies of dealing with dropout in literacy and adult basic education (3), and factors or processes leading to retention or dropout of young adults in acquiring an education equivalent certificate (4). All of the contributions are empirical investigations with multi-perspective and multi-method research approaches.

Paper 1: Reaching the unreachable

Maurice De Greef- Vrije University of Brussels

Still a significant share of our population with a low proficiency in literacy is not able to join courses in literacy and adult basic education. Therefore, it seems to be of importance to study ways of reaching out to low-skilled adult learners or adult learners with a low proficiency in literacy. The study 'Reaching the unreachable' analyses success factors concerning recruitment of adult learners for courses in literacy and adult basic education. Apart from an extensive literature study, firstly, about 200 adult learners in courses in literacy and adult basic education joined a



quantitative study and, secondly, 30 adults have been interviewed by experienced experts with the aim of analyzing successful recruitment strategies. The results of the literature study as well as the quantitative and qualitative study show recruitment can only occur when meeting two basic conditions. First, prospective adult learners are admitting their experienced language problems only when these cause experience problems in their daily life. In this perspective they will admit this to someone in their close network. This type of conversation would be very unlikely to occur in a public setting. Instead, these adults are more likely to share this in a private discussion with someone from a well-known authority like work, the local authority, or someone from medical care (for example the family doctor). In these kinds of situations, it should be appropriate to discuss their literacy challenges. Public transport and other locations which are used for leisure activities seem to be less appropriate. Finally, the in- depth analyses of these conditions resulted in a new model which can be applied to ensure re-cruitment of adult learners for courses in basic education. These courses are based on four pillars: Relevance and interest (1), Positivity (2), Active (3) and Concrete / practical (4).

Paper 2: Motivation and commitment in the everyday life of adults with basic education needs

Simone C. Ehmig, B. Becker-Kurz & J. Leck

Recent studies suggest that 12.1% of German-speaking adults in Germany are not able to sufficiently read and write (Grotlüschen & Buddeberg, 2020). However, any willingness to engage in improving skills is linked to a knowledge of, as well as the motivation to follow through and commit to participating in these programs. Our presentation is based on an investigation examining the everyday behaviour of adults with basic education needs and thereby wants to identify factors influencing their motivation and commitment. The study intends to gain knowledge about the different contexts in which this group shows higher or lower commitment, what kinds of everyday activities are more or less important to them, and which factors determine whether agreements, appointments, and obligations are kept or not. We applied a mixed-method approach. Firstly, the level of commitments among adults with low literacy levels was identified by qualitatively interviewing 20 of these adults. Secondly, 11 educators in the field of basic education as well as 10 operators in other areas of life shared their insights and experience in working with adults with low education levels. Lastly, quantitative self-reported data were obtained from 500 adults with low education levels and a population-representative sample (n = 1000). The results revealed that any commitment to appointments and obligations by adults with low literacy levels also depends upon context, indicating that any reliability in their commitment is higher towards the participant's immediate social network than towards their wider social and cultural environment. In discussing the stabilizing and hindering spill-over effects of these contexts, as well as other motivational factors derived from the qualitative and quantitative data, we have revealed underlying factors which are linked to motivational and behavioural patterns among adults with low literacy level.

Paper 3: Understanding and dealing with drop-out in literacy and adult basic education

Veronika Thalhammer- Ludwig-Maximilians-Universität, Munich, Germany

Lena Sindermann- University of Cologne, Germany

Betty Becker- Institute for reading and media research, Stiftung Lesen, Mainz, Germany

M Bickert, G Mulliez, B Schmidt-Hertha & M Schemmann.

For adult education practice, and thus also for the specific field of literacy and adult basic education, a variety of actors and actor constellations are relevant and involved: With reference to the theoretical approach of educational governance, the achievements of CET organisations can be seen as the result of the coordination of actors (Koller, Arbeiter & Schemmann, 2020). The contribution to the symposium aims to show and systematise different attributions of meaning and ways of dealing with the phenomenon of drop-out in the practice of literacy and adult basic education. The controlling influences from different levels of action should be included (e.g. teaching-learning process, organisational level, institutional level, national and supranational level) (Schrader 2008). Drop-out is understood as a phenomenon in which individuals discontinue their participation in continuing education before the regular end of the education program (even if they were registered for the education program and participated in it up to a certain point) (Thalhammer et al., 2022). These results are based on a multi-perspective qualitative interview



study in the field of literacy and adult basic education: The perspectives of experts at the planning level (nine interviews with educational staff) and the teaching- learning level (ten inter-views with teachers) are considered. Based on the qualitative content analysis (Kuckartz, 2014), the empirical data shows the variety of approaches when dealing with drop-out in literacy and adult basic education. Furthermore, it will be made clear to what extent the respective institutional context and the organisational environment shape the different ways of dealing with drop-out.

Paper 4. Trajectories of young people in compulsory secondary education: success factors in adult training centres in Catalonia

David Mallows, O. Juanijo Llanes & P. Figuera-Gazo.

Discussant: George K. Zarifis, Aristotle University of Thessaloniki.

This study, led by the University of Barcelona, focused on young adults in Catalonia entering adult education schools to complete a secondary education equivalent certificate. The aim of the study was to better understand the factors and processes that lead to persistence or abandonment among this group of young adults. The study was carried out in three phases. In phase one we analysed enrollment data on GES courses from fourteen adult education schools covering the academic years: 2018/19, 2019/20, 2020/21. Phase two involved a survey of 234 current GES students (response rate 11%), as well as de-tailed descriptions of the context of each of the fourteen centres. In phase three we carried out two focus groups with current students and two focus groups with teachers, followed by fifty semi-structured telephone interviews with previous GES students who had not completed their studies. In this presentation, we will focus on how and why these young people access this particular programme of study and analyse the facilitators and inhibitors of persistence / dropout. We will concentrate on teachers' and students' descriptions of the factors that impact on the success, or not, of their educational experience drawing conclusions about the reception, curriculum, and organisation of such educational experiences.

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Transformation – Room 12

61. TEAE Network: Sowing the seeds of transformation in a barren ecosystem

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George Koulaouzides- School of Humanities - Hellenic Open University
Alessandra Romano- University of Siena
Dina Soeiro

Introduction

The aim of the symposium is to present and discuss the new effort to re-establish an ESREA network focusing on transformative and emancipatory adult education. The new network which is named Transformative and Emancipatory Adult Education (TEAE) aims to build its networking and research activities on the foundations that were laid by the Transformative Processes in Learning and Education (TPLE) network, which recently ceased its operation. Our initiative is grounded in the idea of transformation and will emphasize the emancipatory potential of adult education. We believe that our era of consecutive crises is providing us the possibility to learn, grow, change and at times even transform our deep structures. In times of crises - such as economic crises, climate crises, structural racism, or a pandemic - there is a need to transform our taken for granted ways of knowing and being in the world, and this promises an opportunity for emancipation.

The symposium consists of four phases (contributions) which will be facilitated by the convenors of the new network. The content of these phases is presented below.

Building a bridge between the past and the future of the network (phase 1)

One of our guiding questions for envisioning the new ESREA network Transformative and Emancipatory Adult Education is how we can build bridges. One of these bridges connects the past and the present. We are - as well as the former Transformative Processes in Learning and Education network - rooted in the vision of researching and promoting transformative learning and education. We share the goal of creating space for enhancing international dialogue and research on transformative processes in learning and education. Our attempt is to build another, new bridge to emancipatory adult education as well. Another bridge we are trying to build, and cross is between different researchers, scholars and communities that are dedicated to researching and promoting transformative and emancipatory adult education within and beyond Europe. We ask: What bridges do we need to build and cross? What new seeds of transformative and emancipatory adult education do we want to plant? What do we need to grow as a community? How can we as convenors nourish these processes?

Aims, values and scope of the TEAE network (phase 2)

The aim of TEAE network is to co-create a vital community in Europe that is devoted to cultivating research, scholarships, and projects about how learning can promote personal, societal, and global transformations. Within



this framework, we explore (not exclusively): the critical traditions of transformative and emancipatory adult education; theories of and research methods for transformative and emancipatory learning; the theory and practice of transformative and emancipatory adult education. Our scientific, ethical, and community principles and values, such as our co-creative and collaborative approaches, sociocratic leadership, openness, and transparency, as well as inclusion, diversity, and equity, provide our common ground for continuing to build a community of research and practice. We ask: In what ways can transformative research, theory and practice intersect in our communities? What kind of transformative outcomes could we promote through our communities? In what ways can transformative and emancipatory adult education help communities create spaces for inclusion, diversity, and equity?

The horizontal nature of the TEAE network (phase 3)

From the very first meeting that led to the proposal for the TEAE network we believed that this effort can only be fruitful if it is characterised from the outset by a transversal dynamic. We acknowledge that the learning processes that lead to the revision of the components of our meaning-making frame of reference affect the individual and social lives both locally and globally. The discussion of transformative learning has to study the dynamics of community learning, while it is rather inevitable to study the development and action of social movements that foster change. Transformative theory is not only concerned with non-vocational learning processes but also with those related to learning in the context of our working life. This understanding should lead us to strengthen the study of emancipatory and transformative learning in relation to vocational education and training. Moreover, it is rather obvious that the theory of transformation which is grounded in gender studies has to discuss its educational application in the context of learning activities that address issues of gender differences and inequalities. Finally, it is evident that the transformation of our meaning perspectives contributes to the quality of democracy and our active participation in the public sphere. For all of these areas of research there are corresponding research networks in ESREA with a rich body of activities. The key question is: how can we meet with these networks on the basis of mutual positive recognition in order to enhance our respective efforts?

An open dialogue to sow new seeds for a world to come (phase 4)

Putting into practice the values expressed, the network TEAE proposes international dialogical dynamics, in which the co-creation of a community of research and practice is in itself a process of transformation. Our intention is to build an open and dialogical network where every researcher and practitioner has the opportunity to present, defend and promote ideas that could enhance our understanding on learning and education that fosters individual and social transformation and emancipation. Therefore, in this first public presentation of the new network we are inviting colleagues from all relevant to adult education areas of expertise to provide us with their insights about the future collaborative steps of our endeavor. Within this phase we do not only expect to listen to new ideas and thoughts but also to co-construct at a first level actions of mutual interest with individual ESREA members but also with other ESREA networks who appreciate the value of transformative learning processes. We invite ESREA community to join us sowing new seeds of transformation in a barren ecosystem. It is a complex challenge that we face together, with positive, collaborative, and constructive critical reflection and action, building bridges to the future. We strongly believe that there are seeds for transformative resilience and we are gardeners.

Work – Room 10

62. WLL Network - Responding to changes in workplace demands and learning styles: challenges and benefits of work-integrated learning for student development in higher education

Andrea Galimberti- University of Milano-Bicocca

Irina Lokhtina- University of Central Lancashire, Cyprus

Elzbieta Sanojca- University of Strasbourg

Keywords: Work-Integrated Learning, Student Development, Generation Y, Higher Education, Reflective Practice, Employability



Work-integrated learning (WIL) embeds a broad range of learning practices encompassing (1) systematic training (e.g., apprenticeship), (2) structured work experience (e.g., field experience, internships), and (3) institutional partnerships (e.g., ser-vice learning) (Sattler et al., 2011; Stirling et al., 2016) that are designed to provide students with exposure to ‘real-world’ work experience by deliberately integrating theory with practice (Patrick et al., 2009). Among the benefits of integrating curricula with workplace experience are deepening students’ knowledge and understanding, enhancing their work-related capabilities and developing a sense of their professional identity (Cooper et. al, 2010) and learning experiences (Patrick et al., 2008) as well as exposing the student self (Barnett et al., 2001).

Preparing a new generation of students to face the demands of the workplace has become an increasing concern for higher education faculty. But how to approach curriculum development in a way that both appeals to different learning styles of students and allow them to reflect on competencies required by the new work environment? Even though there is evidence that certain disciplines in higher education (e.g., nursing, education, and engineering) have greater experience with WIL (Patrick et al., 2008), the rationale for concentrating on WIL practices stems from limited research studies focusing on the interpretation of the data regarding the benefits of WIL to students' learning, competency development and employability across national contexts.

Purpose of the Symposium

Our session aims to build and expand on a multiple-case study research con-ducted collaboratively by the speakers in 2021. The research was designed as an opportunity for the speakers to examine and contrast their approach to WIL, guided by the two following questions:

- 1) What are the ways academics from different higher education institutions and countries are approaching and using WIL in their curricula?
- 2) How are different WIL approaches benefiting students' learning, competency development and employability?

The following table presents a high-level summary of the cases that were brought by each speaker and will be referred to during the session.

	Case #1 Cyprus	Case #2 Italy	Case #3 France	Case #4 United States
Context and Sample	<p>Audience: final-year undergraduate students</p> <p>Program of study: Hospitality and Tourism Management</p> <p>Institution: Private university, the Republic of Cyprus.</p> <p>Language of instruction: English</p>	<p>Audience: Master’s students</p> <p>Program of study: Human Resource Development</p> <p>Institution: public university, Italy</p> <p>Language of instruction: Italian</p>	<p>Audience: Master’s students including</p> <p>Program of study: Sciences of Education</p> <p>Institution: public university, France</p> <p>Language of instruction: French</p>	<p>Audience: Master’s students</p> <p>Program of study: Adult Learning and Leadership</p> <p>Institution: private university, United States</p> <p>Language of instruction: English</p>
WIL intervention/ Process	<p>Project-based learning</p> <p>Plan and organise a fundraising event to</p>	<p>Traineeship</p> <p>Use exploration of HRD websites dedicated to online</p>	<p>Apprenticeship</p> <p>Use apprenticeship experience to develop the ability to</p>	<p>Action Learning</p> <p>Work with a real-world client using</p>



	develop professional identity and critical skills	assessment of soft skills to develop critical thinking and reflexivity on assumptions	question one's competencies and approach to work	an action learning process
Underlying Theories	Experiential learning, Identity formation in practice, Reflective Practice	Transformative learning, Reflective practice, social constructionism	Vocational didactic approach to the analysis of activity Reflective Practice	Action Learning Transformative learning Reflective Practice

Organization of the symposium

During the symposium, we will use the cases as a starting point for surfacing important questions and tensions in WIL. After a collective introduction presenting the purpose of the session, each speaker will address a particular question. These are:

Paper 1: WIL and the development of identity

Self-efficacy, self-confidence, openness and appreciation for others, these are the types of growth that students reported experiencing across cases. Working in teams and sharing perspective with others were important catalysts to their perception of development. Across cases, there was clear evidence that working in small groups helped students gain insights into their own contribution, which in turn developed their confidence to voice their own opinion and engage with the team. At the same time, there was an interesting tension between the students' aspiration to be-come clearer about their identity and their need to protect their existing relationships and sense of belonging. How can WIL better recognize this tension and what are the implications for teamwork and group discussions which are at the heat of WIL de-sign? Recent research by Sanojca and Tribby (forthcoming) highlights how new technologies and artificial intelligence require less socialization at work. In this context, a key moment in the construction of one's professional identity is more likely to be found in the intimacy of the subject, whereas previously it was formed through forming relationships within the organization. How can WIL recognize and respond to this emerging trend? What kinds of design may help students become more aware of their personal values? How can rapid shifts and changes in today's world become opportunities for a deeper reflection on one's knowledge and personal values?

Paper 2: WIL and the process of reflection

Across cases, important learning outcomes were linked to the opportunity offered to the students to step back and reflect during their experience. As we went deeper into the cases, we found that both reflection-on-action and reflection-in-action (Schön, 1991) had an impact on them. Reflection-in-action was experienced as an opportunity to pause, step back and make adjustments in real time to individual or teamwork while reflection-on-action helped strengthen their level of critical consciousness on their goals and processes. Our cases show a range of reflective interventions for WIL such as feedback (e.g., formative assessment (Black & Wiliam, 1998)), journaling, reflective dialogue (Gray, 2007). Reflection is also enhanced when faculty members act as learning coaches and facilitate the reflective process through reflective and meaning-making questions (O'Neil & Marsick, 2007). However, we also wondered how students' new appreciation for reflection would endure once facing the reality of the workplace where it is often expected to "follow the flow", make quick decisions and not "waste time". In addition, there is a natural tendency among many students to jump to the task and get it done. How can we better help them turn their new appreciation for stepping back and taking perspective into a lifelong capacity?

Paper 3: WIL and transfer of learning



Students graduating from our programs usually have a high rate of employability. Yet it is our view that employability is not only a quantitative measure and should be linked to their capacity to transfer learning and apply their skills to the workplace demands. In our research, there was evidence that students saw immediate applicability of what they learned. Complex problem-solving, the ability to challenge and re-frame assumptions, critical thinking, these were examples of the skills students recognized as valuable for their professional future. However, we also noticed a strong sense of confidence about their capacity to apply what they learned for future employment. Even though organizations value problem solving and critical thinking, we are also aware that transferring these types of skills should not be seen as a taken-for-granted process (Cree & Macaulay, 2000): competence transferability is as much a theoretical as a pragmatic issue. How can we account more in our work about the risk of creating too much “perception of self-efficacy”? Transfer of learning often needs meta-competences: abilities to frame the acquired content/attitude in new contexts and this may involve transformations, negotiations, struggles etc. How is it possible to foster this dimension in WIL settings based in higher education settings? How can we then prepare them to transfer and sustain the capacities they developed during their WIL experience?

Paper 4: WIL in the post-pandemic era

The Covid-19 pandemic generated interesting questions as to whether and how WIL could be implemented in hybrid or blended formats combining asynchronous and synchronous learning. All of us were affected by the pandemic and had to experiment new solutions (e.g., the Italian case was completely re-designed as an online version). We had no alternative but to acknowledge and embrace the central role of technology and its impact on our settings and the relationships among students. We also noticed that our students belonged to a generation which has spent its entire life in the age of smartphones and are comfortable journeying through the digital sphere. Yet too often, many students do not question the functioning of the digital world and take what it offers for granted. This led us to realize that we have the opportunity to play a critical role in developing our students’ “digital literacy” (Hartley, 2017). How can we create the conditions of a meta-reflective space helping our students see more of the hidden agenda offered by the digital world and develop their capacity for critical reflection? The pandemic will also likely affect employability dynamics. How can we make WIL more relevant for the post-pandemic workplace (e.g., networking, personal development, identity formation) and help our students increase self-confidence and resilience in difficult times? More longitudinal studies exploring long-term effects on work transitions and career benefits will be needed too in order to understand structural changes and ways to support our students.

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new seeds for a world to come
policies practices and lives in adult education and learning



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Day 3 – Saturday – Parallel sessions 4, 10.00-12.00 am

Policies – Room 1A

63. Survey on adult learning and education policies and practices. Opinions of European regional and local stakeholders

Paolo Federighi- University of Florence

Francesca Torlone- University of Siena

Francesca Operti- EAEA-European Association for the Education of Adults

Noelia Cantero- European Association of Regional and Local Authorities for Lifelong Learning (EARLALL)

Tina Mavrič- European Association for the Education of Adults (EAEA)

Camilla Winter- Vuxenutbildningen Borås

The opinions European local and regional stakeholders have about the actual situation and the future perspectives of adult learning and education is the object of the international survey herein reported. The goal of the RegALE survey (*Regional capacity for adult learning and education*) is to get a multilayered view on the

- challenges and opportunities of the adult education sector at the regional and local level, and
- gaps and needs of the adult education and learning staff.

The method used for is the Delphi method technique, designed to facilitate a substantial comparison among opinions and evaluations of the experts responding to the survey.

The tool adopted is a questionnaire, the items are structured according to the conceptual framework for adult learning policies assessment, proposed in a study by the European Commission (2015). The study developed a conceptual model which explains the links between policy actions and their effects and thus helps assessing to what extent existing policy interventions and broader policy frameworks are effective in achieving their aims. In RegALE survey this European framework has been adopted to collect the assessments of respondents according to the basic factors influencing the participation in adult education and learning and their capability to deliver an adequate skills supply both for individuals (equity) and for society (sustainability).

The key success factors considered are:

- Improve learners' disposition towards learning
- Increase employers' investment in learning
- Improve equality of access for all
- Deliver learning that meets the needs of employers and learners
- Deliver high quality adult learning and
- Co-ordinate an effective lifelong learning policy.

In addition, we added some items to contextualize them within the current period (pandemic and Next generation Europe' implementation) and to ask respondents about their final opinion on what to expect at the end of the current decade.

Respondents have been asked to assess each of the items expressing their view about

- the probability of occurrence, and
- the personal arguments that were useful to explain their personal view.

The questionnaire has been delivered in a remote modality. After a preliminary test, the questionnaire has been available for three months online. The required time to fill it has been approximately

- 20' for the quantitative assessments, and
- 40' for the qualitative assessments.

RegALE survey was primarily addressed to public and private experts and stakeholders from 12 European countries. Respondents were selected by each partner for each country, based on predefined criteria.

241 professionals took part in the survey, being:



- 67 politicians and professionals involved in adult education and learning governance at a regional and local level (28%)
- 174 professionals who are responsible for leading, managing and coordinating adult education organisations (AEOs) (72%).

Data analysis and interpretation led us to identify emerging challenges and opportunities that are relevant for adult education organisations as well as for regional and local governments. Challenges and opportunities in adult education are based upon the six success factors of the European framework and are related to five domains:

- 1.policies, systems, investments, organisations
- 2.adult learning supply, demand and workforce
- 3.disadvantaged groups
- 4.vertical and horizontal governance
- 5.internationalization of adult learning organisations.

These seem to be the areas where regional and local policies, where successful, might have an impact on the development of European cities and regions as well as on the provision of an adequate adult learning supply as long as they are accompanied by networks and cooperation of stakeholders on a local level, enabling individual and community growth.

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64. Following the policy under the C19 pandemic: An examination of the policy process behind the EU agenda on adult learning 2021-2030

Marcella Milana- University of Verona

Borut Mikulec- University of Ljubljana

Aim/objectives

On 29 November 2021 the education ministers of the European Union (EU) adopted a *Council Resolution on a new European agenda for adult learning 2021-2030*. Policy work leading to this resolution was initiated by the Slovenian Ministry of Education, on December 2020, before the country took over the rotating Presidency of the Council of the EU, when the COVID-19 pandemic had already caused socio-economic crises at many levels.

This paper examines the policy process and agenda-setting behind the 2021 Resolution. Specifically, by ‘following the policy’ (Ball, 2016; McCann & Ward, 2012), it questions who was involved, through which means, and to what effects. Moreover, it considers whether and to what extent the COVID-19 pandemic has re-oriented the European agenda on adult learning.

Theoretical/conceptual framework



The EU is a political system with own policy capacity (Costa & Brack, 2019), that has implications for adult learning policy. But while neither EU institutions nor member states are monolithic actors, EU cooperation in the education sectors (including adult learning) has been reinforced by countless interactions among many actors (Krick & Gornitzka, 2019; Milana, Klatt, and Tronca, 2020). Thus, to account for the complexities of political mobilization and agenda-setting we draw on theories of the policy process (Sabatier, 2019).

Within the EU, political authority on adult learning scaled-up from the European Commission to the Council of the EU in 2011, when the Council approved the first ever resolution on adult learning (Milana & Klatt, 2019). So, we assume the existence of a ‘policy sub-system’ (Sabatier, 2019) at EU level, based on a substantive dimension (e.g., adult learning) over a territory (e.g., the 27 EU countries), that comprises diverse actors (e.g., legislators, officials and staff from governing and administrative bodies and civil society organizations), holding strong beliefs on adult learning they want to translate into tangible policy. We also assume that these actors may share or distance each other in terms of *deep core beliefs* (i.e., ontological assumptions), *policy core beliefs* (i.e., adult learning policy-related beliefs), or *secondary beliefs* (i.e., beliefs that are narrower in scope) (Ibid.). Lastly, we consider the COVID-19 pandemic, a ‘focusing event’ (Kingdon, 2014), epitomising an ‘external shock’ to the sub-system, and a path for belief and policy change (Weible & Nohrstedt, 2012).

Methods

We apply a *soft version* of network ethnography (Howard, 2002; Hogan, 2016) as we map the actors involved in this year-long process, and their positions, departing from knowledge gained through cover research (cf. Milana, 2021), that we integrated with internet searches. This way we selected key people and organizations on which to focus further attention through expert interviews. We complement this analysis with an examination of both *policy core beliefs* and *secondary beliefs* of key actors within the field, and whether and to what extent they have changed due to the COVID-19 pandemic, through qualitative document analysis. In short, we draw on three types of data sources: 1) official documents, press releases, and working documents (sensitive data) by EU institutions; 2) websites and public profiles of key people and/ or organizations; and 3) expert interviews.

Conclusions

This work is in progress, but we anticipate its contribution to knowledge creation in that we apply an interdisciplinary approach to examine adult learning as a policy sub-system that is growing in authority at EU level. Moreover, by examining policy mobilization and agenda-setting at time of the COVID-19 pandemic, we add knowledge on the impact of exogenous shocks on beliefs and policy changes in adult learning. Finally, we contribute to understandings of the implications for adult learning of the rotating Presidency of the Council of the EU.

Key words: adult learning, European Union, COVID-19, policy change, agenda-setting

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65. Social learning for diversity and democracy. Case studies of human library and action for democracy in Poland as a civic answer for education in times of change

Marta Gontarska, Kamila Prociów - University of Lower Silesia

Activism is not a journey to the corner store.

It is a plunge into the unknown. The future is always dark. (Solnit, 2019, p.61)

Polarised society trapped in a duopoly of political power and hit by COVID-19 pandemic with its economic and social consequences stand for democratic values, such as equality, freedom, rights of choice and self-determination of minorities by systematically demonstrating on streets of Poland in recent years (Jacobsson, Korolczuk, 2017). Thousands of people showed their resistance and loudly said about their expectation of the world yet to come with full acceptance of diversity and democratic approach and challenging status quo with harsh worlds (e.g., Black Protests, solidarity with LGBTQ+ movement, Chain of Lights). The aim of our proposed paper is to reflect on adult learning as an integral part of strengthening civil society (Brookfield & Holst, 2011) by creating a public space for discussion, activities and critical reflectivity (Giroux, 2010a) within two social movements (Castelles, 2015; Cox & Nilsen, 2014): The Human Library and Action for Democracy. Our research area is related to learning activism (Choudry, 2015) and civic engagement as alternatives of learning and active participation in society (Biesta, De Bie, Wildemeersch, 2014) instead of formal and political ones.

The Human Library (HL) was established in Denmark in 2000 as a community response to an act of violence committed against an innocent young person. It has been present in Poland since 2007, when it was an initiative of people working with NGOs. In the following years, the method was rolled out by other organizations and informal groups, which created Human Libraries in various parts of Poland. In 2019, Human Libraries took place in more than fifty Polish locations. The PhD project: 'The Living Library as a space for cognition of the Other Pedagogical study', the current state of knowledge allows it to be placed in pedagogy, from three perspectives. Andragogical (Biesta 2012, Illeris 2006, Kurantowicz 2007), alternative education (Rudnicki, 2016, Belgeonne, 2013, Kuleta-Hulboj & Gontarska, 2015), critical pedagogy (McLaren 2015, Giroux 2010a, 2010b; bell hooks 2014, Gilligan 2012.). The aim of researching in a broader context will enable a better understanding of contemporary mechanisms behind the creation of a civil public sphere as well as the importance of community and education in familiarizing otherness.

Action Democracy (AD) describes itself as a movement of engaged people in issues that are important for them. Core values which led the movement are: human rights, protection of the natural environment and mitigate social and economic inequalities. The organisation is multi-issue to give people to choose one or more topics they are interested in and join an online campaign by signing a petition, which is nimble, quick, alert and clever in motion, answering on momentum in the time and place to act and available under specified time. This research is part of a second PhD project, whose aims are to identify, explore through active and engaged observation, and critically reflect from a pedagogical perspective (Alheit, 2018; Freire 2000; McLaren & Kincheloe, 2007; hooks, 2003 Usher & Edwards, 2007) on the activists' engagement in new social movements in Poland. The project focuses on the alternative creation of conscious and critical communities or groups working for change and collective social



development through action, reflection, communication and negotiation (described as social learning: Wildemeersch, 1999; Wildemeersch, 2013).

In our research, we understand social learning as a process, which brings more emancipation (Giroux & McLaren, 1994) among some of the actors involved and which changes the power dynamics (Wildemeersch, 1999). In the center of our analysis, we have three categories: diversity, democratic approach and social change. The qualitative, ethnographic research (Denzin & Lincoln, 2009) that was conducted parallel in our two PhD research projects encouraged us to make comparative analysis (Egetenmeyer, 2012). Both PhD researches are rooted in a qualitative strategy that allows the researchers to collect and process data based on a variety of research methods and tools and allows the researcher to expand the context of their role and actively participate in the research process (Denzin & Lincoln 2009). Both studies were implemented as follows: in-depth interviews and participatory observations. Our main conclusion is that social learning and civic engagement for diversity and democracy such as HL and AD showed directions for other forms of education where the values and activities for social change are taking the main place. Organizing HL and AD action in public spaces introduces minorities issues into wider discourse within the society and complementing school education with absent or marginalised knowledge.

Keywords: social learning, diversity, democracy, civic engagement, social change

66. Design inclusion in preschool services in Italy: Challenges and opportunities for professionals in post pandemic scenario

Elena Zanfroni, Silvia Maggolini- Università Cattolica del Sacro Cuore

The promotion of inclusive educational contexts from an early age represents a cultural, educational, political and social challenge that has been increasingly felt in recent decades. Nowadays, it's necessary to link these challenges related to the inclusive paradigm to the complex condition resulting from the pandemic scenario. Specifically, the impact of the social and health crisis represents a significant factor to create an inclusive system and to develop wellbeing of children and professionals. "Wellbeing" is a wide concept, which includes many factors and dimensions. In particular, it's important to increase wellbeing at work for employees and employers and to encourage the individual

motivation, the professional performance and to promote company's quality. Among the different aspects that are involved, an important place is undoubtedly taken by the paradigm of professional motivation, which can affect the health status of the person (according to the definition provided by the World Health Organization in 1948, i.e., as a condition of "complete physical, mental and social well-being, not consisting only in an absence of disease or infirmity") and such as to determine an experience, subjective and objective, of discomfort up to the most striking manifestation of the burnout syndrome.

In the specific context of the current situation, it is necessary to consider how the multitude of critical factors induced by the pandemic crisis on a managerial, emotional, organizational and personal level, may have impacted not only on the motivational drive of the professionals but also on the perception of their skills in the field of inclusive educational planning.

Training adults does not simply mean educating them, giving them the possibility of having the professional tools to be able to carry out their work, but offering them the opportunity, the chance to review their personal experience, valuing and interpreting it in order to generate change To promote and to support daily activities and routines in an inclusive perspective in the kindergarten, as part of the Erasmus+ European project More Opportunities for Every Child (MOEC), a training course was provided for the teachers employed in some European kindergartens of countries that are partners of this project.

The analysis of educational needs represents a fundamental subject, particularly at a time when the professional offer is wide and varied, both in presence and in blended mode. This involves different variables: personal, social, cultural, whose interweaving contributes to form a very complex structure. Its aim is to help bring out and express the real needs of various school professionals with respect to the development of useful skills in daily activities and



to the definition of each worker's profile, with a particular focus on teachers working with students in a critical age such as childhood.

If we reflect on the sense that training is assuming in the current panorama, we can see some incontrovertible aspects on which the same action must be based: feeling an active part of the change becomes then the main goal of any training initiative and this cannot be separated from the connection with the motivational sphere, that is, with that personal inclination that translates into dynamism, search for meaning, propulsive force, fundamental in any human activity. Undoubtedly, the motivational construct and the strategies, that can implement the mechanisms aimed at it, represent one of the fundamental aspects, at the basis of any professional reality. This is particularly true in those professions such as the educational one, where daily routines, repetitiveness of gestures, actions and procedures, respect for the cyclical nature of time risk becoming real obstacles, which undermine the search for the deepest meanings at the basis of every profession. In this sense, training, understood as an opportunity for comparison, the re-reading of experiences, the sharing of good practices and active listening, is recognized as the main driver of change, given that the latter is the aim of any training process.

The analysis of educational needs lies within a research program adopting a structured methodology, consistent with the twofold requirement of the survey itself: to obtain qualitative answers, which would make sense of the real needs of the school and its professionals, and at the same time, to obtain, through as many participants as possible, quantitatively significant data.

More specifically, the objectives of this research can be summarized as follows:

- to carry out an early identification of the knowhow possessed by teachers, in terms of investigating their previous educational experience;
- to identify the needs of teachers with respect to a particular subject - i.e. the early detection of difficulties – which is considered significantly important, not so much in terms of contents, as in relation to the methodologies of the educational intervention they consider as qualitatively more effective.

The choice of the study type was therefore oriented towards the realization of an action- research, i.e. a methodology of participatory investigation, carried out by people directly involved within an organization or institution, in order to address emerging critical issues and outline possible future prospects (Amado G. & Levy A., 2002; Boog B., Coenenen H & Keune L., 2001; Reason P. & Bradbury H, 2001).

The survey was carried out using three data-collection techniques commonly used in pedagogical research: questionnaire, focus group and semi-structured interview.

Owing to this growing complexity, the considerations of this essay aim at analyzing a current issue of great ethical responsibility, such as the training of teachers. Its objective, therefore, is to promote in an increasingly structured way an articulated reflection on possible training practices, to meet the professionalism of teachers working in all levels of schools. The ongoing debate on the training of teachers, particularly of special needs teachers, also prompted by the publication of recent decrees on inclusion, strongly underlines the need to empower the main actors who, in different ways, work in schools, to outline the specific elements that must characterize the skills of special needs teachers.

This is necessary to avoid both a logic based on hyperspecialism and excessive medicalization against the promotion of a real inclusive approach, and a defeatist attitude of the school personnel, sometimes taking the form of alibis and rhetorical demands. Asking for the opinion of those who work in the field, at the same time allowing them to continuously rethink their personal and professional experience, becomes thus a priority to define the profile of authentic, qualified and thoughtful special needs teachers, who fully comply to the demands of their context.

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Theories– Room 1B

67. Cultural determinants of the adult learning participation. Testing of the theory of cultural reproduction

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International research reveals recurrent patterns in participation in adult education. Most analyses explaining differences in participation in adult education draw on the level of education, professional status, age or attitudes. (Desjardins et. al 2006, Desjardins 2015, Boeren 2017). There is no single theoretical framework explaining how cultural factors, especially socio-cultural backgrounds, increase the likelihood of participation in adult education.

In the presentation we investigate the inequality in participation in adult education through the theory of cultural reproduction (Bourdieu & Passeron, 1990). The findings of this theory were repeatedly confirmed in social research, indicating the dependence of the educational success of children and shaping of the set of dispositions, habits and attitudes towards the social reality on the social status of their parents. This theory is interesting because it explains differences in current and future practices as the outcome of socially determined differences in dispositions embedded in the family context.

We explore the concept of the persistence of cultural reproduction through the life course perspective. The key questions to which we want to answer are: does the family cultural capital have a lasting impact on practices and educational success throughout life? Does it determine participation in organized forms of adult learning?

Using the theoretical framework of Bourdieu we formulated the main hypothesis. The institutionalized family capital (SES) indirectly influences adult learning. This effect takes place through the individual's own institutionalized capital (the level of education) and the individual's embodied capital (attitude to learning).

To examine the validity of this theory, we build on the data from the "Learning of adult Poles" study carried out by The Educational Research Institute in 2020. The survey was conducted using the computer assisted personal interviewing technique on a nationwide random sample of the adult Polish population, aged 25 to 64 years.

As the developed hypotheses about the role of cultural capital in the adult education attainment assume multivariate associations between the phenomena with both direct and indirect effects structural equation modeling (SEM) was applied. Using the mediation analysis enabled us to verify the mechanisms regarding the reproduction of the family



cultural capital postulated by the theory. Apart from the above mentioned advantages, in SEM we could control for the correlation between some of the variables and include the unobserved (latent) variables in the model.

Our findings confirmed the main hypothesis. The higher institutionalized family capital increases the chances to achieve a higher level of education and to shape a positive attitude towards learning in adulthood, and thus the probability of undertaking educational activity. The influence of the cultural capital of the family of origin is persistent through the life course, influencing various stages of the educational career. The cultural reproduction takes place consciously and unconsciously, contributing to allocation to specific social positions, reinforcing social distance and perpetuating social divisions.

In adult education research there are well known phenomena of the selectivity of adult education, disproportion of high and low educated accessing adult education that combine into broader patterns of social inequality (Kilpi-Jakonen et.al. 2015). The revealed dependencies can be treated as one possible explanation of the paradox of the unequal demand for lifelong learning, stating that people with a high need for education participate less (Boeren et. al 2010).

The conducted analyzes indicate determinants of this mechanism rooted in the family of origin. Cultural and educational disadvantages are consolidated and enhanced through the selectivity of adult education. This proves the ineffectiveness of adult education in fulfilling the cohesion function and the limited possibilities of eliminating social inequalities.

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68. Researching the transformation of adult education. The concept of transdisciplinarity

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The paper deals with Transdisciplinarity – described as necessity of societal transformation (Mittelstraß 2002) – as methodological issue with high importance for adult education and its transformation (Tuckett 2015) and its research. I'm going to present methodological issues in order to point out implications for research, eg. methods, collaboration, knowledge production and transfer etc., operationalized as (research) design principles (Pohl & Hirsch Hadorn 2007; Hirsch Hadorn et al. 2008) for adult education.

There are different understandings and interpretations of Transdisciplinarity as methodological framework with specific characteristics at the intersection of 1. existing knowledge and previously formed ideas about complex phenomena; 2. the researcher's epistemological dispositions and 3. a lens and a methodically analytic approach. The different conceptions of Transdisciplinarity are of relevance in order to a) a specific understanding of knowledge transfer (for example not linear but relational); b) the understanding of knowledge and the hegemonic structures about definition and priority of problems; c) the understanding of boundaries (disciplines, research fields, methodological paradigms, perspectives etc.) and d) the understanding of collaborative work in transdisciplinary contexts, for instance participative and transformative concepts.

These thoughts address questions like these: What indicates Transdisciplinarity as theoretical concept, as object of research and as principle of collaborative research in adult education research? How arises and constitutes the



demand on transdisciplinary research in adult education research? What are the principles of a transdisciplinary adult education research program?

My research interest is to develop a concept of Transdisciplinarity for critical adult education research from a philosophy of education/educational science perspective.

Transdisciplinarity understood as principle or style of research as well as scientific working principle, which addresses not only the scientific production of knowledge but also modes of scientific problem solving in societal contexts, respectively problems which concern the social world and not science in the first line. Transdisciplinarity in central role as "[t]he coordination of all disciplines and interdisciplines in the education/innovation system on the basis of a generalized axiomatics (introduced from the purposive level) and an emerging epistemological pattern" (Jantsch 1972: 16). Gibbons et al. (1994) exposed in their essay book "The New Production of Knowledge. The Dynamics of Science and Research in Contemporary Societies" the changing role of knowledge production, which called mode 2 and can be described as in "Mode 2 knowledge is carried out in a context of application. Mode 1 is disciplinary while Mode 2 is transdisciplinary. [...] In comparison with Mode 1, Mode 2 is more socially accountable and reflexive. It includes a wider, more temporary and heterogeneous set of practitioners, collaborating on a problem defined in a specific and localized context" (ibid.: 3). For adult education research this point seems to be of high importance, because it addresses the relation(ship) and interrelations across disciplinary and societal boundaries, for example when researching the impact of the pandemic (Käpplinger/Lichte 2020) or sustainability (Griswold 2016; EAEA 2018).

My research method is a systematic literature review (SLR). "Systematic reviews are undertaken to clarify the state of existing research and the implications that should be drawn from this" (Feak & Swales, 2009: 3). Based on that systematic literature review (Newman & Gough 2020) I realise a kind of boundary work to identify the different understandings and concepts of transdisciplinarity. With these results I'm generating a concept of transdisciplinarity of adult education science and principles for adult education research.

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69. The 'commons' as a new value in adult learning

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This paper extends the ongoing investigation into the learning collectives that spontaneously emerged in March 2020 as a response to the Covid 19 health crisis (Author 1, Authors 2, 2021). The first findings, made by members of these collectives, highlighted the affirmation of the value of collectively produced resources (i.e. knowledge) as a 'common' in Ostrom's definition, (Ostrom, 1990). This new way of considering the value of knowledge seems to reflect a form of awareness on the part of adult learners who are seeking to make the meaning of their professional activities consistent with their concerns about societal issues. For the part of individuals, this implies specific functioning rules (collaborative production and shared governance of resources) but these can only be developed in a favorable organizational context.

Following the initial results, this work aims to clarify the interpersonal and organizational conditions for the functioning of learning groups defined by their members in terms of an "open community". Our questions concern the meaning that adult learners give to the notion of the commons and the transformations of professional practices that result from it: what are the forms of 'the commons' in the expression of learners? What are the conditions that favorize the learning of a collective which produce these commons? Does this value given to learning modify the professional practice afterward? The fundamental question raised by this work is the following: in what way does this form of valuing the productions, resulting from learning in common (knowledge), give rise to new ways of thinking about adult training today?

Theoretical insights are drawn from theories of work-related learning (Pastré & Vergnaud, 2006). In proximity to these approaches, the fourth generation of Engeström's activity theory is mobilized to apprehend learning as an 'expanding' dynamic (Sannino & Engeström, 2018). In this perspective, the analysis is focused on communities of learners (Wenger, 1998) and on the transformation and the creation of the common culture in the horizontal movement. In particular, the focus is on the emergence of a new "operating" concept that leads to the formation of a new system of activity. To complement this, recent work on the valuation of training (Author 1 & Triby, 2021) will be used to explicate a dynamic for value construction (here: commons) in the learning process.

The field of investigation is limited to the "Riposte Créative Territoriale" (RCT) learning community, which emerged in a professional training organization for local authority employees in reaction to the Covid 19 health crisis. About 100 people were involved in this collective. The learning dynamic was initiated and continued after the confinement, in the form of study circles (Kaplan, 2009). The results, obtained in a qualitative research approach with a comprehensive aim, is based on two sources of data: (1) comprehensive interviews (N=13) conducted with the most active people in RCT and (2) textual data from the productions of the groups concerned by this dynamic (about 200 web pages).

This work contributes to the understanding of the new forms of learning in adult education (Fassing, 2022). In this way, it is part of the reflections aimed at rethinking educational processes, and especially adult learning, with regards to contemporary realities which are disrupted by the acceleration of transformations (legislative, technological, social...) and crises facing our society (ecological, health, economic...).

Keywords: Collaboration, open cooperation, learning community, common, adult learner

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70. The contribution of transformative learning theory to understanding resilience experiences of gender minorities in the context of non-formal community education

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The presentation draws from the Ph.D. research on Resilience Experiences of Transgender and Gender Non-conforming (TGNC) Social Justice Activists working in seven European countries on community building, community education, and advocacy. The phenomenological research is grounded in critical educational research paradigm and feminist theories, such as queer theory (Sullivan, 2006) and intersectionality theory (Collins, 2015; Cole, 2009), along with transformative learning theory (O'Sullivan, 2002; Taylor, 2007). Transformative learning theory is used to understand paradigmatic shifts in developing resilience strategies, as a result of informal and non-formal community education happening on the local, regional and international levels.

The purpose of this inquiry is to explore TNGC people's resilience experiences and resilience strategies as well as to understand the educational dimension of their social justice work and its implications for resilience building.

The main research questions are:

1. What are the lived experiences of resilience of TGNC social justice activists?

2. How do TGNC social justice activists understand the relationship between social justice activism and education for social change/social justice education?

The second research question has two specific research questions:

a) How do TGNC social justice activists understand the educational dimension and educational potential of their social justice activism?

b) How do TGNC social justice activists understand the role of education (formal and non-formal) in the process of supporting the resilience of TGNC individuals and communities?

The presentation discusses the need for a reconceptualization of resilience which is often understood in human sciences in an individualistic way, as an individual's capacity to "bounce back" to the previous state of functioning after experiencing life stressors and atrocities. Understood that way, the concept of resilience might obscure the structural and systemic barriers to resilience building, such as the erasure of LGBTQI people's (and specifically trans people's) epistemologies from formal education, and resulting epistemic injustice. The presentation elaborates on the socio-ecological approach to resilience, taking into account systemic and structural barriers to trans resilience which can be understood in the framework of Bronfenbrenner's (1994) bioecological systems theory of human development.

The research seeks to bring novelty to education theory, research, provision, and policy, by filling the gap in relation to LGBTQI people's epistemologies, while affirming the heterogeneity of trans communities, not just in terms of gender diversity within the trans identity spectrum, but also by taking into account the principle of intersectionality –affirmation of multiplicity of other identities and material realities, which shape resilience experiences of TGNC people (socio-economic status, ethnicity, skin colour, migration status, etc.) and their access to opportunities and services in a society that are relevant for fostering resilience.

Finally, the research can be seen in the light of contribution to the reparation of epistemic injustice (Fricker, 2007) experienced by TGNC people, who have been historically, systematically and systemically erased from educational theory, provision, research, and policy (Author, 2020).

Keywords: transgender; resilience; social justice education; social justice activism; transformative learning

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Higher Education – Room 1C

71. Fostering reflective thinking and combating ethnocentric tendencies. A cross-cultural inquiry-based learning experience in higher education

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In the complex world we live in, marked by growing multiculturalism, intersectionality and “superdiversity” (Vertovec, 2007), it has become crucial to foster reflective thinking (Dewey, 1910), and to combat ethnocentric tendencies for learners of every level. To address this urgent educational agenda, innovative methods and professional postures are required.

We will outline some methodological insights to pursue this aim through an experiential approach, according to Dewey’s theory on learning by doing. The discussion will draw from our recent pilot research and teaching experience in the context of higher education.

In the academic year 2021-2022, a total of 12 students undertaking a postgraduate course in Education (7 of them at the University of Milano-Bicocca and 5 at the University of Tennessee) were involved in a cross-cultural *pilot* learning experience. Three cross-cultural dyads and two triads of students were set up as sustainable online micro-contexts where they were able to engage in a challenging cross-cultural learning experience aimed at co-designing a research project.

An inquiry-based learning approach was implemented: the student researchers were asked to develop a research design for an empirical study by negotiating the focus of inquiry within the educational field, searching for relevant literature, developing the research questions and selecting the methods. Throughout the process, the students were encouraged to cultivate a reflective attitude and keep a research self-reflective journal. Finally, they were asked to prepare a presentation to be shared with the class and write a final paper with the research design and their final reflections.

In the presentation, we will focus on the Italian students' perspective, grounding our discussion on their written reflections, a self-administered questionnaire, and a focus group carried out after the experience.

Listening to the voices of participants yielded some interesting methodological insights for developing innovative strategies to foster attitudes we consider fertile seeds for a better world to come: critical reflective thinking and cultural decentering.

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72. Was it worth it? Professional and personal changes of graduates who came to HE as mature students

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The access of mature students to higher education was made easier in some European countries some decades ago. However, in our country, we had to wait until 2006 for the implementation of public policies that allowed non-traditional students to enter higher education using alternative paths. As a consequence, we have today a considerable number of non-traditional students in our higher education institutions, and a part of them are mature students. In earlier research projects, we studied mature students' participation and academic success having in mind their specific conditions as non-traditional.

Then we followed to understand their transitions to employment, using as an inspiration Ecclestone's (2009) concept of transition which includes three main axes of analysis: identity, structure, and agency. It became clear, as pointed out often in the literature, that raising participation in higher education does not lead automatically to equality in the labour market. Social class, gender, age and ethnicity deeply influence the experience of moving from higher education to employment. Authors stress that mature graduates need more time to find a job, and face discrimination and lower quality opportunities (Purcell & Elias, 2007), thus accepting "minor" jobs not corresponding to their qualifications. In our research, gender and age influenced negatively mature graduates' transitions to employment (Anonymous 1 et al, 2018). On the other hand, employers hiring practices seem to be increasingly focused on soft skills and behavioural characteristics of graduates, such as a subjective commitment to the job based solely on the employers' needs (Anonymous 2 et al, 2020). That is, these hiring practices seem extremely vulnerable to new forms of labour exploitation.

The voices of our mature students and graduates, however, revealed other interesting patterns. For example, some of them came to higher education for personal reasons and aimed at other experiences, rather than focusing on instrumental objectives of changing their professional lives or improving their professional careers. While telling their stories, very often they stressed how higher education changed radically their visions of social reality or roughly the world, or even emphasised the importance of recognition to their self-esteem and self-confidence. These factors made them resist, overcome a number of barriers, and become proud of their subjective achievements. A holistic view of the issue should consider these experiences.

In this study, we searched for the same graduates (first degree and master's) we listened to in the past. Some years have passed now and this is important for various reasons, including to yield a more reflective view of their experiences in the broader context of their lives. The aim of this paper is thus to understand in a holistic manner the changes that higher education participation brought to mature graduates. We want to focus not only on the professional changes and transitions to employment but also on personal changes and critical views of social reality, that are maybe important to the lives of mature graduates. As in the past we used biographical research to listen to their voices, we will update their life histories. Biographical research is important to understand deeply the subjects' experiences in a situated manner and this, among other motives, has led to its use in similar investigations (e.g. Finnegan, Merrill & Thunborg, 2014). As our interviews are still in the process it is too soon to reveal our findings.

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73. Transformative learning as a vehicle to reshape gender normative trauma-based identity in graduate students: a duo autoethnographic study

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Trauma can affect anyone; however, the type of trauma and coping strategies one experiences can differ depending on many factors including sex, gender, and culture. According to the National Sexual Violence Resource Center (2015), women represent 91% of rape and sexual assault victims, while men are more likely to experience trauma through physical as-sault, combat, or observation of traumatic death or injury. Many adult learners have experienced a traumatic event in their life, and these experiences can affect how adults learn and develop throughout their lifetime. A survivor of trauma is at risk of developing post-traumatic stress disorder (PTSD) and other related symptoms such as dissociation and emotional numbness which can lead to issues related to learning and memory. These inhibiting symptoms and coping mechanisms can paralyze learning for a trauma survivor. However, learning can also be the key to unlocking trapped traumatic experiences by bringing forth a new way of thinking and planting new seeds for understanding the world around them.

Transformative learning is the process of transforming our undervalued frames of reference (e.g., our meaning schemes, habits of mind, and mindsets) to make them more open, inclusive, and reflective. Research suggests a disorienting dilemma, a significant personal life event leading to crisis, triggers the transformative learning process. However, the process can also be triggered by an accumulation of experiences over time coming together to support the transformation. Transformative learning presents as an emotional soul work used in a myriad of contexts such as the classroom, workplace, communities, and on the individual level (Merriam & Bierema, 2014). Through transformative learning, trauma survivors can derive understanding from their traumatic experiences through a meaning making process of critically reflecting on how their trauma has affected them. The objective of this proposal is to provide a better understanding through a duo autoethnography conducted by two Ph.D. students who use their own traumatic experiences and disorienting dilemmas. Through the critical self-reflection and narrative nature of a duo autoethnography, this study identifies how they took back their power and positionality from their trauma-based identities. Based on the purpose of the study, the following research questions guided this duo autoethnographic study: How have trauma-based identities influenced their graduate learning? How did their disorienting dilemmas initiate transformative learning?

This study's participant-researchers include a male survivor of military combat, and a female survivor of sexual trauma, both reflecting on their disorienting dilemmas as viewed through their past traumatic experiences. The autoethnography offers nuanced, complex, and specific knowledge about their lives, experiences, and relationships (Adams et al, 2015). Thematic analysis of data from essays of reflexivity and interviews between the participants will interpret themes and analyze patterns. This paper and presentation will explore the correlation of their traumatic experiences with an emphasis on gender normative trauma to bring insight and understanding to how through the power of transformative learning, adult learners can connect to their disorienting dilemma. Through this framework, adult learners can be open and capable of change and generate true opinions and beliefs justified to guide them.

Utilizing the processes of storytelling, narrating their personal experiences, and critical self-reflection the researchers attempt to understand how their trauma-based identities trans-formed through their doctoral education program. Findings include themes of high achievement motivation to quantify one's worth and identity, and implications for practice include methods for incorporating transformative learning for both male and female graduate students with a history of trauma. Keywords: trauma, transformative learning, disorienting di-lemma, autoethnography

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74. Bringing higher education to the streets: experiences from studentlab deliberative walks in Finland and Germany

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This paper addresses learning and practicing Active Citizenship through the studentlab adaptation of method Deliberative Walks (Source 1). A major democratic challenge for education is to increase student knowledge of and interest in participatory methods and active citizenship, and to enhance student interest in participation (in society). This paper discusses experiences from two versions of Studentlab Deliberative Walks (Studentlab DW), a democratic innovation introduced and pilot-tested in Vaasa, Finland (full-course version, 2017) and Hamburg, Germany (light Studentlab, two-day course-element version, 2019). Both versions were organized with similar course elements and assignments, bringing together international and domestic students in an interdisciplinary mini-public. Full-course experiences also influenced the construction of a Deliberative Walks Learning Process Wheel (Source 2). A lighter course-element version, in turn, is motivated when a full-scale course version is not possible or difficult to organize due to Curriculum circumstances, but a Studentlab experience nevertheless can be motivated.

By combining theoretical and place-based learning, Studentlab DW opens for a more holistic learning process (Source 1). Students experience elements of different deliberative methods as well as different learning methods. An interdisciplinary participant group of, ideally, both international and local students are brought together to learn, deliberate and present common views on (current) place-based issues. In that, Studentlab DW is also a learning experience to participate in multicultural, international, interdisciplinary and (social) sustainability-oriented contexts. Deliberative Walks builds on the potential of joining two participatory models, one talk-centric (Citizens Jury) and the other more observation-oriented (Development Walk). Ideally, Deliberative Walks in society contribute to place-based social sustainability and resilience, by making learning processes and civic participation more equal (source 1).

First results are very promising. The full-course version of Studentlab DW was analysed by using questionnaires (pre- and post-course), student essays, and interviews (Source 2,3). The course-element version was analysed by using questionnaires (pre- and post-course) and student essays (paper in progress, not yet published). In both cases, the participants' knowledge of deliberative democracy and place-based learning increased, as did the interest to participate in deliberations in education and society. Interviews showed that students also felt more empowered, their self-confidence grew, as well as their skills to present and argue for their views (Source 3). A pilot light Studentlab DW version was arranged as a two-day (weekend) course element, as part of two separate course(s) in Lifelong Learning. A course element version is administratively less demanding to organize, as it can also be integrated into existing courses, but meets challenges with shorter time for each individual element. Early results suggest that participants enjoyed the experience and found Studentlab DW a valuable learning experience. However, some criticism was pointed towards a feeling of rush and limited time, especially to deliberate. Early results suggest that also a light version strengthen the learning process, interaction, and understanding of deliberative democracy. Thus, a light version is a valuable alternative, if time schedule, curriculum and resources doesn't support a full-course version of Studentlab DW. Both versions scored very positive marks and comments from participants. If implemented, Studentlab DW may introduce students to local-level active citizenship, multicultural and interdisciplinary participation and group work, and by extension, interest to promote local-level social sustainability and resilience.



Inclusion –Room 1D

75. Between home and academia: gendered domestic work in private and public spheres as a barrier to academic women’s citizenship

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The burden of the so-called domestic work in private life has been extensively studied, always with the conclusion that women spend much more time than men doing household chores and tasks required by daily routines at home. This has an impact on women’s visibility and progress in labor market, as well as on opportunities for diverse participation in social life (Author 1, Author 2, & Author 3, 2019). The use of the concept of domestic work to characterize a typology of tasks that academic women usually do as a set of their common functions in academia was proposed a decade ago by Lynch (2010). It opens new viewpoints for research and reflections about the obstacles that women face in their progression as teachers and scientists (Guarino & Borden, 2017), due to the fact they are still being left behind when compared to their male colleagues (Elsevier, 2021). The new challenges imposed by the pandemic situation have further aggravated the tensions which permeate the negotiations between public and private spheres, especially for academic women of certain groups (Author 1, Author 2, Author 3, & Author 4, 2021). An intersectional approach of the effects of COVID-19 on the work of academic women may highlight several previously silent and nearly invisible intersected factors of inequality. Such factors were there before the pandemic crisis, but were not openly considered and discussed. The virus functioned as a magnifying glass, pushing the debate to hitherto underestimated aspects in the discussion around academic citizenship.

In this paper we will present some of the main results of the project, “Pandemic and Academia at home - what effects on teaching, research and career? Study on changes in the higher education and research system” (FCT/077), funded by the Portuguese Foundation for Science and Technology. The study was carried out between 2020 and 2021 involving a sample of 1,750 participants and aimed to identify the experiences of people who carried out research and/or taught in higher education institutions (universities and polytechnics) in Portugal during the pandemic crisis. Data was collected through an online questionnaire with close-ended and open-ended questions, intending to measure the adaptation strategies of academic work that were forced by the pandemic context in relation to: i) contingency measures adopted by Portuguese higher education institutions (HEIs); ii) remote working methods of teaching and evaluation; iii) work/family balance; iv) restrictions to the implementation of research plans and; v) perceived impact on productivity and on career opportunities.

The results of the analyses conducted indicate that the traditional gendered patterns of division of domestic work and “academic housework” (Heijstra *et al.*, 2016) were maintained during the pandemic. Nonetheless, factors specific to the pandemic context potentiated the burdens and constraints that fall on women both at home and in the professional environment, especially among women academics who concentrate caring responsibilities for children and other dependent people. These results illustrate some of the severe difficulties women in Academia faced during the COVID-19 crisis and its multiple negative consequences related to their citizenship. It is important to recognize that academic women have been experiencing “multiple forms of inequality” (Merrill & Fejes, 2018, p. 7), even before the pandemic crisis, as a first step to design public policies towards a more inclusive and humanist Academia. Based on the conclusions of our study, several recommendations are made also as a strategy of advocacy that highlight enabling ways to transform Academia a healthier place for students and teachers/researchers, either as professionals and citizens.

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76. The paradox of exclusion through inclusion. Lessons learned for AE

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Inclusion is the new buzzword in policy initiatives related to economic, social, and cultural settings in many countries in the western world. In these contexts, inclusion means that maximum efforts should be done to give civilians, particularly the ones who live in precarious conditions, a proper place in society through initiatives of workfare, (adult-)education, social work, health services etc. Practitioners of different social professions are invited to make ‘inclusion’ a central target of their practice. The spread of this new buzzword and its related practices requires some critical observations. It is quite remarkable or even paradoxical that the emphasis on inclusion, particularly by policy makers, occurs in times when diverse forms of exclusion are undeniable. In our presentation we will argue for a nuanced, yet critical and contextualized interpretation of the concept, its policies, and its practices, particularly with regard to adult education.

Fifteen years ago, we observed systematic initiatives in the domain health care education in the Netherlands to let newcomers become acquainted with the Dutch health-care provision (XXXX). We then wrote that the good intentions sometimes have counter-productive effects. The special interest for newcomers as a separate category in specific continuing education programs did not always evoke positive feelings. On the contrary, ‘people felt set apart, stereotyped and in some cases belittled. Their reactions varied from silently undergoing to aggressive resistance’ (ibid. p. 30, translation by author). Attempts to include particular target-groups paradoxically resulted into exclusion.

Ten years after, one of us came to similar conclusions when engaging in practices of citizen education with migrants in our hometown in Belgium (XXXX). We noted that the dominant policy discourse regarding the role of integration courses was assimilative, often under the guise of dialogue with the newcomers. As a result, we remarked that in the mainstream views of policy makers and their consultants, educational dialogue was often conceived as a way of smoothening the tensions brought about by cultural differences. Achieving consensus was the aim of dialogue. Once again it became evident that concepts such as ‘inclusion’ or ‘dialogue’ are not neutral in themselves. The meaning of such concepts is depending on changing societal, cultural and political contexts.

Recently we came across different contributions that shed a clearer light on the displacement of the concept of inclusion. In our presentation we will elaborate on these insights and relate them to current policies and practices of adult education. The concept of inclusion originally, from the seventies onwards, referred to the support of disabled people aiming at a better integration into mainstream society. Gradually, however, the policy concept obtained a broader meaning. From the nineties onwards it encompassed initiatives in diverse fields of policy intervention such as education, social welfare, employment, poverty reduction, with a special focus on marginalized groups.

According to Michael Peters and Tina Besley (2014), strongly inspired by the works of Foucault, the broadening of the policy concept can be related to the increasing neo-liberal tendencies in policy making in western societies. In these policies the responsibility for processes of social exclusion is increasingly shifting from state intervention to individual problem-solving actions. ‘The discourse of social exclusion became central for construction of the “need to reform” based on designing policies of social inclusion that at one and the same time provide the rationale and



the normative political discourse that allowed politicians to reform the principles of the welfare state redesigning it for an era facing greater austerity all in the name of ‘national solidarity’ and socially inclusive citizenship (ibid. p. 105). In our contribution we will investigate how adult education can respond to these developments both in research and in practice.

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77. Women at risk? Exploring young women’s learning in a disadvantaged suburb

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Sweden is considered one of the most equal countries in the world, but several studies show that the socio-economic segregation has increased since the 1980’s (OECD, 2020). Suburbs with a dense immigrant population, have higher rates of unemployment (Edling, 2015) and suffer more from exclusion, poverty and social ills than other areas (Smith, 201; Hedberg & Carmo, 2012). Several studies also refer to the use of drugs and increased criminality and the last years increasing shootings some with deadly outcomes have been committed by young men living in these areas. Women living in these areas seem to be invisible both in studies and in the political debate.

The aim of this paper is to explore the formation and transformation of identity among young women at risk, based on their own stories. The aim is further elaborated in the following research questions:

- What struggles could be identified in the women’s stories?
- How did they form and transform their identities in relation to their biographical background as well as the suburban norms over time?

The paper is based on preliminary results from of an ongoing project called Spatial pockets of (in-) equalities - Exploring the educational and life careers of young adults (18-25) in disadvantaged urban and rural areas.

The paper takes its point of departure in a biographical learning perspective (Alheit, 2000) and especially in the theory of biographical work (Bron & Thunborg, 2017; Thunborg & Bron, 2019). The theory that takes its point of departure in identifying struggles that could lead to processes of anchoring, i.e. creating a sense of belonging or connecting to one’s background or place to a state of floating i.e. a feeling being stuck, not able to connect to one’s history, nor able to make decisions for the future. In a previous paper (Thunborg, under review) I identified that young adults being disintegrated in relation to their biographies seemed to be at risk, either of being recruited into criminality or becoming victims of criminal gangs.

From a sample of biographical interviews with 18 young adults (12 women and 6 men) in Suburb, this paper analyses two biographical interviews with women that could be seen as being at risk. The preliminary results show two different learning patterns in navigating at risk; one returning/integrated pattern and one escaping/disintegrated pattern.

78. Development and initial validation of the nonparticipation in nonformal education questionnaire

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Nonformal adult education (NFE) provides adults with the opportunity to obtain competencies needed to adapt to today’s changing job market and enhance their health, well-being, community belonging, and civic engagement. Despite these well-documented positive effects of NFE, there remains a lack of valid research instruments to assess factors of nonparticipation. Recently, Ellen Boeren (2018, 2019) has pointed out that this area of adult education research has remained a “methodological underdog” and needs to ramp up effort to develop more valid and reliable instruments for investigation of reasons behind participation in adult education. Furthermore, we should



intentionally address factors of nonparticipation among those who have the lowest participation rates in NFE and face the highest level of inequality in access to educational opportunities. In this regard, literature (e.g., Bodayeva & Ilieva-Trichkova, 2017; Desjardins et al., 2006) concluded that low-educated adults (ISCED 0-2), older adults, usually retired people, and individuals caring for children belong to this group of adults.

As a result, the main aim of this paper is to describe the development and validation of a new research instrument entitled the Nonparticipation in Nonformal Education Questionnaire (NP-NFE-Q) focuses on perceived factors of nonparticipation. For this purpose, we developed a questionnaire containing 30 items drawing on Patricia Cross's (1981) theory of barriers to adult education, previous studies in the field (Adult Education Survey and PIAAC) and findings from our own qualitative research. Empirical research using NP-NFE-Q was conducted on a representative sample of the adult population aged 25 to 64 years in the Czech Republic (n = 878) as well as three additional cohorts of respondents from groups of adults with the lowest participation in NFE: low-educated workers (n = 227), persons caring for children under the age of three (n = 227), and retired persons (n = 232). The total sample counted 1564 respondents. We examined the collected data using Exploratory factor analysis (EFA). The results consistently support the validation of a correlated five-factor model based on 15 items measuring: Needs (F1), Worries (F2), Offer (F3), Work (F4), and Time (F5) factors. These factors can be combined into three broader factors that correspond to Patricia Cross(1981) theory: dispositional (F1 and F2), institutional (F3), and situational (F4 and F5).

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Digitalisation – Room 1E

79. Digital media in adult and continuing education in Germany. Empirical results from a case study

Lisa Breitschwerdt, Vanessa Beu, Regina Egetenmeyer, Silke Grafe- Julius-Maximilian University Würzburg

Digital media are important elements in the didactic planning and design of offers and programmes in adult and continuing education. In the course of ongoing digitalisation, it can be assumed that the use of digital media will play an increasingly important role in the didactic planning and design of teaching and learning settings in adult education. This became particularly clear during the sudden shift of face-to-face settings into the digital space during the Covid 19 pandemic. Since then, digital media no longer only serve to support teaching and learning settings, but they become a prerequisite for these settings to take place at all.

It becomes apparent, that digital media changes the design of teaching and learning settings (Christ et.al. 2020, p. 20), whether in presence or online. Didactic considerations and pedagogical concepts in adult education are necessary that consider the special features of digital media (Egetenmeyer et.al., 2021). At the same time, little information is available so far about which digital media are used in adult education and for what purpose.

Based on data from six organisations and two umbrella organisations of general adult education and continuing vocational education and training in Germany, the paper explores the following questions: Which digital media are



used in adult and continuing education and how has their use changed during the last two years? Which reasons do adult educators have for the use of digital media in different settings?

The dataset for the analysis of this questions comprises interview and questionnaire data with adult educators (planning and teaching staff), collected in two survey rounds in 2019/2020 and 2021. In detail, the following data are included in the analysis: 1) The first data collection comprises six kick-off-meetings and 58 interviews with adult educators in 2019. In addition, an online survey was conducted with a sample of 163 adult educators in the autumn of 2020. 2) The second data collection includes a total of 53 interviews with the same persons interviewed before, which were collected in spring 2021. Furthermore, a questionnaire study based on the same items than in the first round was conducted in autumn 2021 and includes a sample of 446 adult educators. For the paper, the qualitative and quantitative data are analysed in a mixed methods design (Creswell et al., 2003), using descriptive methods (Rasch et.al. 2014) combined with a qualitative content analysis (Mayring 2015; Kuckartz 2016) of the interview data. The data of the two surveys will be analysed and compared according to the differentiation between digital media types, digital tools and didactically structured digital media offers (Breitschwerdt, et.al., i.p.).

The results show that adult education organisations play a central role in the acquisition and establishment of digital media. Adult educators use hardware (e.g., interactive whiteboard) and digital media (e.g., videos, learning programmes) that are purchased and made available by the organisation. Furthermore, the organisation is also in charge of training of the adult educators and the creation of an organisational culture with opportunities for piloting new settings with digital media. The data also indicates a change when it comes to didactic considerations in the use of digital media. Didactical considerations including digital media are no longer just a question of the teaching and learning process itself but must take place long beforehand in the planning phase of educational offers. Overall, there is also a change in the roles of professional staff, which increasingly becoming learning guides and facilitators who support and accompany the use and learning with digital media. The comparison of the two surveys in 2019/2020 and 2021 give a first impression about the developments of digital media using in adult education against the backdrop of the changing environments during the Covid-19-Pandemic. Based on these results implications for the relevance of digital media in adult education will be discussed.

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80. Articulating technological and pedagogical accessibility for adult learners in distance education

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Context

Online training and education for adults was forced to reinvent itself throughout the covid-19's pandemic context. It has opened opportunities and challenges for adult educators and learners, as well as for institutions hosting



distance adult education. However, the expansion of online learning in context of formal or non-formal adult education raises many issues for adult educators. Some recent studies carried out in various pandemic contexts have shown that nearly half of all learners have experienced problems linked to pedagogical or technological accessibility, even with reliable internet access and sufficient bandwidth (for example, DARES & Réseau CARIF-OREF, 2020).

Theoretical/conceptual framework

Europe implements international Web Content Accessibility Guidelines (WCAG) standards, for technological accessibility through the European accessibility directive mandatory for all European countries, and national legislative frameworks (for example, RGAA in France). In Canada, following the example of other Canadian provinces, Quebec has adapted the WCAG standards by making them mandatory for online training in universities, public organizations and health institutions, in the form of SGQRI-008 standards. This normative framework has contributed to the emergence of recent initiatives aimed at explaining and promoting technological accessibility in adult education in Europe and Canada. Technological accessibility is however only one aspect of inclusive distance learning, the other being pedagogical inclusion. The Universal Learning Design (ULD) approach appears to be a relevant form of inclusive pedagogy for distance adult education as it suggests designing accessible learning for all students, rather than adapting the learning situation to diverse students once the design is complete (Rogers-Shaw, David & Choi, 2018). There is a growing interest for the ULD framework in higher education, however other adult education sectors would benefit from learning about ULD (Burgstahler, 2015;). In our view, the universal design framework should develop a culture of inclusion in adult distance education and be aimed at answering the question of the adequacy of resources to the needs and differentiated capacities of people and that of taking these differences into account (Loventhal et al, 2020).

Aim/Research question

The emerging challenge is to concretely combine these two normative frameworks aimed at accessibility and inclusion in online learning, in a common design framework adapted to adult education (Gronseth, 2019). The main objective of our current work is to identify points of convergence and divergence between ULD principles and accessibility standards in Europe and Canada. How do we ensure that online training and education is technologically accessible to all adults, including those with various kinds of disabilities and allows for inclusion of all types of learners?

Methods

The authors of this paper are members of the Quebec IDE@) project team - Implementing an digital e-learning alternative- subsidized by the ERASMUS + European program, in collaboration with four European partners (GIP Formation continue et insertion professionnelle de l'Académie de Créteil, Universitat Autònoma de Barcelona, European Certification and Qualification Association and Koena). We have developed a three-stages approach consisting of 1) a comparative study of technological accessibility common principles contained in the WCAG-inspired standards and pedagogical principles contained in UDL; 2) developing an inclusive and accessible online learning design framework adapted to adult learners based on these principles 3) evaluation and validation of this online design framework with adult educators focus groups.

Results

Current results are preliminary, and we will complete them shortly, before the conference is held. We plan to present the conceptual framework, the methodology and the framework of inclusive and accessible online learning design for all and for each adult learner.

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81. Finnish higher education's pioneering initiatives to support aging populations' media literacies and digital competences

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The starting point of the two higher education research and development initiatives presented here was acknowledging the crucial meaning of aging populations' media literacies and digital competences for equality and democracy in today's digitalized society. Media literacies are understood in the initiatives as the abilities to access, use, understand, critically evaluate, and create media content and communications in a variety of contexts, including digital. To define digital competences, the initiatives draw on the European Commission's DigComp framework. The overall aim was to prevent the possible exclusionary effects of digitalization through educating adult educators and social and healthcare professionals: through developing their education so that it better prepares them to support aging populations' digital competences.

In Finland, these two initiatives pioneered the integration of aging populations' media education into the education of teachers and social and healthcare professionals. The development of Finnish teacher education began with a design-based research project called IkäihMe, funded by the Ministry of Education and Culture (2018–2021). The project involved close co-operation between the universities of Lapland and Helsinki, stakeholders, and student teachers. During the project, several individual studies were carried out. The studies focused, for example, on adult education student teachers' conceptions regarding older people's media literacy education, older people's media relations and their use of media during the COVID-19 pandemic, and older people's and other stakeholders' views on media literacy training targeting older people and designed by student teachers. The knowledge gained from these studies was used to integrate the themes of older people's media education into the contents and pedagogy of adult education teacher training.

The development work of IkäihMe continues with a second initiative: the OdigO project (2021–2023), funded by the European Social Fund and Northern Ostrobothnia's Center for Economic Development, Transport, and the Environment. The University of Lapland and Lapland University of Applied Sciences are collaborating to design, implement, and further develop a new online study module entitled "Guiding adults' and aging populations' digital competences." The online study module will be integrated into teachers' pedagogical studies and the continuing education offer. At Lapland University of Applied Sciences, the study module will be implemented as part of social and healthcare profiling and optional studies and as part of practical training in elderly care education. The research carried out during the project will focus on guidance of digital competences as part of the expertise, for example, in the areas of education and health and social care.

The premise of the OdigO project is that the digital competences of the aging population can be supported through needs-based guidance provided by educational, cultural, social, and health services working with this population. Furthermore, the project aims to raise the awareness of a wider audience about supporting the digital



competences of the aging population through a video and webinar series and by offering training for the personnel of participating educational institutions on the implementation of online learning as a multi-professional inter-university and working life co-operation.

Through their pioneering work the initiatives have launched a debate and transformation, working to develop higher and continuing education from the perspective of aging populations' media education. The initiatives are working toward having positive impacts on democracy, equality, and participation by enhancing participating students' understanding of the life course perspective, age equality, and age sensitivity. The projects will also increase the understanding of stakeholders and raise the awareness of the general public about media education for the aging population, thus helping them to promote societal and municipal democracy.

82. Digital cultures of care

Federica Liberti- Università degli studi di Napoli Federico II

- Has the pandemic caused changes in how we take care of ourselves, others and the world? Did relationships take up new forms?
- Does adult education and learning promote new collective and critical practices? Is this bringing to new learning spaces, new digital environments, and new forms of ecojustice sensitivity?

The following three case studies analysis address these questions showing how pandemic experience is generating creative resilience in the form of digitization of connections, and transformations in the ways we take care of ourselves and of our proximal systems; nurturing interdependencies and questioning neoliberal policies based on individual responsibility and autonomy.

Aequa is a Community Centre in Wedding for mutual support and social equity. It's an intersectional community united by the dream of a world in which everyone can thrive. People are brought together by the desire to share and learn different perspectives, and to support each other. As a network that includes many marginalized people, they promote reflections on realities of systemic oppression. In 2020 they expanded online (and internationally) to keep their spaces accessible during the Covid-19 pandemic. Having personally joined some of the workshops and "community check-in" held on Zoom, I've witnessed their commitment to the constant listening, dialogue and learning, and to make shared spaces as safe as possible for everyone.

Gen z dialogues is a research project born in March 2021, it invites us to reflect on how we experience the world we naturally live in and what we can do actively make this world a global community. It's an online exploration of vulnerability and collaboration that includes workshops/ group dialogues to share, think, imagine and reflect together.

Creators have the strong feeling that a collective conversation about how we feel and want to feel in online spaces, about how we can express ourselves and connect with each other in more vulnerable and human ways, is a conversation that we all need in order to make the most of the present moment. Conversations touch upon topics such as gender identities, toxic competition, social activism and empowerment, planting some new seeds of inspiration within the intimate frame of the dialogues.

Pirate Care is a transnational research project and a network of activists, scholars and practitioners that proposes to examine how can we learn to compose answers to crises across a range of social domains, and alongside technologies and care practices. It offers a free learning access tool through *Memory of the World Library*.

The case studies analysis was followed by a cross-cultural study aimed to explore ideas about care practices, and safe and inclusive accessible learning spaces free of racist, sexist, patriarchal, homophobic, transphobic and classist thoughts. Results from the survey suggest that self-care consists in acceptance, in the possibility of a space and a time for themselves, and in feeling part of a network. They also suggest that a perception of empowerment comes from the feeling of being autonomous and being simultaneously connected to others, from being able to be themselves, from receiving and giving support. Furthermore, safe settings are intended as spaces that meet individual and collective needs, that are respectful and tolerant, inclusive and where it is possible to be vulnerable.



The rejection of self-centered individualism produces a new way of combining self-interests with the well-being of an enlarged community through environmental inter-connections; the environmental alternative is a new holistic approach that combines cosmology with anthropology and post-secular, mostly feminist spirituality, to assert the need for loving respect for diversity (Braidotti, 2013).

Next question is: to what extent are emerging digital learning environments shaping new practices and changing old ones?

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Focus on learners –Room 1F

83. Research literacy in academic continuing education: students' needs and perceptions.

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“Research literacy” or “academic literacy” have not yet been consistently defined in the literature. In general, it comprises skills and practical abilities on how to conduct research which is considered a central task of higher education. In the last decade, the global impact of digitalization has led to a convergence of communication technologies that require advanced media and information competences with academic competences. This digital transformation calls for a comprehensive conceptualization of research literacy beyond Wingate’s definition. Moreover, despite the fact that a strong body of research on academic literacy in higher education exists, the authors have not found any relevant studies in the context of continuing education. University continuing education can be defined as learning “at university level and [as] research-based”, and it “includes all initiatives aiming at updating, broadening, or specialising knowledge, skills and/or competences” (Baert et al., 2017, p. 18). Formal university continuing education programs lead to a bachelor’s or Master’s degree and can be identified as “academic continuing education” where students are expected to plan, conduct and report research at the post-graduate level in order to graduate (Gornik, 2019).

Against this background, this paper presents the results of our research project Research Literacy in Continuing Education (ReaLiCE) funded by the Ministry of Education, Science and Research between 2018 and 2020. The ReaLiCE project aimed to develop a holistic concept of research literacy in academic continuing education and to investigate students’ need for support for developing research literacy skills in higher education institutions in Austria offering continuing education programmes. We used quantitative and qualitative methods to conduct the



study. First, we conducted a systematic literature review on research literacy and a conceptual review of the policy documents to identify the concepts and area of competences related to research literacy in continuing education. Furthermore, we conducted focus group interviews with the program coordinators at University for Continuing Education Krens. Based on the reviews, and the interviews, we developed a survey for students and lecturers to identify relevant skills and collect data regarding the students' need for five sub-skills of research literacy which were identified as: searching skills; reading skills; writing skills; distributing skills; and collaborating skills. All sub-scales used 5-point Likert-type scales ranging from 1 (no need) to 5 (very high need). We collected data from four different Higher Education Institutes in Austria, in 2019 at University for Continuing Education Krens (DUK), and in 2020 at Alpen-Adria Universität Klagenfurt (AAU), University of Innsbruck (UIBK), and Fachhochschule Oberösterreich (FHOÖ). Our final sample comprised 246 students (DUK n=170, AAU n=37, UIBK n=24, FHOÖ N=15) and 267 lecturers (DUK n=245, AAU n=9, UIBK n=12, FHOÖ n=1).

Based on our study, a comprehensive definition of 'research literacy' was constructed with the following sub-skills:

1. Searching skills: ability to search, assess, and select academic or vocational documents
2. Reading skills: ability to read, comprehend, and extract information from academic or vocational documents
3. Writing skills: ability to express information, arguments, and results in different formats, genres, levels of complexity
4. Distributing skills: ability to present, share, and publish information in different contexts
5. Collaborating skills: ability to collaborate and to co-create texts and publications

The results of our surveys showed that evaluations of students and lecturers show close similarities regarding the need for improvement in 5 sub-skills of research literacy. Two general trends are observed at this level of comparison (Figure 1). On the one hand, the two trend lines (showing the means of self-assessment of students, and the external assessment of lecturers) follow a similar pattern, showing rather high levels of needs, which slightly decrease in the sequence of skills. On the other hand, self-assessments of students and external assessments by lecturers differ in their extents. Students and lecturers agree how to rank the different sub-skills, but they differ on the extent to which they perceive needs for improvements. Lecturers tend to note much higher needs for improvement of students' literacy skills than students themselves do. We will discuss further findings in detail.

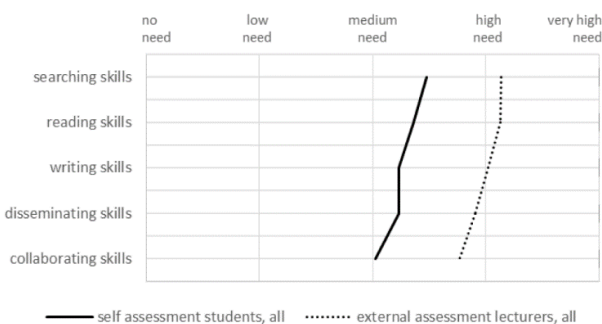


Figure 1: Students' need to improve five sub-skills of research literacy, aggregated, all students and lecturers
Note: students' n=246-250, lecturers' n=260-266

Keywords: Research literacy, academic literacy, academic continuing education, research skills, post-graduate education

84. Professional identity and competences for the educational profession: the case of personal services coordinator in the Tuscany third sector

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Theoretical framework

In view of the growing number of social enterprises in recent years, the European Commission (2020) has carried out a major mapping study (2014-2020) of social ecosystems in all EU countries in order to understand their



evolution, activities and professional profiles, and to offer an overview of what may be the future trends in social innovation.

In Italy, 53% of workers are employed in social enterprises. (ISTAT, 2020) and, in them, a large part of the social and health services offered to citizens are located, representing one of the most prominent contexts in the country. It is precisely within these services that «the value of knowledge and skills that are not only specifically technical-professional but also strategic and transversal, cognitive and metacognitive, reflective» (Epifani, 2003, p.23) is becoming increasingly important, in line with the current indications of the *Pact for Skills* and the *European Skills Agenda* (European Commission, 2021).

The evolution and the emergence of new social needs underline, in fact, the need for a “professional flexibility” that develops in professionals «the ability to know how to live the working environment as learning of the whole person» (Yorks & Kasl, p.180), thus creating a «mutually constructive link between formal, informal and non-formal learning and competences» (Epifani, 2003, p.23).

The current scenario requires, therefore, "multifaceted professionalism" possessing a configuration of competences that is both specific and multidisciplinary, and general and common to several professionals. This phenomenon concerns even more particularly the intermediate functions, i.e., those support positions, which hold, in part, managerial and coordination functions (Abhervé & Dubois, 2009).

In the light of this framework, the research intends to investigate the figure of the educational coordinator, i.e., a second level professional who, carrying out his job within a dual field, educational and managerial, weaves his actions between very different areas of competence.

Aim

The aim of this study is to explore the professional figure of the coordinator within a specific context such as that of services aimed at the person, in order to investigate the professional knowledge and skills actually possessed and acted upon in the field.

Methods and research design

The research, in progress, is following a qualitative approach. According to this method, a research design has been planned, which consists of different phases aimed at a theoretical and, subsequently, empirical study of second level educational professionalism and its connection with the vast world of social work. In fact, the research includes the involvement of about thirty social co-operatives present in the Tuscan territory.

Results

The first data collected through the administration of semi-structured interviews to the educational coordinators, give an overview of competences, mostly transversal, together with the need for a precise framework at a professional level.

Conclusions

The impact that the research sets out to achieve is part of a broader vision that sees the close link between Higher Education, the informal and non-formal dimension and the world of work: to create professionals who know how to respond to the most emerging challenges proposed by social contexts with knowledge and skills that are appropriate.

Keywords: Professionalization, Skills, Higher Education, Social Sector

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85. On the right path to learning? Yoga teachers' career paths in between tradition and modernity

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Since yoga came to the west in the 20th century it has become immensely popular, as a form of exercise and relaxation. Some serious yogis even embark on a lifestyle-oriented career path as yoga teachers. In line with the spiritual heritage of Indian yoga, yoga teachers are traditionally trained as apprentices to a master/guru. Parallel to this are courses and yoga teacher programs starting to evolve. Continued training, with a master, and individual daily practice is vital for yoga teachers in various yoga forms. The aim of this paper is to understand what it means to build an 'alternative' career as a yoga teacher. What are the career trajectories of yoga teachers? How are yoga teachers forming their professional identities, in relation to various traditions of training/learning and yoga forms? What is the significance of social, symbolic and emotional capitals in the social practice of yoga? The study builds on empirical data from nine qualitative interviews with Swedish yoga teachers and official documents about some yoga masters and institutes. The preliminary results indicate that yoga teachers are attracted by the simultaneously alternative and elitist profession. The yoga teachers strive for 'spiritual maturity' and to 'live life as they teach' which act as vital symbolic capital. Personal relationships, with their masters/gurus, are central sources of inspiration, loyalty and recognition. These forms of symbolic, social and emotional capitals are closely intertwined, which is explored in the paper. The yoga teachers are forming their aspirations for career and life, in the intersection between traditions and modernity, profession and life.

Keywords: alternative careers, yoga teachers, trajectory, professional identity, social practice

86. Maintaining the ground: A learner-centred approach in adult literacy in changing times

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This paper will explore how adult literacy services in Ireland responded during the Covid 19 pandemic and subsequent restrictions. Like all educational organisations, adult literacy services had to significantly change - and at times halt - their usual practices. Its traditional pedagogy of in-person, small group and individual tuition was radically impacted by the lockdowns associated with the global pandemic. Many learners, families and communities were disproportionately impacted by the pandemic (O'Reilly 2021, CDET B 2020). Throughout this, the ethos of adult literacy in a responsive and relational learner-centred approach (Tett et al. 2012) remained central to how the services responded. Evidence from research projects with adult literacy staff and learners over the past 3 years provide insights into how the roots of adult literacy in a learner-centred ethos of adult education are crucial in providing the conditions for new seeds to emerge and be nurtured. These research projects were conducted between 2018 and 2021 before and during the pandemic. While it was not the original intention of the research,



they capture the changing responses of the Adult Literacy Services across Ireland throughout the pandemic through a mixed method approach of qualitative interviews, surveys and focus groups with staff and learners.

This paper will explore how the adult education ethos was key to how Adult Literacy Services responded in the initial shock of a national lockdown and the subsequent restrictions and changing conditions throughout 2020 and 2021. Its response was characterised by the basis of adult literacy in caring and listening relationships between learners and tutors, its orientation towards and responsiveness to the lived experience of learners. In the immediate response, Adult Literacy Services struggled as they couldn't maintain the face-to-face relationships which were key to their pedagogy. However, its commitment to learners and responsiveness to lived experiences meant that literacy tutors and organisers found imaginative and often low-tech ways of maintaining relationships and connections with their learners.

The toil of maintaining these relationships is clearly evident over 2 years into the pandemic, with staff and learners weary of constant restrictions, adaption and deprivation that many suffer. The shift to home-based learning was very challenging for many learners already in busy household contexts and communities that were not set up for a digitally connected world. The demands of the wider Further Education and Training system in which adult literacy is set continued, with adult literacy staff describing how the demands for performance metrics, accreditation and progression, and wider systemic reforms continued unabated. The broader system struggled to provide resources and supports in a responsive and timely manner.

Adult Literacy Services have demonstrated enormous resilience throughout this, guided by their learner-centred and responsive ethos which offers continued hope for the future. However, this has to be set within a care-ful and care-orientated theoretical analysis of how these qualities of care, relationships and responsiveness to lived experiences can be maintained in an education system and society driven by very different – and arguably unsustainable - imperatives of institutional performativity (Noddings, 2013; Lynch 2020).

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Societal Challenges – Room 12

87. Learning democracy: harvesting grassroots knowledge to respond to global challenges

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We are in a period of intense interlinked crises linked to ecology, to inequality and the inadequacy of political institutions to address the major challenges of our time (Latour, 2019; Sayer, 2015). The gravity and depth of the 'polycrisis' (Douzinas, 2013) has further contributed to a tendency in social science to offer broad accounts of the dismal present which are disconnected to questions of agency or even declare the impossibility of progressive change. The CfP for the Triennial usefully invites a very different type of response from scholars and to exchange ideas on where we can discern 'seeds for change and to collaborate in imagining a sane, more equal and ecologically sustainable world. This paper will seek to contribute to this based on an ongoing research initiative. It will discuss the findings from the first year of a three-year European project that seeks to build on what activists and educators



are already doing in supporting learning for engaged citizenship and what they think is needed to ‘scale up’ to work transversally (between movements/campaigns) and transnationally. The research is being conducted with partners in France, Ireland, Germany, Spain, Slovakia and Italy linked to networks which involve hundreds of activists and adult educators involved in active democratic citizenship initiatives linked to anti-racism, feminism, migrant rights, the climate crisis, workplace organizing and against social precarity

The first stage of the research – an analysis of extensive (c 60) existing data sets which relate to the research themes is near completion. These are mainly surveys conducted before and after citizenship/activist courses and workshops. The data is largely qualitative but includes quantitative elements. The data indicate there is an enormous amount of learning and training for citizenship occurring across campaigns and movements which are underpinned by a shared commitment to dialogue and equality. Learning and acting transnationally is seen as very important, even crucial, by activists and educators but they are encountering major obstacles to this work because of macro-social trends (what Goodwin and Eatwell (2018) call the Four D’s (Distrust, Destruction, Dealignment, and sense of relative Deprivation). It also makes clear there are very significant challenges in communicating *across* democratic movements rooted in different generational experiences, the particularity of contexts and differing ideological commitments.

Responding to these challenges effectively will require sustained pedagogical reflection. Thus we are currently exploring how theories and empirical research related to adult education and democratic citizenship (Adams, 1998; Hall et al, 2012 hooks, 1994; Foley, 1999; Freire, 1992; Horton & Freire, 1994; Milana, 2009; Newman, 2006; Nicoll et al, 2013 inter alia) can illuminate and respond to these issues. We are also exploring literature on transnational organising (Choudry, 2010; Della Porta, 2002). The findings gleaned from this process will be used to formulate questions and codifications for activists/educators in 25 focus groups in summer 2022. Through this process we will also convene a participatory inquiry group and in collaboration with this group the ultimate aim of the project is to develop curricular, pedagogical and digital learning resources which support adult educators/activists to work transversally and transnationally and to take meaningful action for citizenship across diverse cultures and contexts.

This paper will outline the findings from the pre-existing datasets, the systematic literature review and focus groups and will foreground how the findings on existing good practices, needs and challenges link or not, to existing adult education literature on active democratic citizenship. I will conclude with some reflections on the experience of being an academic researcher within a mainly activist and practitioner research project and the role formal research plays in such a process.

88. Reflective learning opportunities for school leaders in sustainable school improvement projects

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Katrine Puge- PhD student, Aarhus University, Denmark

Aim

Since 2019 the ‘Sustainable Culture for Change’ (SCFC) research project has worked to ensure the sustainability of school improvement projects in Poland, the Czech Republic, Slovakia, and Hungary. In our project context, sustainability means that the projects’ activities are continued, and that the schools develop a culture of change. This aim calls for new ways of learning through reflecting upon the change processes during school improvement projects.

A total of eight schools, whom have all received substantial funding for school modernization and improvement, are taking part in the project through a university-school partnership.

While collaborating with school managements in the projects, we are concerned with promoting and utilizing learning opportunities through ongoing reflective evaluation of activities and project progress. This has been further important during the times of long-distance collaboration due to covid lockdowns. The crisis provoked us to develop a method for schools to continue their reflective evaluative activities and thereby focus on the learning of both



project managers and school leaders. The method makes use of ‘Reflection Papers’, consisting of three to four questions concerning the progress of their projects.

Conceptual framework

The project draws on school improvement literature, often highlighting the importance of the role of the school and project leader in change processes (Lee & Louis 2019, Fullan 2016, Bellei et. al. 2016). For school improvement processes to result in sustainable changes, the leaders of the projects can benefit from reflecting upon ‘what they have learned’ from the experiences with the project activities. This type of evaluative reflection may lead to the desired double-loop learning (Argyris & Schön 1996) and thereby bring opportunities for enhancing the change capacity of schools (Goh, Cousins & Elliott 2006).

Methods

Reflection papers: reflective evaluations of the progress of the improvement projects are gathered online through e-mail communication every second month from the eight school and project managements.

Semi-structured interviews with project-management and teachers have been conducted 2-3 times. They highlight the leaders’ experience with engaging in the university-school partnership in the SCFC project. They highlight the managers’ and teachers’ understanding of the role of evaluation and learning in the projects.

Surveys highlight the managers’ and project-leaders’ perception of the impact of the partnership in relation to their own professional development and the school improvement in general.

Research design

The research approach shares similarities with action-based research, one of these being the interaction between the practitioners and the researchers throughout the research process (Cohen, Manion, & Morriison, 2011, chapter 18). A pivotal aspect is the dialogue between researchers and the school leaders, described in the article ‘Cooperation between school leaders and researchers on developing vocational education and training’ (Wahlgren, 2020).

Results

In spite of the covid pandemic, we developed a rather simple tool for ongoing reflection at school management level (Reflection Papers) which have proven to contribute positively to the professional development of school- and project leaders as well as to enhance the change capacity of the schools.

Our experiences show how it is possible to enhance learning opportunities from a long distance. In our case, the learning opportunities of school and project leaders to bring changes in education. The Reflection Papers provides a method with a high learning outcome and a relatively small intervention.

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89. Adult education under the condition of totalitarianism and social transition. The example of GDR

Nicole Luthardt- University of Augsburg

Tetyana Hoggan-Kloubert- University of Augsburg

For planning the “new seeds” for the world to come, it might be useful to cast a backward glance and to reflect what happened previously on the soil in which we want to drop the seeds. In our presentation we will reflect on the role and functions of adult education and the adult educators in an authoritarian state and in the period of social transition, using the example of the former German Democratic Republic (1949-1989).

This example shed light upon an important systematic issue for adult education in the past as well as in the future. It illustrates the difference between education and propaganda, facilitation and control, empowerment and oppression. It emphasizes the need for core principles of adult education, such as autonomy and acknowledgment of pluralism, and the important role of professionals to enable learning and educational processes. Drawing on the emancipatory tradition of adult education (starting with Enlightenment and being reinforced through the ideas of critical theorists such as Adorno, Horkheimer, Habermas) and on the dialogical education (Freire, Buber) we highlight the need in the academic discussion about the values of adult education (such as autonomy, solidarity, plurality; Hufer 2016) and its (traditional) commitment to democracy (Zeuner 2010).

The overview of the main tendencies, institutional landscape, and political regulation of adult education in GDR (Siebert 1970, Siebert 2001, Authors 2022) will be completed with the subjective perspectives of educators who worked in different domains during the 1970s and 1990s in adult education. For this purpose, we interviewed 6 educators who gave us insights into the logic and structures of learning in adulthood before and after the fall of the Berlin Wall. When selecting the experts to be interviewed, we ensured that different institutions (Volkshochschule, university further education, cultural education, church education, etc.) and female and male perspectives are represented. The findings were grouped into four categories: (1) terms and definitions to describe learning in adulthood as well as the role and significance of adult education (2) system-conforming and system-critical practices and approaches; (3) access to and *diktat* of learning and (4) the main challenges of adult educators in the period of social transition (after the reunification of the German State). The interviews revealed a differentiated picture of learning in adulthood in the GDR - in addition to indoctrinative education, there were offerings that made it easier for many participants to gain access to education and culture, but also to certain professions that otherwise would not be given (Friedenthal-Haase 2007; Opelt 2004). There were also attempts to find and organize free educational opportunities (e.g. Protestant academies). However, it is undeniable that the education system was centralized and controlled by the state; educational offerings and organized leisure activities should be carried out uniformly (in terms of content and methods). The targeted promotion of loyal groups (e.g. workers) and individuals ensured a certain degree of loyalty to the system - be it through the creation of dependency or through guaranteed privileges (Authors 2022). The GDR's educational concept was based on a certain image of an individual: each individual was in need of constant guidance and malleability, but the educational goals were defined externally (by society,



the state, etc.), but not by the learners themselves (Friedenthal-Haase 2007). The effort of the formation of a predefined model of society and constant molding of a certain type of personality manifested in the vision of a totalitarian learning society (Siebert 1970), which in its turn stays in contradiction to the mentioned above core values of adult education.

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90. Re-imagining lifelong education in socio-culturally complex communities

Davide Zoletto- Università degli Studi di Udine

This paper aims to present and question some theoretical aspects emerging in current Italian lifelong education policies and practices, with special reference to needs and challenges emerging in learning environments characterized by situations of high migrant and postmigrant population.

I will begin by presenting some background issues, drawing on various literature on lifelong education and migrant communities (Gelpi, 1985, 1990), interdisciplinary research on adult learning in diverse urban environments (van der Veen & Wildemeersch, 2012) and postcolonial perspectives on new collectivities emerging within heterogeneous neighbourhoods (Spivak, 2012).

Within this theoretical background, I will present and discuss some aspects that have emerged in recent Italian policy documents addressing issues of “lifelong learning” and “educational poverty” in complex learning environments, such as *Una politica nazionale di contrasto del fallimento formativo e della povertà educativa* (MIUR, 2018) and the *Piano strategico nazionale per lo sviluppo delle competenze della popolazione adulta* (TIAP, 2021). I will focus on concepts such as “educating community” and “territorial networks for lifelong learning” and on their relevance both for interventions addressing newly arrived migrants and for community education processes involving the whole population (with or without a migrant background).

Finally, after having shortly presented some key aspects of migrant presence in different areas of North-East Italy, also referring to issues emerged in the pandemic context (IDOS, 2021), I will draw on the aforementioned lifelong and postcolonial education literature, to highlight that, in order to critically “re-imagine” (Spivak, 1999) lifelong education in *and* for diverse communities “to come”, we should consider it as an education where migrants “would not only be the beneficiaries, but to which they would also make a full contribution” (Gelpi, 1985, p. 97).

Moreover, in this perspective, in order to promote educating/learning communities and networks that can actually be more inclusive and equitable, we should become able to build on local stories, that in the present circumstances are becoming more and more plural and collective (Spivak, 2012). And, for this very reason, we should try to work to promote lifelong education environments which could be seen not as a way to strengthen traditional forms of social cohesion, but as “social laboratories” where new forms of “togetherness” can emerge (van der Veen & Wildemeersch, 2012, p. 6; Biesta, 2012).

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Work and Second Chance – Room 10

91. How do you learn in the workplace?

Paola Zini- Università Cattolica del Sacro Cuore

People during their career path, find themselves having to face multiple transitions: between contexts, places, contents and forms of work. To cope with these changes, often unforeseen and marked by uncertainty, and to be able to face and manage them, without suffering them, the worker needs to develop and enhance their asset of knowledge. In other words, it needs to continue learning. This situation is particularly relevant in the current post pandemic economic scenario.

Continuous adult learning is therefore essential for the productivity of the company and economic systems, guaranteeing benefits both in terms of innovation and profit and the motivation and satisfaction of its workers.

In work contexts, learning can be of two types: either non-formal, when ad hoc activities are planned and organized to promote the learning of knowledge and skills (training activities); or informal, if such learning occurs unintentionally. V. Marsich and K. Watkins, in this regard, distinguish between informal and incidental learning. Both take place in contexts that are not formally recognised, and the incidental is characterized by the fact that it can occur in every daily experience of the person. What is called into question is experiential learning, the construction of meanings based on experiences. In this scenario, it is appropriate to ask ourselves about various issues. Specifically, it is necessary to ask oneself how to make the learnings resulting from work experience evident, just as it is necessary to ask oneself about how the working context can enhance the learning acquired in other life contexts. The answers to these questions have an impact on how to design and implement training courses that promote learning.

To investigate these issues, research is being carried out to understand when and how workers learn in the workplace today and to understand if and how work contexts recognize and value the learning acquired in other contexts. From the methodological point of view, the story collection is the framework. Through the narrative method, it would be possible to collect stories, access experiential knowledge and value dimensions that are manifested in the world of work, during training, and during one's lifetime. The narration allows us to order the experience and construct more complex reference frameworks.

Following the identification of a sample of workers, narrative interviews are conducting, useful for retracing the work experience and identifying learning opportunities and methods. This methodology makes it possible to respond to the research objectives but also takes on a formative value, favoring the reflection of the workers involved and the assumption of awareness of their learning.



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92. Second-chance measures: an opportunity for new training models? An example of French second-chance schools

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The multiple crises facing Europe (economic, social, financial, ecological, health crises, etc.) are a sign that there is a need to urgently implement political measures that consider social priorities. As in many other countries in Europe, the integration of youth in France has been viewed as a “national priority” since 1981 (Schwartz, 1981). What, then, are the long-term prospects for the integration measures targeting youth described as Not in Education, Employment or Training (NEET)? Under what conditions may it be considered that second-chance measures implemented at the European level promote a development model based on new foundations (democratic, empowering, environmental, etc.)? Reflecting on the integration of youth in “economic precarity” (Castel, 2009) with a sense of urgency is to run the risk of limiting their integration to a logic of adaptation to the available jobs, limiting oneself to a hypothetical job-training link that is still unobtainable (Tangui, 1986), and locking oneself into a rationale of matching educational output to manpower requirements – meaning the most precarious and the least socially valued. How may second-chance measures be perceived as an opportunity for empowerment (individual, collective, regions...)? This contribution is based on the results of a national action research conducted since 2016. The study on the development of a skills-based approach within second-chance schools was commissioned by the E2C France Network and conducted by a group of seven researchers. This contribution questions the citizen dimension of integration measures such as the second-chance school. It focuses on two aspects: first, it adopts a forward-looking approach to the prospects of development of second-chance measures that seek to empower individuals at the French and European level. Second, it reflects on how research can help promote the adoption of these types of measures.

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93. Adult educators' interpretation and use of curriculum and other steering documents in Swedish second chance education

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This paper reports on results from a research project investigating how (and why) teachers in municipal adult education (MAE) in Sweden interpret and apply curricula and other steering documents in their planning and teaching. Previous research in this area is scarce. Thus, the project, and this paper, has an ‘exploratory’ approach rather than departing from a number of specific theoretically informed inquiries.



In a first step, a survey was carried out aimed at those who work as teachers in all different parts of MAE. MAE includes courses corresponding to the curricula of compulsory and upper secondary school as well as Swedish for immigrant courses. The survey was conducted in the spring of 2021 and was answered by 1,321 teachers working in MAE. The recipients are in many ways a representative group of Swedish adult educators in MAE, e.g. regarding educational background, age, and gender. However, the share of respondents working in non-public organisations is lower than in general. The results from the survey show a surprising consistency in the answers given by teachers working within different parts of MAE and with different subjects. Examples of this coherence can be found in how teachers value different overall curriculum objectives, where the most recently added objectives on *entrepreneurship* and *matching education to the local labour market* had the weakest legitimacy among teachers. Another example concerns how and based on what principles (proximity/distance), teachers value the relevance of different curricular documents in teaching and assessment. In short, the ‘further away’ a steering document was contextualized from the concrete teaching context (e.g. overarching curricular goals being further away than assessment criteria), the less relevant the document was evaluated to be. This result can be analysed through Bernstein’s (2000) theorising of the education system as based on three core dimensions: curriculum, teaching and assessment, of which assessment is a particularly strong ‘message system’, i.e. that has an ability to steer teaching and student behaviour (cf. Forsberg & Lindberg, 2010).

Another conclusion of a general nature, where there is also consistency, is that teachers in all types of MAE seem to be actively relating to the steering documents in their teaching and attaches great relevance to the steering documents in their teaching.

In spring 2022, a large number of teachers will be interviewed to deepen the understanding of the themes investigated in the survey. These interviews will be done in groups of 3–4 teachers who teach the same subject. All in all, there will be around 40 group interviews done in the project when completed. The paper aims to comment on preliminary results from these interviews and how these relate to the results from the survey.

In sum, the ambition of the paper is to contribute with knowledge that increases our understanding of how (and why) teachers in MAE interpret and apply curricula and other steering documents in their planning and teaching.

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94. Vocational training in the workplace: what have we learned during the pandemic? Research conducted in a vocational school in the Algarve, Portugal

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Maria Teresa Laranjo- Professional School of Alte

In Portugal, professional courses are a double certification secondary education process - they develop the social scientific and professional skills necessary for the exercise of a professional activity while also allowing students to obtain the secondary level of education. As an alternative to traditional educational programs, these 3-year courses prepare trainees for an easier and more qualified insertion into the labour market. In the last decade, the demand for this educational path has grown significantly, with an even more pronounced growth following recent legislation that allows those who complete these courses to conduct post-secondary studies and enter higher education.

The curriculum plans of the courses include 4 components: i) sociocultural training - structured in disciplines, aimed at contributing to the construction of personal, social and cultural identity; ii) scientific training - structured in two or three disciplines, aimed at providing scientific training consistent with the qualification to be acquired; iii) technological training - organized into short-term training units, aimed at the acquisition and development of a set of technical skills necessary for professional practice; iv) training in the workplace - carried out in companies or other organizations, in periods of varying duration throughout or at the end of training, aimed at the acquisition and



the development of technical, relational and organizational skills relevant to professional qualification. If in the traditional education and training paths the pandemic has created enormous challenges to learning processes, in professional schools, especially due to practices in the workplace, these challenges have been even greater, as they required vocational schools to reinvent themselves and try bold and innovative solutions.

The current communication presents a case study carried out in a vocational school located in Alte, a village nestled in the Algarve mountains. With 30 years of existence, this school was created with the objective of enriching the territory, offering courses that contribute to the development of an area of the Algarve that has been greatly affected by human desertification and the slowdown of the local economy. In this sense and given the rapid aging of the population of the region, there are courses for health technicians who train professionals for the care of the elderly, as well as tourism courses, to take advantage of the tourist potential of the territory. For example, the village of Alte is included in the "Via Algarviana", a huge pedestrian route that allows you to explore the interior of the Algarve, for which guides are needed to accompany the walkers.

The objective of the case study we conducted was to understand how this school managed to carry out all the components of the professional courses during the pandemic, given the constraints that resulted from it. We also tried to understand if the school was able to transform the obstacles brought about by the pandemic into resources; and ultimately, we sought answers to questions such as: a) what solutions were found so that the trainees could carry out the activities provided for in the study plan during the pandemic, especially in the training component in the workplace? B) how did the institutions / companies where the practical component is carried out accommodate these adaptations? C) how did internal stakeholders (teachers, trainees, etc.) contribute to finding the solutions they put into practice? D) what lessons for the future: what has been learned from the pandemic on how to innovate training processes in professional courses?

Keywords: vocational training; training in the workplace; pandemic; pedagogical innovation

Policies – Room 10

95. What lessons can be learnt from international organisations' engagement with lifelong learning as a policy concept?

Maren Elfert- King's College London

Ellen Boeren- University of Glasgow

Tom Schuller- PLA (Chair)

Kjell Rubenson- University of British Columbia

This symposium aims at sparking a discussion about what lessons can be distilled from historical and contemporary approaches taken by international organizations to promote adult education and lifelong learning policies. Since lifelong learning has been prominently featured in Goal 4 of the Sustainable Development Goals (SDG 4) and the global Education 2030 agenda, we are seeing a resurgence of activities in international organisations to promote lifelong learning. Yet, the history of lifelong learning as a policy concept, driven to a large extent by international and supranational organizations, is characterized by many setbacks.

This symposium will comprise four brief inputs, from pairs of researchers who are from different generations and with different experiences but who see value in pooling insights on the way international organisations have been able to promote their different understandings of, and agendas on, lifelong learning. Focusing on the lifelong learning policy work of UNESCO, OECD and the European Union, the four contributions will shed light on the most effective and/or least successful efforts by international organisations to drive the lifelong learning discourse and national policy, and the strategies that made the work successful or unsuccessful. The inputs will discuss specific concepts which have informed and influenced the interpretation of success and failure. These include, for example, human capital, humanism, neo-liberalism, equality. However the discussion will be focussed on the application and value of different approaches, rather than their abstract conceptual standing.



After a short introduction into the topic and four presentations, each of which will not exceed 12 minutes, half an hour will be devoted to a discussion with the audience.

The European Commission's focus on benchmarks and indicators and the persistent status of inequalities in participation

This contribution will focus on the European Commission's introduction of *benchmarks and indicators* in the field of Education and Training at the time of the Lisbon Strategy in 2000 (Holford et al., 2008; Milana et al., 2020). Back then, the European Commission recommended a participation rate of 12.5 percent – 4 weeks reference period based on Labour Force Survey data – of the 25-64 population. This target was increased to 15 percent in 2009 (Boeren, 2016). The Lisbon Strategy aimed for the EU to become the most competitive knowledge-based economy in the world and has been criticised for its strong vocationally oriented focus. While these benchmarks and indicators have now been in place for over 20 years, patterns of inequality in education and training based on educational attainment, age and work status are as visible as ever.

Evidence of persistent inequalities will be demonstrated from Eurostat data. This presentation will highlight policy initiatives taken by the European Commission towards a better understanding of the unequal nature of participation. This includes references to DG EMPLOY's working group on adult education, the diversification of benchmarks and indicators according to socio-economic and socio-demographic background characteristics, the roll-out of the Upskilling Pathways scheme and the thematic focus on work-life balance and lifelong learning by the European Institute for Gender Equality.

OECD and Recurrent Education

CERI's *Recurrent Education: A Strategy for Lifelong Learning* (OECD/CERI 1973) initiated a programme to explore and develop a radical proposal for refashioning the education system as a whole, not just a general support for lifelong learning. It was simplistic in its characterisation of the life course but bold in its attempt to locate education in the wider context of work and living. How far is it still valid as a strategy?

Secondly, human capital as a concept has valid analytical power in relation to LL. Human capital was crudely misapplied to favour initial education (because of the long payoff) but if properly applied, and related to other concepts (notably social capital, Schuller et al 2004), it provides insights and rigour, and is not necessarily narrowly economic. What shapes its applicability?

The Limited Policy Impact of UNESCO's Humanistic Vision of Lifelong Learning

The concept of *lifelong education* emerged in UNESCO in the 1960s. Branded as the “maximalist” vision of lifelong learning (Cropley, 1979), it was strongly influenced by Enlightenment humanism, existentialist philosophy and closely tied to a vision of a democratic society built on active citizenship (Elfert, 2018). The 1972 report *Learning to be* (the *Faure report*) and UNESCO's subsequent attempt to conceptualize lifelong education (e.g. Dave, 1973; 1976) had little effect on national educational policy. The *Faure report* was perceived by member states as too unorthodox and too philosophical, and developing countries regarded lifelong education as a luxury of the developed world (Torres, 2002). In the 1990s, UNESCO's report *Learning: The Treasure Within* (the *Delors report*) reclaimed UNESCO's humanistic tradition of lifelong learning as a counterweight to the context of neoliberalism and economic globalization. But while the *Delors report* had some “soft influence” and sparked some educational reform projects, these experiments were short lived (Elfert, 2018). UNESCO's current *Futures of Education* report has little to say about lifelong learning. The limited policy impact of UNESCO's humanistic vision of lifelong learning was related to a series of circumstances: UNESCO's declining role in the landscape of global governance, the overall neo-liberal political economy, which favoured evidence-based policy-making and measurability, the focus on schooling in international development initiatives, and the lack of funding for adult education and marginalised groups, which also extends to SDG 4 and the global Education 2030 agenda (Elfert, 2019).



Towards a merger of the supranational organisations' world views on lifelong learning.

Critical analyses of supranational organisations policies on adult education and lifelong learning have repeatedly found that the last forty years have left us two competing paradigms of lifelong learning: the “human capital model and the “humanistic model” (Regmi, 2015). Over time the latter has been pushed aside by its human capital rival (English and Mayo, 2021; Mikelatou and Avantis, 2018). However, rather than seeing them as totally distinct it may be advantageous to regard the paradigms as two halves of a Janus face that together express the ambiguous nature of lifelong learning (Rubenson, 2009).

As lifelong learning is called upon to meet the effects of ongoing ecological, economic and social changes (UIL, 2019), this section will focus on the potential to move the supranational organisations discourse on lifelong learning to better reflect the two sides of the Janus face. The analysis builds on Brown’s concepts of pressure points and trade-offs (Brown, 2001). The assumption is that the organisation’s future lifelong learning policies will be shaped by their ability to identify and suggest potential responses to key pressure points countries are facing, globalization, skills upgrading, social inclusion, inequality and democratic deficit. The presentation will outline how key pressure points presently are being neglected in the respective organisations’ formation on lifelong learning policies and identify agenda setting mechanisms and processes (Mortensen, 2010; Di Ruggiero, Cohen, Cole, 2014) that potentially could address these deficits.

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96. Planting seeds of resilience for coping with trauma during the time of a global pandemic: applying transformative learning to trauma responsive practices in professional education using reflective writings

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Mitsunori Misawa- University of Tennessee

The global COVID-19 pandemic has been changing our lives daily. It continues to force us to re-examine the ways we are accustomed to doing things cannot be applied to our current situation where people everywhere are experiencing personal and professional challenges. Such challenges during the global pandemic can be difficult for people in general; however, professionals who serve communities and society at large, such as first responders, medical professionals and firefighters - who are the participants in our study - may experience more trauma in their professional settings. This study will focus on those professionals to understand what their experiences were and how they were and have been coping with traumatic experiences from their reflective writings. The following research questions guide this study:

- 1.What first hand experiences do professionals identify as critical incidents or traumatic experiences in their professional environments?
- 2.How do they describe their professionalism and emotional labor during the global pandemic?
- 3.In what ways do they cope with their traumatic experiences?

This study uses Transformative Learning Theory (TL), the Concept of Emotional Labor, and Trauma Responsive Practice and Teaching (TRPT) as the framework for understanding the experiences of professionals from their reflective writings. Research indicates that professionals go through their own development throughout their careers, and critical incidents or traumatic experiences can cause deviations in their cognitive and sociocultural behaviors (Johnson-Bailey, 2012; Taylor, 2009). TL (e.g. Mezirow, 1991; 2000) has been widely utilized to study adults who go through various life situations, specifically focusing on critical incidents or disorienting dilemmas, to see how they are able to transform their presumptions and perceived notions through critical reflective processes which influence their cognitive, psychological, emotional, and social behaviors. TL is useful for educators of adults in various contexts like workplace learning, and professional education because it is a theory that focuses on one's life experiences and help adults to see them in social contexts and how they fit into various positionalities.

Professionals have their own sociocultural identities and positionalities. Research states that professionals have various responsibilities in their profession, which require them to experience emotional labor in which their work is often driven by emotion. Emotion is one of the major components of their professional work when they directly deal with people. During the global pandemic, some professionals have dealt with people who needed both physical and psychological help. That type of emotional labor impacts how professionals develop their own psychological and emotional self.



This study also uses a concept of TRPT, which focuses on helping people who experienced traumatic life events in educational and professional settings. TRPT stems from culturally-responsive teaching, which uses the experiences of diverse student populations to teach them more effectively. It also uses trauma-informed pedagogy, which focuses on educational practices that promote awareness and understanding of trauma itself for trauma victims and survivors. So, TL, emotional labor, and TRPT seem to be an integral part in professional settings, and this study examines the experiences of professionals to see how they build and sustain professionalism and mitigate emotional labor during the global pandemic.

The context of the study is an adult professional education course in Germany. Students will be asked to describe how and what they experience during the global pandemic in their professions. The authors will conduct a structural content analysis (Mayring, 2015) and a thematic analysis (Braun & Clarke, 2006) on 60 reflective writings. Findings will include disorienting dilemmas or traumatic experiences of the professionals and how their way of working has changed during the global pandemic. Implications for practice and research will also be provided.

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Day 3 – Saturday – Parallel sessions 5 – 2:00–4:00 pm

Policies –Room 1A

97. Follow the funding. Policy choices in Denmark and Slovenia for achieving lifelong learning for all

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This paper analyses the role of linkage between contextual factors and policy choices in mobilizing resources for the achievement of *Lifelong Learning for All* in Denmark and Slovenia. Denmark and Slovenia represent two contrasting contexts in relation to social, economic and political parameters. They have different policy choices, processes and systems of lifelong learning. While in Denmark, policies are predominated by negotiations among social partners, the state plays a predominant role in the Slovenian policy process. Historically too, Denmark has been freely cooperating with the Nordic Council of Ministers while Slovenia has been under the Yugoslavian Federation till 1991.

However, both are EU member states and committed to achieving Sustainable Development Goal 4, *Lifelong Learning for All*. Despite a similar objective, therefore, they have changed their policy choices in almost opposite ways. While Denmark has moved from state-predominated policies to policies where social partners predominate, Slovenia has done vice-versa. From policies where social partners predominated the Slovenian policy choices in the 1970s under Yugoslavian Federation, it has moved towards policies led by the state, post-1990s. How can these contradictory changes be explained? Further, what relevance do they have for the achievement of Lifelong Learning for All in these two contexts?

The research questions for this paper are: How have the Resource Mobilization strategies in Denmark and Slovenia changed to achieve Lifelong Learning for All? What are the linkages between the policy choices and contextual factors in the two countries? How can these changes in policy choices and their contradiction be explained? The methodology includes Policy Analysis and comparison between Danish and Slovenian policy choices aimed at achieving Lifelong Learning for All. It is a macro-level analysis based on policy documents primarily from Denmark, Slovenia and key international organisations between 1972 and 2022. Green's typology about lifelong learning systems and Schuetze's generalisations about financing lifelong learning comprise the conceptual framework of the paper (Green 2000, Schuetze 2009).

The paper argues that with Lifelong Learning for All on the policy agenda, the state is unable to mobilize adequate resources. Thus, Denmark has adopted policies where the market, the social partners and the state mobilize resources collectively. On the other hand, Slovenia has implementation challenges too because of which it has moved towards a system where the state is predominating the policy implementation process while policy choices are predetermined by the EU and extended to Slovenia through European Social Funds and monitoring mechanisms. The paper thereby contributes to developing an understanding about the relevance of contextual differences and their linkages with policy choices for achieving a certain policy objective.

Keywords: Resource mobilisation, policy choices, social partners, International Organisations, Lifelong Learning for All, European Social Funds, funding for education, SDG 4

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98. Between welfare service and market good. How tendering-based procurement shapes the value of Swedish municipal adult education

Diana Holmqvist- Linköping University

Sweden is both cited as a strong welfare state with institutionalised welfare services, and as an avid adopter of the market. On the one hand, services such as health care and education are publicly funded and available for all. On the other, privatisation of such services is allowed and even incentivised by the government. This combined commitment to both universality and entrepreneurialism makes the Swedish example particularly interesting to study.

In this paper, I focus the privatisation of municipal adult education (MAE), a second-chance education for adults, where course provision is outsourced to for-profit private companies and non-profit third sector organisations through tendering-based procurement (a type of auction). My aim is to explore how tender evaluation criteria and measurement formulated in the contract notices of MAE procurements construct the concept of MAE and its value(s).

Drawing on contract notices from 47 MAE procurements and Boltanski's pragmatic sociology I have analysed how conventions of worth (Boltanski & Thévenot, 2006) are mobiles during the procurement process, as municipalities commission courses from non-public providers. For this purpose, I have looked at what tender evaluation criteria are stipulated in the contract notices; how these criteria are measured; and how the criteria are weighted when ranking tenders.

The paper will present the overall findings, showing how the value of MAE is constructed by drawing on a plurality of conventions of worth – e.g., as an *on-demand service* to be readily provided to the municipality-as-customer and the student-as-self-directed-learner; as dependent on the work of certified teachers with teaching experience and subject familiarity; as a resource-efficient service etc. The paper will also focus a few case examples to illustrate the breadth and variety that is present across different local settings in this national adult education system.

From a transnational perspective, there is much to learn from the Swedish case and its organisation of privatisation through procurement. Examples where the value of adult education in procurement is constructed drawing on civic convictions, for example, can function as seeds of inspiration on how to resist neoliberalisation within the confinement of current policies and organisation.

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99. Teacher' policy enactment of science and proven experience: the case of youth recreation leader education at folk high schools in Swedish popular education

Andreas Ruschkowski, Andreas Fejes- Linköping University, Sweden

The idea of evidence-based or evidence-informed professional practices has been debated across many countries and societal sectors the past decades, not least in education (Eryaman & Schneider, 2017). During these decades, a significant strand of education policy discourse promotes integrating scientific knowledge from researchers with experiential knowledge from practitioners, ultimately to improve students' learning outcomes. Aligning with such discourse, Sweden, as the first country, in 2010 legislates that education in the public school system is to rest on science and proven experience (Rapp et al., 2017). To aid implementation for staff in schools, government agencies provide development programs and in-service training as well as support with how teaching can be improved by research-based methods and procedures. However, one form of education for adults - the folk high school in Swedish popular education - stands independent ("free and voluntary") from such legislation and aid yet conducts the youth recreation leader program based on this policy (deleted for anonymity).

The independence raises questions about the program teachers' policy enactment. Prior research on this school form has predominantly examined, for example, its historical development and supporting ideas whereas practice-based issues on teachers' current educational practices is under-researched (deleted for anonymity; Lövgren & Nordvall,



2017). Further, some research emphasizes an interpretation problem with the two-concept policy formulation in that different professionals define the concepts differently (e.g., Levinsson, 2013; Sahlin, 2021). More attention is thus needed for context-specific empirical research, given the uncertainty of conceptual interpretation; the folk high school's characteristic conditions; the limited research on current educational practices; and finally, the half-century long role as the country's sole educator of youth recreation leaders.

In this paper, we direct our focus towards the previously invisible descriptions on how teachers at this specific vocational program work to enact the policy of science and proven experience. Informed by an interpretive understanding of human behavior and the social world, online semi-structured interviews with fourteen youth recreation leader education teachers were employed to analyze their descriptions. By using thematic analysis to structure the interview transcriptions (Braun & Clarke, 2021), we demonstrate how these teachers understand their work in relation to the research focus.

Findings indicate that *science* is enacted as pedagogical content permeating the program, i.e., research-based university-level course literature and researcher-led lectures. These lectures are carried out by researchers either in person at the local folk high school or as online seminars aired on TV in the classroom. In addition, another enactment in the final academic school year assigns the students to individually conduct an academic study. The study is to be reported in an essay-like form, where parts of the preparation consist of discussions on what research is and how it can be carried out. Concerning *proven experience*, it is enacted by collegial pedagogical reflection between the teachers. Such reflection is carried out partly within the local team about daily teaching-related issues, partly beyond this team in more irregular conversations with colleagues at other folk high schools. One preliminary conclusion in relation to enacting science, is that it seems the teachers target pedagogical content while research-based methods and procedures are much less prioritized.

These findings can contribute to knowledge on the Swedish folk high school and teachers' work. Such knowledge is central for developing the school form in general and its educational practices in particular. This research could therefore be “a seed for resilience” not only for current and future professionals in the context, but more importantly, for vulnerable young people being guided by as competent youth recreation leader graduates as possible.

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100. Patterns of resource mobilisation for the education after crisis: a comparative study of OECD and non-OECD countries

Nitish Anand- Department of Adult, Continuing Education and Extension University of Delhi, India

Shalini Singh- University of Science and Technology, Meghalaya, India



Each crisis is a *window of opportunity* for policy changes. The Covid crisis has offered a possibility for policy change as well. The challenges are complex but not incomparable. The 2007-08 crisis offered a similar situation and policy changes followed. Especially in relation to education, the trend regarding investment in education changed much. This change was embedded in the framework for sustainable education and policy changes to a very large extent all over the globe and pushed the education policies towards accepting employability as a global norm (Author 2 & Ehlers 2020). The Covid crisis has largely been a health crisis with far-reaching socio-economic consequences. It has highlighted the relevance of innovation, access (especially digital access), and inclusion in education. Despite facing similar challenges and competing in an integrated global knowledge economy, all countries do not share similar resources because of which their commitment related to the investment in education has varied. This paper analyses the patterns of investment in education all over the globe, comparing the education policies and financing of education in the OECD and non-OECD countries by asking the questions:

How has the investment in education varied after the Covid crisis in OECD and non-OECD countries and why? How sustainable are these new patterns of investment?

The paper uses Policy Analysis, Case Study method and Comparative Approach to analyse the policies and data regarding the investment in education. Statistics from key international organizations, especially the OECD, the World Bank and the IMF are used. The paper compares the changes in investment in education after two crises (cases): the 2007-08 financial crisis and the Covid crisis and analyses the sustainability aspects in the two cases using the international sustainability indicators developed to map progress regarding the Sustainable Development Goals 2015. The conceptual framework includes Kingdon's (1995) framework about windows of opportunity in policy studies and builds upon the literature regarding the human capital approach, rate of returns on investment approach, resource mobilisation theory and sustainability framework. The paper argues that while the post-financial crisis approach on investment in education focused on employability, the post-Covid crisis might change the pattern of investment in favour of innovation, access, and inclusion in the long run.

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Keywords: Resource Mobilization, Investment in Education, Education policy, Window of Opportunity, Sustainability, International Organisations.

Complexity – Room 1B

101. Coevolution narratives. A study about the narrative capacity as essential tool to approach the crisis in a paradigm of complexity in adult training

Katja Vanini De Carlo- Scuola Universitaria Professionale della Svizzera Italiana / Université de Genève

In a context strongly transformed by the pandemic, it is to the *narrative capacity* that we want to give a central place in our work, as an essential competence for adults, in order for them to "*mobilize their best energies, knowledge, and creativity to interrogate the many controversial, non-linear effects of the ongoing ecological, economic, social changes, and to offer plausible and sustainable answers*" as stated in the call for paper of the ESREA Triennial conference. Narrative capacity (Formenti and Gamelli, 1998; Author, 2014; Breton, 2017), or narrative art, is at the centre of our scientific and biographical interests since many years. Today it is at the heart of our questioning at the frontier between research and training, where we stand.

Our activity as a teacher and adult trainer leads us to promote a co-evolutionary (Zanelli, 2017), ecological (Severi e Zanelli, 1990) and therefore eminently narrative approach in preschool teaching training. The individual is central in this approach: "*La prospettiva educativa coevolutiva assegna centralità al soggetto che apprende, quest'ultimo ha un ruolo di interlocutore attivo nell'evoluzione del processo educativo* (Zanelli, 2017, p.21)." Such an approach constitutes a real paradigm shift for future teachers during their training. They are inducted into an epistemology of "and/and", specific to complexity theory. In such a logic, seemingly contradictory inputs, issues and levels are seen



as compatible. Thus, this young future teachers are themselves struggling for attaining autonomy - literally "self-control, from the Greek autos (self) and nomos (law), results from the recursive structure of the system" (Bateson, 1979, pp. 171-172, cited by Severi and Zanelli, 1990, p. 21). In such a systemic dynamic, the interconnection between the context and the stakeholders - learners and educators - makes them constituents of an ecological totality: one's action changes the other's structure and internal organisation and reciprocally, through a system of feedbacks that are typical of systemic logics. And this ecological totality - that is our hypothesis - emerges through narration, particularly in a training situation.

Our investigation aims to explore the transformative power of a narrative approach to dealing with crisis situations such as the one experienced by those pre-service teachers who started their training during 2020, grappling with the consequences of the global crisis. Through an analysis of narrative traces produced within our teachings, including our own narratives, we want to better understand the constant co-evolution in this systemic interconnection as all the elements of this system experience it. Echoing with what we elsewhere explored about the power of telling stories (XXX & Author, 2015) we still consider, with Fabbri (2005) that, "the "récit" (*in french in the original version*) becomes a metaphor of change, but in the same time an operative, methodological tool to grab it and describe it" (pp. 94-95). The closing of the circle of our hypothesis that we want to explore, would therefore be the fact that the crisis becomes itself a coevolutive situation, with the narrative capacity as resource to develop a collective autonomy.

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102. Dancing the crisis beyond the usual choreographies in social educational work

Antonella Cuppari- University of Milano-Bicocca

The neo-liberal logic still pervades contemporary life. It has undermined the liberating, dialogic and problematising function of social educational work and weakened its transformative potential (Freire, 1972). The bureaucratization of practices and an excessive emphasis on technical-instrumental knowledge reduces the socio-educational relationship to a mere professional-user relationship (Fook, 1999; Parton, O'Byrne, 2000). The crisis, understood as a process, can be an interesting "space of transition" (Alhadeff-Jones, 2021) that allows to get out of the comfort of habitual patterns of action, to unbalance power relations and open up to the generative dance between interacting parties (Bateson, 1979).

With this contribution, I intend to narrate the phases and the main results of a cooperative enquiry (Heron, 1996) involving social workers, volunteers and family members of people with intellectual disabilities in Northern Italy during the pandemic crisis. The research had an emergent design. In it, four research-training paths were implemented, based on the knowledge spiral method (Formenti, 2017) and on the activation of a systemic reflexivity process (Formenti, Rigamonti, 2020). While reflection is an individual cognitive function, systemic reflexivity is a practical action that holds together the individual, social and collective dimensions, the dominant epistemology and the power of good stories (Formenti, Rigamonti 2020). In particular, in the last part of the research, I used the performative research method (Haseman, 2006) and my background as a contemporary dancer, for a performative presentation of the results. In the video-performance, the micro, meso and macro levels of social educational work,



elicited by the pandemic crisis, find form and space of expression in body dynamism and in the aesthetic language of dance and choreographic composition.

The decision to create a video-performance arises from a twofold motivation. The first is autoethnographic. The research is part of a workplace doctorate and my inside-outside positioning required me to engage with my “insiderness” (Adams, Holman-Jones, Ellis, 2015) to take care to the complexity of taken-for-granted assumptions present in the culture I am a part of. The autoethnographic approach has also taken on an embodied form (Spry, 2001), in relation to my proximity to the expressive language of dance. The second motivation is related to the topic of the research, which is crisis and its evolutionary and transformative potential (Morin, 2016; Alhadeff-Jones, 2021) in the context of social educational work. Crisis is not necessarily a transformative process. It can be reabsorbed into a return to the *status quo* but, potentially contains the characters of evolution (Morin, 2016). As Gergen and Gergen (2019) state, “performative pursuits continuously remind us that everything remains open to questioning” (p. 64). The performative restitution of the main research results therefore also responds to the need to keep alive in the participants the cognitive and transformative tension generated by the research.

In an age of great uncertainty (Morin, 2020), social educational work needs to leave behind a *hybris* of control that considers technique the only possible strategy of action. On the contrary, it needs ways to dance the crisis and its transformative potential. Through forms of cooperative enquiry that promote systemic reflexivity and holistic knowledge, the negative side of complexity, given by uncertainty and the insufficiency of logic, can link to the positive side of the pattern which connect (Bateson, 1979), in which the one and the multiple, the universal and the singular, order, disorder and organisation (Morin, 2017) are bound together towards new possible future scenarios.

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103. Using a multiliteracies framework to explore adult literacy practices through arts-based learning organisations

Susan Holloway- University of Windsor, Ontario, Canada

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Arts-based learning provides a strong foundation for adult educators and learners to deepen their engagement with literacy, providing opportunities to explore complex issues during this time of ecological, economic, social, and cultural change. Butterwick and Roy (2018) note that “artistic and creative expression, thoughtfully carried out, can enliven adult learning, promote risk taking and empathy for others, and move toward relations of solidarity (p. 3). Literacies, the ability to communicate effectively, can be learned through artistic approaches that take into account the cultural mores, social relations, and personal emotions of adults. A multiliteracies framework considers how multi-modalities provide a range of opportunities to foster engage in learning. Arts-based approaches can infuse the work of adult educators to move adult learning beyond didactic pedagogies (Clover, 2018; Jarvis & Gouthro, 2015).

Research Study

This Social Sciences and Humanities Research Council (SSHRC) funded study explores how multiliteracies can be used in adult education contexts. This paper focuses on examples of innovative arts-based adult education organizations that teach dance, music, drama, and additional language learning through educational strategies consistent with a multiliteracies approach. Using a Comparative Case Study approach (Stake, 2005), the research includes face-to-face interviews, in-depth observations, and document analysis of teaching materials. Our study also includes original film footage of various learning spaces that is showcased on our website [name] geared toward educators.

Theoretical Framework

Multiliteracies (New London Group, 1996) is similar in its premises to New Literacy Studies (Tett, Hamilton, & Crowther, 2012), which is better known in the fields of adult education/lifelong learning. Multiliteracies and New Literacy Studies both contend that language is always a socially-situated, fluid practice that is informed by larger cultural and political systems that influence how literacy is practiced in communities as well as shaped through policies. Multiliteracies’ distinct emphasis on multimodalities provides further tools to analyze expanded forms of literacy. Multimodalities refers to the combination of modes (visual, linguistic, audio, spatial, tactile) to allow for more powerful ways to communicate.

Findings

Participants discuss the power of multimodalities to increase the scope of ways to communicate. The mandate of many arts-based organizations is to broadly connect with the public who may not feel comfortable in more traditional venues like concert halls or classrooms. For instance, one educator working with women who have experienced trauma, gets them to “use expressive writing to bring meaning and understanding to things that have happened to them in their lives that really defy meaning.” Director, Amy Ley of 4th Wall Music, a chamber music group that breaks down barriers (the 4th wall) between audiences and musicians, performs in places like Halloween Scare Houses and outdoors in open fields. Ley speaks to the emotional dimension of music:

You can be in a room full of people who do not speak the same language and all listening to the same piece of music and you can all be crying even though you cannot verbally communicate with one another, you can all experience the feeling that the music is expressing.

These unique concerts promote an openness to considering possibilities for what an inclusive pedagogy can look like in theory and practice.

Implications for theory and practice

This research is gathered from arts-based organizations that engage adults in lifelong learning opportunities to explore socially situated literacies learned through artistic forms. Multiliteracies theory asserts that “a theory of



transformation or redesign is also the basis for a theory of learning” (Kalantzis et al., 2016, p. 224). Arts-based learning challenges how we construct our world views and current patterns of expressions.

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104. Will there be a sunrise tomorrow? Developing biographical resilience and solidarity in view of (multiple) worldwide crises and increasing contingency

Angela Pilch Ortega- University of Graz

Our world has changed dramatically. We collectively experience the ongoing COVID 19 pandemic, which drastically changes our lives and seriously impacts social, health and economic issues. Simultaneously, western lifestyle and a globalized economy cause massive environmental pollution and create climate change that threatens life on our planet. At the same time as we destroy the basis for human survival, we witness the erosion of established conventions for peace in Europe, as Putin’s regime carries out massive war crimes, cruelly killing innocent Ukrainians, and threatening the world with nuclear war. The events in Ukraine left me stunned and shocked as never before in my life. Will there be a sunrise tomorrow for all of us, and is there still hope? To be honest, I don’t know if there is still enough faith in the ability of humans to learn, to transform our world to become a better place, expanding democracy, human rights and solidarity. The current man-made catastrophes have in common that they unfold unprecedented destructive power, which shake the social structures of our communal coexistence (Heinlein & Dimbath 2020). This results in comprehensive social upheavals, social shifts, and dislocations, which leads us to fundamentally question our sense of integrity and trust in the security and continuity of our lifeworld. The social fragility and vulnerability of our everyday life circumstances require coping strategies to deal with crises, the occurring unpredictability, and increased contingency of our future horizons. What are the consequences of increased contingency for us as individuals and as members of a global community? We have to deal with potential risks of *man-made* disasters and consequent destruction as an expression of a future which cannot be controlled in full, and have to accept disasters as a constitutive part of our living conditions. Such conditions require us to develop biographical resilience in order to handle both known unknowns and unknown unknowns of our future horizons and develop our ability to attend to upcoming challenges of humanity (Bröckling 2008).

This paper explores social responses to *man-made* disaster, with a specific focus on the Russian military invasion into Ukrainian territory, and the threat of a nuclear war. The exploration aims to highlight different strategies of dealing with the emotions of complete bewilderment, powerlessness, sadness and anger in view of war and tragedy in the Ukraine. My analysis focuses on tweets of three twitter hashtag discussions: #StandWithUkraine, #FuckYouPutin and #Anonymous. In my comparative analysis of these hashtags, I explore social interaction, created images, and expressed feelings, as well as strategies to overcome bewilderment, powerlessness, sadness, and anger. Based on this analysis, I discuss social learning processes and the development of collective strategies as a response to the extraordinary dynamics of the Ukraine war. Ultimately, this discussion serves as an offset to reflect on the development of biographical resilience as a source of hope, and on implications for adult education.



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Higher Education –Room 1C

105. Perspectives on the value of studying an early years foundation degree (EQF Level 5) in England: Past, present and future destinations

Sarah Cousins, Caroline Jones- University of Warwick

This paper draws on a small-scale, collaborative research study which investigates whether the Foundation Degree in Early Years, originally conceived over twenty years ago, still retains current relevance and value to the early years sector in England. This Level 5 route to an early years Higher Education qualification was established in 2001 to provide a unique blend of knowledge, application of skills and relevance to the workforce. It has frequently served as a foundation of learning, then as a ‘springboard’ for wider opportunities and professional pathways, such as progression to a bachelor’s degree or postgraduate routes to teacher training. This qualitative study aimed to explore the impact of studying the Foundation Degree in Early Years on practice in settings, the confidence and competence of the students themselves, and, ultimately, on young children and their families.

The paper adopted an interpretivist and layered approach. The researchers aimed to gather in-depth narratives from a handful of students at each of two universities in England and reflect on these individually then collectively over an extended period of time. The timeframe was extended due to the prevailing conditions within the Covid-19 landscape. Bourdieu’s notions of habitus (Bourdieu, 1991) and corporeal knowledge (Bourdieu, 1997) were applied to the research to support discussions about barriers and challenges faced by adult learners on entering higher education. Deleuze and Guattari’s (1998) notion of counterpoint was also used to depict the backwards and forwards pattern of discussions and decisions made between the ten researchers involved.

Data were gathered firstly from online questionnaires and secondly, at the next layer, from semi-structured, online interviews with students and recent graduates from the University of Warwick and University of Hull located in two different regions in England. The research does not claim any wider applicability from the data. These online opportunities were adopted due to prevailing restrictions imposed by the Covid-19 pandemic. However, these methods were found to be conducive to creating a comfortable environment for participants. It is likely that such virtual approaches will be adopted more readily in post-pandemic environments. Standard questionnaires, approved by the two universities, generated tabular data for analysis and discussion by the team. Additionally, a thematic analysis was applied to identify key, recurring themes from the interviews.

Six key themes emerged around issues such as change in the workplace, expertise, challenges, status and career aspirations. These were refined after discussions over time. The data were analysed and presented with reference to what the participants said.

The study concludes that, despite its longevity, the Foundation Degree in Early Years continues to be important in transforming the lives of some students and creating enhanced levels of workforce expertise in early years settings. Participants said they were able to apply their skills, experience, and knowledge to support children and families within and beyond their work contexts. They talked about their increased confidence not only in their professional encounters, with their managers, teams and parents, but in other aspects of their lives. The study paves the way for further research with a larger sample.

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106. Why do Asian students go to the German university of applied science? Based on Pierre Bourdieu's theory of cultural capital

Dohye Yoon, University of Tuebingen (Germany)
Junjun Huang, Beijing Normal University

The purpose of this study is to understand why Asian adult learners chose to study in Germany through in-depth interviews with Asian students enrolled in German universities of applied sciences. In addition, this study conducted in-depth interviews with 6 Asian students attending German University of Applied Sciences, why they chose to study abroad, their perception of Germany, their educational aspirations, analyze how goals and expectations are connected to their cultural capital. Students obtain and inherit their cultural capital from their family background, from their previous lived experience, thus they have more higher education aspiration and expectation to pursue foreign educational certificate. The cultural capital here refers to personal attitudes, social values and perspectives, and aesthetic tastes that 'pack' an individual as a person suitable for a socially valuable position. From lifelong learning aspect, individuals learning experience not only from their school life but also from their normal daily life experience, from their parents, friends, and so on. Their motivation to study abroad through in-depth interview is divided into four categories : (1) Recognition of the superiority of global education through 'lived experience' (2) The thresholds of an easy-to-access international degree (3) Possibility of conforming transnational cultural capital (4) Expectations for use as a trump card in the field of labor market.

In addition, the phenomenon of Asian students studying abroad in German universities of applied sciences is understood from the perspective of 'Global Hierarchy of Germany and German Universities in Asia', 'The structure/relation of academic background and social status in Asian society', 'Micro(sopic) Interactions and Habitus'. Therefore, this study shows how the phenomenon of studying abroad at the German University of Applied Sciences is simultaneously, relationally, and multi-dimensionally connected with global, national, and individual dimensions through this empirical study.

107. Entrepreneurship in higher education in Italy and Ireland: a new research track for adult education

Letizia Gamberi- University of Florence

Among the many challenges that the pandemic has posed regarding the rapid and deep societal and economic development, a strategic issue is how to support the development of competences for jobs that have not yet been created and to face social challenges that we cannot yet imagine. With a particular focus on young adults, it is necessary for higher education (HE) to reflect on the central role it plays in building professionalism and in helping people acquire and develop not only technical competences, but also and especially life competences. Work preparation, in fact, is nowadays one of the most complex aspects that HE must deal with, and the Italian university is not adequate for the world of work and to provide the competences required by it (AlmaLaurea, 2021).

It is in this framework that the emergence of the concept of entrepreneurship (Moberg *et al.*, 2012), in its different and multiple forms, opens spaces towards a new model of university to support young adults to face the new challenges of today and of the future. Talking about entrepreneurship means dealing with one of the key competences for lifelong learning. It was already clear with the Recommendation of the European Parliament in 2006 that this competence should not be understood only in its narrower perspective that recalls self-entrepreneurship, but, on the contrary, should emphasize the transversal aspects that it holds. Entrepreneurship should be understood as «the capacity of act upon opportunities and ideas and transform them into value for others (Moberg *et al.*, 2012)». Working on entrepreneurship is an attempt to support students in gaining awareness that they can truly be value creators, in whatever context they will work (Lackéus, 2020).

The National Strategic Plan for the development of adult population's competences also considers the importance of entrepreneurship, including it within the third line of action and focusing on the training for innovation and



internationalization. Specifically, it emphasizes how dealing with training at a young age and at HE level opens interesting prospective for the adult population. Building competences for the work means preparing citizens for a world in constant and rapid evolution. The EntreComp framework by the Joint Research Centre (Bacigalupo *et al.*, 2016) marked a milestone in spreading a common understanding of entrepreneurship at the European level and stands as a bridge between education and work to promote entrepreneurial education.

Purpose

The research aims at investigating the relationship between HE and the development of entrepreneurship competence in young adults. The objectives are: to deep the understanding of entrepreneurship and entrepreneurial education, their definitions and frameworks; to explore and map pathways for fostering entrepreneurship competence in HE at national level (with a particular focus on Contamination Labs¹) and international level (Irish universities, where the researcher is doing a visiting period). The research is guided by the following question: how can we develop entrepreneurship competence for young adults in HE and through what pathways, methods and tools can they be acquired?

Method

A mixed-method approach (Creswell, 2008; Teddlie & Tashakkori, 2009) has been followed. According to this research strategy, the following phases have been planned: desk research and literature review; preparation of qual-quant data collection tools, based on the literature; qualitative data collection. The latter is carrying out through a semi-structured interview addressed to CLabs Chief and key informant professors in the Irish universities. This phase is still in progress and the results will be presented. The quantitative data will be collected after the qualitative ones. The quantitative phase will be based on self-compiled questionnaire addressed to the project managers of the case studies identified. Both qualitative and quantitative data will be analysed followed a computer-assisted procedure.

Expected outcomes

In line with the above, the expected outcomes are: identify the main approaches, models, trends of entrepreneurial education pathways implemented in HE at national and international level; detect good practices for fostering the entrepreneurship competence in young adults.

Originality

The research represents a reflection that expands the traditional topics of adult education and invites the opening of new research perspectives, only partially privileged by pedagogical themes. The research is based on a broad conception of the topics and is rooted in the value creation approach (Bryant & Julien, 2001), taken as a common denominator between entrepreneurship and education.

In 2012, by the Ministry of Education, University and Research financed the launching of Contamination Labs (CLabs), with the aim of developing entrepreneurship competence in all students with different educational backgrounds and level through experiential learning and partnership with local entrepreneurial ecosystems. The OECD has considered CLabs as one of the best ways of supporting entrepreneurship and innovation in Italian universities (OECD/EU, 2019).

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108. From biography to learning: Travelling in time via the narration of adult learners in higher education

Katarina Rozvadská- Masaryk University

The present study investigates the narratives of biographical learning trajectories given by an under-represented and thus vulnerable group within higher education (HE) - the non-traditional students. This group is operationalised as adult learners who enter HE when they are at least 26 years old and had a break in their educational trajectory (Novotný et al., 2019). In 2019, we (in a broader research project) conducted 29 biographical narrative interviews with non-traditional students from Czech universities. After two years, I repeated the interviews with 3 of them, each of the respondents representing different learning trajectories after the previous interview. With the help of the data from the original narratives and the second interviews, this paper addresses two questions from the conference call: “How are adult lives and learning changing under the pressure of global challenges? Are there now new learning spaces, and how do learners respond to them?” This paper argues that to find out about the new ones, we have to know what the learning spaces are, how they develop over time, and how adults learn from space and time. The present study uses biographical learning as the conceptual framework to accomplish this aim. The biographical learning perspective is understood as the “study of the relationships that exist between learning and biography, the influence of biography on learning processes and practices, and biography as a mode of learning” (Tedder & Biesta 2007, p. 3). More concretely, I am interested in how the narrator tries to make sense of lived experience through the narration (Horsdal, 2011). By inviting participants to talk about their previous educational trajectory, the interviews settled up the life history dimension and by interviewing them repeatedly over two years the ‘real time’ or ‘life course’ dimension (Biesta et al., 2010). The biographical learning trajectory is conceived as a trajectory in time that incorporates both past and future into the meaning of the present. Analogically, space is deemed as a product of trajectories and relationships – a domain continuously under construction (Bron et al., 2021; Massey, 2005). In the methodological framework, the paper combines the structural approach with the functional dimension to narrative analysis. On the structural level, the research question was: What is the role of the time in narratives about learning trajectories? On the functional level, the research question was: What is the function of time in learning from our biographies? What learning spaces are essential for adult learners in their biographical learning trajectories? The analysis of transcripts used word by word and line by line coding and the future-blind method (Wengraf, 2004).

The emerging results show that time gives meaning to learning experiences, as it creates links between them in the life story. As for the space, it anchors the lived (memory of educational setting is given by the space where it was



situated) and un-lived (unfulfilled study aspirations because of the communist regime) experiences into the biography. Biographical researchers have already noted that people don't tell stories as a linear progression of events but move backwards and forwards between different times and experiences (Merrill & West, 2009). The results of this paper explored more on the learning role of these movements. The first function is the one-directional live course timeline, used as a guideline for storytelling. Second is the multidimensional space-time, through which we can reach the past and even the future and accord meaning to our biographical experiences. In the first configuration, the historical time displayed in the narratives is synchronous to the narrated experiences. The second one, space-time, functions diachronically as a biographical travelling in time.

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Integrated Care – Room 1D

109. Learning to lead the transition towards an integrated health care

Gunilla Avby, Camilla Thunborg- Department of Education, Stockholm University

Introduction

In 2017, the Swedish government appointed an inquiry to regions, municipalities and government agencies addressing the necessity of a transition towards an accessible, integrated and sustainable health care system (SOU, 2020). Pursuing a change in a complex area such as health care means that confidence in management's intentionality must often be rejected. A high degree of complexity means that it is not always possible to predict either the short-term consequences or the long-term effects of a decision or action. Complexity also includes the difficulty involved in coordinating efforts, and places high demands on leadership and the ability to lead and drive development. The research highlights the importance of leadership in organizing everyday work so that, for example, good care is given to patients while good conditions are created for employees to be able to develop both themselves and their work (Avby et al., 2019; Kjellström et al., 2022).

To use policies and reforms to encourage health-care providers to deliver quality care is a common political action (Anell et al., 2012). However, the process of managing and integrating the goals of a reform obviously varies between regions, as challenges and settings are different. The inquiry noted that there is both a lack of inclusion of employees and a lack of work with leadership issues in the transition and that "in many places there is no forum for dialogue with employees, even though forums for information may exist" (SOU, 2020, p.383). In 2020, the Swedish Association of Local Authorities and Regions (SALAR) initiated an educational program to support the political intention of a new coordinated health care system. Due to the Corona pandemic, the program was digital, which enabled the number of participants to increase significantly. The program engages both managers and politicians in the health care sector, with the aim to increase the competence in leading a large-scale change, equip leaders for a sustainable and courageous leadership, and to share experiences and learn from each other.



In the paper we take the departure in theories on organizational learning (Crossan et al., 1999; March, 1991) professional identity formation (Thunborg, 1999; 2016), and ambidextrous leadership (Avby, 2022; Rosing & Zacher, 2011) to understand issues of learning to lead the transition.

Aim

This paper aims to explore how the educational program strengthened different actors' skills to lead the transition towards an integrated health care in one of Sweden's northern regions.

Methods

The paper is based on 12 interviews (politicians, managers, coordinators and experts) working in a rural county council and seven municipalities within this region, and whom all participated in the educational program in 2021. Also, observations of the program and discussions organized within the program serve as a basis of our findings.

Results

The findings show that the program supported a personal as well as a shared understanding of the complexity and urgency of transition, but that the initiatives in practice were locally organized experiments, often related to individual interventions. The results identified success factors that was believed to be crucial in the transition, but also challenges that needed to be handled, such as how to integrate innovative initiatives with the overall strategy that had been developed in the region. We also found that different actors' identities became crucial in both how they understood and acted in the process. Moreover, the pandemic became a means for new forms of dialogue between the region and the six municipalities that also contributed to the transition. Finally, although all actors saw the importance of citizen dialogues, the citizens became invisible in practice.

This feasibility study highlights interesting issues that form a basis for potential in-depth studies. A special challenge for many organizations, not least in welfare, is the problem of combining the ongoing activities with improvements efforts, that is, to organize for both production and learning. A large-scale transition like this will require a better coordination and cooperation between municipalities and regions, a closer dialogue with citizens, a leadership supporting the change (Vårdanalys, 2017), and balance between exploring new opportunities and exploiting existing competencies to improve organizational performance (March, 1991).

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110. Chronicity and pandemic: Research perspectives and educational actions to support the adult with chronicity

Guendalina Cucuzza- University of Milano-Bicocca

The pandemic experience has contributed in highlighting the multifactorial dimension of the conditions of health and disease, consisting in the result of the interaction between biological, psychological, social and material elements. In consideration of such complexity, in which the medical-health paradigm seems to be in trouble by its exclusive focus on the biological level of the disease, new creative thinking approaches, capable of grasping the relationships between the various dimensions of the subject's life, become needed in order to build sustainable life paths.

These considerations earn greater significance when contextualized in the context of chronicity, a condition constantly increasing worldwide, in which the negative impacts of the pandemic get amplified: the necessary reorganization of health services has led to the deferral of scheduled services with the risk of a reduction in the quality of healthcare; the new rules established to avoid contagion have added further obligations to those necessary for the management of the disease; moreover, social distancing, often made even more drastic by the condition of fragility, has contributed to increasing the difficulties of the subjects in terms of social participation and involvement in their communities. This condition challenges pedagogy in understanding how to support the subject in change and in the definition of his own life project.

In this perspective, starting from the results of a qualitative empirical research on the educational dimensions of the self-management practices of type-1 diabetes in the adult patient, the paper intends to highlight the contribution that the adoption of a socio-material approach on the experience of chronicity can offer in the opening of new research perspectives and educational actions that could support the adult subject in experiencing these new life scenarios. Based on the witnessing of adult diabetic patients, collected through in-depth interviews, and analyzed in accordance with the assumptions of the Actor-Network Theory, the theoretical and methodological framework of reference for the investigation, the research has highlighted the numerous informal learning that the subject must develop in order to cope with the tasks of self-management and daily life. The fulfillment of such practices involves a constant process of learning from experience and the development of flexibility, organizational skills and problem-solving competences. However, the subject and the healthcare network are often not aware of such experiential knowledge.

The adoption of a socio-material approach has made it possible to identify them as the result of situated and heterogeneous networks of actors, thus opening up to a research work and educational action favouring its disclosure and support. The work, therefore, concerns the reconfiguration of this type of experiential networks that allow the subject to face the condition of chronicity, analyzing which material assemblages can favour and support the subject's formative processes and the opening of fields of educational experience that allow to become aware and elaborate the learnings developed with practical experience.

The realization of education paths for chronically ill adults in this direction, earns an even more central role in the current pandemic where the skills of flexibility, problem solving and learning from experience are fundamental to face the difficulties and challenges that this imposes and activate transformative resilience processes. These paths enhance the resources and potential of the interaction between the subject, the social and material reference context and, thus, constitute the opportunity to deconstruct a passive image of the person with chronicity to favour their empowerment and participation in the community, opening up to transformative practices in this sense.

111. Bridging universities and communities from the heritage learning perspective

Ewa Kurantowicz- University of Lower Silesia

Adrianna Nizińska

Anna Andrejow-Kubow



The aim of the presentation is in some way to return to the debate on the third mission of the university. In particular, we will consider the role that cultural heritage can play in this process and how it can support the solution of everyday, social problems towards citizenship and social inclusion. Strengthening cooperation between universities and communities also requires appropriate, open, democratic universities. How can heritage strengthen these university's qualities?

Cultural heritage, if explored in a critical way and with respect to its very broad and interdisciplinary notion, can bring educational added value to the practices of teaching, learning and researching, also bridging the gap between universities and local actors and benefiting the communities and society at large, in a long term. Cultural heritage also carries the emancipatory potential of addressing difficult and controversial issues of oppression, violence, colonisation, injustice and misrepresentation, embedded in social narratives of institutions, groups and individuals. Its constant construction and deconstruction in a variety of social spaces can be seen as an educational process leading to empowerment, increase of participation and democratic engagement. Broader theoretical strands framing the project are located mostly in critical theory (Habermas, Honneth) and issues of participation (Arnstein) and belonging (Yuval – Davies). We also plan to present and discuss “the learning heritage concept” as the main result of the interdisciplinary and international study.

European universities with their own institutional heritage are important actors in these social discourses, but it is essential that they build a network of formal and informal links with non – academic actors engaged in heritage processes. It also differs across the Europe till what extent and in what way universities are using cultural heritage in education, research and social outreach activities. To explore these issues in a comparative perspective, grasping the variety of practices, a consortium of five European universities, composed of scholars in the field of education, art, philosophy, archaeology and heritage management undertook the Erasmus + research project *EU_CUL Exploring European Cultural Heritage for fostering academic teaching and social responsibility in Higher Education* (www.eucul.com)

Keywords: cultural heritage, heritage learning perspective, cooperation with communities.

112. Learning with the body and about the body through the liminality of pain.

Maja Maksimović- University of Belgrade

We live in a period of chronic pain. The acute situation is prolonged. Pain is considered chronic when it lasts longer than the normal course of the disease or longer than the expected time required for the injury to heal. Its cause is often unknown and it eludes biomedical interpretation and resists classification. It is, therefore, a condition between health and pathology, liminal and unmarked. That flow of time filled with physical pain is at the same time a divergence from the previous life because there is a new spatial-temporal construction of reality and corporeality, as well as a loss of self-confidence and of self-certainty. The new circumstances require from a person to restrict movements and often to accept dependence and the need for support, to slow down, to be unfocused, unproductive and passive, characteristics that are considered to be less valuable in Western society.

Usually, people experience difficulty of verbally expressing physical pain as it has no voice and belongs to an invisible geography (Scarry, 1987). Due to the liminality and uncertainty of the cause of pain, there is no possibility of adequate sharing of lived experience and a person in pain is often perceived as someone who exaggerates his/her own suffering, which further leads to social isolation and loneliness. Such a phase is marked as liminal (Author & XXX, 2019) and, if we accept the usual interpretation of the crisis as the beginning of transformative learning, it can lead to a re-examination of previous worldviews, especially those concerning corporeality and identity. In my work, I used an autoethnography based on performative-visual artistic methods, but also phenomenological approach as I was using a semi-structured interview with a person who has gone through and is still going through the experience of pain. The resulting narratives are not coded and categorized, but I have tried to show a mapping of two lived experiences because it is in dialogue that new meanings and stories emerge. This text is a prologue to the art-based research that will be continued and further explained. Based on the statements of



the interviewees, it was shown that such linearity of learning is not always applicable and that learning in chronic pain is characterized by disorder, meaninglessness and inconsistency of insights and changes.

Keywords: learning, chronic pain, liminality, autoethnography

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Digitalisation – Room 1E

113. Digital formats in adult education: demands on learners and teachers

Bernhard Schmidt-Hertha, Karin Julia Rott- University of Munich

The Covid19 pandemic, which has forced all sectors of the education system to temporarily abandon face-to-face courses altogether, seems to prove right those who have been calling for and pushing for greater digitisation of the education system for years. The sceptics who wanted to stick to classic delivery formats seem to have been proven wrong. At best, the infrastructural limitations are becoming clearer than ever (cf. also Boeren, Roumell & Roessger 2021). At the same time, however, it seems short-sighted and risky to discuss the issues associated with digitisation in the education system only against the background of the current pandemic conditions. The digitisation processes that are being driven forward with the greatest vigour out of the current emergency cannot simply overcome existing structural problems and, especially in adult education, are also dependent on the acceptance and media competence of target groups.

Against this background, this article deals with the question of what the current pandemic means for digitisation in adult education in the medium term. In particular, it looks at the personal prerequisites of digital learning formats on the part of both teachers and learners (Kara et al. 2019). For both - teachers and learners - the use of digital media in adult education entails new requirements and challenges, which are discussed in this article on the basis of empirical findings from Germany.

Within the framework of representative surveys of continuing education behaviour - such as the Adult Education Survey (AES) - very detailed socio-demographic background information on the respondents is collected, among other things, which offers the possibility of mapping the dimensions of continuing education behaviour and interests, which are also collected, in a differentiated manner for different sub-populations (Schmidt-Hertha & Rott 2021). These studies provide an important basis for addressee and participant research in adult education but are not without reason often combined with qualitative approaches. The data collected in representative surveys on CET behaviour and attitudes are usually limited to the degree of agreement by respondents to pre-formulated statements or their frequency statements on activities and experiences. In a national supplementary study to the AES 2018, the topic of digitalisation was a particular focus and the data collected there provide information on the use and acceptance of digital media in CET contexts from the perspective of the participants. The focus is on the presence of digital media in attended continuing education events as well as the attitude of the respondents towards digital media in educational contexts.

While for participants, in addition to general media competence, the focus is primarily on their willingness to engage with digital learning formats, with regard to the teachers, the question arises as to their abilities to design and accompany digital learning opportunities (Rohs et al. 2019). In a mixed-methods study, a media pedagogical competence model for adult educators was developed and empirically tested. On the basis of this model, the requirements for teachers in adult education can be described more precisely and corresponding further training offers for this group can be developed. The model and its empirical basis are presented in the second part of the article, before concluding with an outlook on the future development of digital offers in adult education.

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114. The two levels of digital adult education

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The COVID-19 pandemic brought a host of challenges for families and adult educators alike. In the context of contact restrictions, lockdowns and other measures to decrease the spread of the virus, adult education and family counselling facilities had to quickly adapt digital methods to continue to meet their clients' increased demand for support.

Based on the challenges induced by the pandemic, we pursued a two-level-approach, examining the following research questions: (1) How can adult educators be trained efficiently in the usage of digital methods and how can their transfer of experience and development of new ideas be stimulated? (2) How did adult educators manage to adapt to the change in requirements for effective work? What were their most pressing issues and hurdles in regard to the change?

To gather data for these questions and to help assuage the shift in requirements for effective adult education, we conducted more than 30 digital events between November of 2020 and July of 2021. These events attracted 1.250 participations by adult educators, who specialize in parenting programs, family counselling and institutionalized family welfare. During these events, we focused on an educational display of digital methods to provide dedicated guidelines and toolkits to translate offline adult education into a digital environment. To ensure the usability of the displayed methods, we also provided best-practice-examples and facilitated the exchange of experience between professionals.

In our paper we will present our experiences with training other adult educators in the usage of digital methods. Specifically, we will discuss three methods we used to accomplish the aforementioned goals: digital conferences, digital workshops and digital world cafés, including the potential integration of digital collaboration tools. We will draw on the feedback, which was collected anonymously with the usage of an online questionnaire, which was sent out directly after the conclusion of each event (N = 678), to evaluate the respective methods' advantages and limitations.

On the second level we will evaluate the reported experiences of the adult educators with the transition of their work from a traditional offline setting to an online environment. This includes a self-assessment by said adult educators concerning their digital competence as well as their views on the current biggest hinderances in regard to the adaptation of online education methods. The data suggest a correlation between the self-estimated level of digital competence and the current biggest problems they face. Additionally, the data indicates that the self-estimation and the reported problems differ by the type of institution the adult educators are employed at.

Based on these findings we will show prospects and pitfalls for the future of digital adult education methods.

Keywords: COVID-19, adult education, digitalization, family, counselling

115. The design of generative learning space for the emergent AI-human interaction

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The ever-deepening relationship between computational intelligence and human workers constitutes the emerging complexity in the future of work. The complexity is presented and imagined with the blessing of computational



revolution, the prevalence of digitally savvy workforce and the increased attention to sustainable management (International Labor Organization, 2019). Both the theoretical reading (Broussard, 2018; Crawford, 2021), and the felt reality of socio-technical complexity (English-Lueck, 2017; Wajcman, 2019) envisage the techno-centric transformation in the workplace, which reshape the relational dynamics not only among human workers but also between human and technological artifacts. Notably, the ethnographic accounts of the socio-technical entanglement embedded in the future of work context reveals the prevalent *technochauvinism* (Broussard, 2018) or the *solutionism* that technology can offer as the ultimate result among engineers and designers of systems. Wajcman (2019) acutely described such a culture through vignettes of digital calendar designers, who dared to imagine a future work environment where artificial intelligence judge human workers' management of time.

The prevalent solutionism—that technology fixes every social problem—among the designers of the socio-technical scene (i.e., engineers, technicians or software designers) demands a deliberately designed educational intervention (Steel et al., 2016). Interestingly, the desire for ethical training is beginning to gain attention as a way to enhance the sense of moral responsibility among engineers (Zhu & Woodson, 2020; Wang et al., 2015). However, not until the expansion of democracy and the recognition of the wide ramifications of technology has the ethics of engineering been discussed in relation to social responsibility beyond professional ethics (Mitcham, 1987). Thus, the discussion around the cultivation of a responsible mindset for all actors, engineers included, needs a deeper exploration of the current emerging socio-technical complexity. Complexity embeds an ever-deepening entanglement between computational intelligence (non-human actors) and human actors demanding different responses as the emergence of socio-material structure shapes the context of work and life (Fenwick, 2016).

To meet the practical needs of ethics education in the context of the future of work, this study proposes an educational intervention that offers a critical space for prospective actors, especially engineers, in the context of engineer educational, to re-examine their solutionist beliefs. A case study was conducted to explore how undergraduate engineering students think about ethics and responsibility. We designed a micro-intervention which aimed to help the students critically assess the internalized belief system that technological fix surpasses other solutions. The larger milieu of this study is the cyber-physical-social-system (CPSS) in the manufacturing context where human labor is managed by algorithmic predictions, epitomizing the socio-technical complexity.

In this study, participants were asked to experience a mock CPSS setting where their work process of assembling a handheld tool is informed and often interrupted by the disruptive visual, auditory and somatic nudges from systems that are designed to expedite the work process (Thaler & Sunstein, 2008). The hypothesis was that depending on the types of educational intervention before the experiment, students' response to such intrusion may result in ethical ponderings that challenge the performative paradigm. As such, an inquiry-based learning intervention is given as a treatment that helps participants engage in critical reflection on the relationship emerging from the human-non-human interaction. Unlike conventionally implemented ethics training which requires students to analyze cases from a distance, the inquiry-based intervention adopts a generative leaning approach (Author 2, 2021). The intervention is intentionally designed to spark students' reflection (first person subjective and second person intersubjective) through an iterative process of inquiry around the socio-technical entanglements that they experience while assembling a tool in a manufacturing simulation. By surfacing the students' assumptions about the computation intelligence (algorithm) and human relationship we found a way to reframe their assumptions about the dominant paradigm of solutionism and respond to the uncertainty in a more generative and affirmative way.

This study proposes creating intentional educative spaces that engage the socio-technical complexity of a human and more-than-human entanglements through learning that is ecological and inquiry-based. By doing so, this study proposes a new placement of adult learning to cultivate the capacity for perspective reflection while catalyzing a responsible mindset that attunes to the otherwise unnoticeable changes arising from the socio-technical complexity.

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116. Risk of job automation and participation in AE and training: Do welfare regimes matter?

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Previous research has established that the highly educated are more likely to participate in adult education and training (AET) and has highlighted various aspects of the so-called Matthew effect, meaning that initial educational inequalities perpetuate over the life span. Unless redressed with broader social policy and government support, inequality in access to adult learning opportunities for vulnerable groups is likely to continue to grow. Matthew effects are less well studied in relation to the risk of job automation, although the effects of automation technology on the future of work and the labour market is one of the most pressing questions of our time. Despite significant variation in research findings regarding the calculated risk of job automation, all studies conclude that low-skilled, less-educated workers, are most likely to experience disruption and displacement by technological change and digitalisation. The pandemic has reinforced these effects.

Theoretical frameworks attempting to explain why adults participate in education and training assume that participation in AET is the result of the interplay between individual agency and structural conditions. While individual determinants of participation are rather similar across countries with educational attainment, employment status, occupation and age having a high predictive power, country-specific structural conditions seem to play a significant role in the provision and take up of learning opportunities. According to the literature, the type of welfare state regime shapes the broad structural conditions, which in turn bind or constrain individuals' capabilities and choices (bounded agency model). Research on the relevance of country groupings in relation to participation in adult education and in-company training has demonstrated strong overlaps with existing welfare state typologies.

Another literature strand deals with explaining the reasons for non-participation in AET focusing explicitly on barriers to participation distinguishing between situational, dispositional and institutional barriers. Research has shown that there are country specific institutional arrangements that determine the levels of barriers and enable individuals to overcome them.

This paper explores the relation between risk of job automation and participation in adult education and training (AET) and examines variation in that relation across countries and welfare regimes distinguishing between barriers on the supply vs demand side.

Using microdata of PIAAC we analyse participation in formal or non-formal AET for job-related reasons in relation to the risk of automation of the respondents' occupation after controlling for main socio-demographic characteristics. We selected fourteen European countries and grouped them in five welfare regimes according to the literature on the Three Worlds of Welfare Capitalism and its extensions: Denmark, Norway and Sweden (Nordic countries); Italy, Greece and Spain (Southern European); Czech Republic, Slovakia and Poland (Central and Eastern Europe), Belgium, France and Germany (Continental) and UK and Ireland (Anglo-Saxon countries).

Our findings confirm that participation in AET is especially low amongst those most in need: the low-skilled, those whose jobs are at high risk of automation as well as non-standard workers. The results suggest that the negative



relation between risk of automation and participation in AET is robust across countries and welfare regimes. Although some welfare regimes seem to do better than others at getting workers to participate in job-related AET, workers in occupations at high-risk of automation were found to be consistently less likely to do so, quite irrespective of welfare regime.

Policy responses to date are limited by focus on job loss. The use and extent of education and social policy instruments emphasising upskilling and reskilling, public spending in open and flexible education and training systems, establishment of skills recognition system and programmes targeting the most vulnerable groups can be crucial to foster training opportunities for workers in occupations at high-risk of automation.

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Focus on Learners – Room 1F

117. Lives on hold: critical consciousness and perspective transformation in prison as a double-edged sword

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The paper presents the initial stage of a three-year research project that aims to examine the ways in which the prison context influences adult learning, taking the Greek prison system as an example. Among other things, we intend to examine how the tension that exists between the basic principles of critical pedagogy and the lived realities of carceral space, influences the way that transformation is understood and experienced by those involved in prison education either as students or as educators. Building on the work of theorists and activists that explain how the prison environment and ethos functions as a “school”, leaving lasting imprints on those incarcerated, we suggest that it is impossible to understand the potentialities and limitations of prison schools, if we ignore the context in which they are embedded.

This is especially relevant in the Greek case, given that the provision of education opportunities for inmates is scarce and incoherent. According to the available data, only 1 in every 10 adults incarcerated in Greek prisons is provided with an opportunity to study, a percentage that gets much smaller if we account for those who have not completed



compulsory education and/or do not even speak the language. Furthermore, the vast majority of those who get the chance to participate in some kind of educational programme during their incarceration are practically denied the opportunity to proceed at a higher level, due to the chronic reluctance of policy makers to implement the legal framework that ensures inmates' access to all levels of education.

In the absence of official data, we will, first of all, describe the basic circumstances under which prison education is being provided in Greece, drawing from relevant studies, published student inmates' accounts and semi-structured interviews of prison schools' directors. We will also review the restrictions imposed during the pandemic that demonstrate the neglect of prisoners' educational among many other basic needs, worsening their already vulnerable position. Finally, we will describe the initial steps of our research design, which follows the Participatory Action Research approach. The specific approach that allows us to research "with" rather than "on" people, is considered most appropriate for a study that aspires to unravel the relational nature of transformation in a site where humaneness and trust are challenged to their core.

Taking under consideration the additional restrictions imposed on the regular prison regime due to the ongoing pandemic, we will mostly involve educators, volunteers and former inmates in the research design process during the first semester of the study. A series of focus groups will be organised with experienced practitioners in order to craft research questions, examine how central notions of transformational learning theory and liberatory pedagogy are understood and/or contested, exchange ideas on the practicalities and ethics of research design (e.g. sampling, gaining access, establishing trust and involving inmates in the data collection and analysis process). At the same time, we will involve a selected team of inmates from Korydallos Prison, i.e. the biggest prison in the country where one of us works as a prison educator, in a bimonthly seminar on research methodology so that they may actively participate in the process as soon as the situation allows for it. The results of both processes will be accounted for in detail, and the appropriateness of the chosen methods will be openly discussed.

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118. Learning to resist against transitional precarity

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This paper looks at learning in the process of precarious education-to-work transitions of becoming welfare professionals. The paper focuses on the Slovenian context, where education-to-work transitions of becoming welfare professionals have become increasingly long and precarious (Samaluk, 2021). Particularly it centres on learning that leads to collective resistance and mobilisation against transitional precarity characterised by prolonged exclusion from the labour market and professional community. Increasing body of adult education research explores transitional learning that can happen at various life/work transitions, when individuals are confronted with unpredictable change and the necessity to (learn to) anticipate, handle and reorganize these changing aspects in life (Rossiter, 2008; Rosulnik, Hladnik, & Ličen, 2016a, 2016b; Stroobants, Jans, & Wildemeersch, 2001; Wildemeersch & Stroobants, 2018). While this scholarship takes structural conditions into account, it conceptualises transitional learning as a process of shaping one's individual biography and as such centres only on individuals' transitional learning strategies, where also strategies of resistance are still only shaped within the frame of structural restraints rather than geared towards changing these. This paper addresses this void by focusing on emerging collective learning and strategies of resistance within education-to-work transitions that lead to actual mobilisation against structural inequalities.

The paper draws upon 52 in-depth interviews with students, unemployed graduates and precarious teachers, social workers and others (to be) qualified for state regulated education and social protection welfare professions. Findings show that low prospects for post-graduate employment and actual prolonged unemployment and precarity of graduates stimulates dialogical collective learning that awakens critical group consciousness and enables the emergence of communities of struggle, who employ collective strategies of resistance to mobilise against growing inequalities faced. The paper uncovers that in the process of precarious transitions transitional learning can also be collective and can resemble social movement learning that builds on and develops radical adult education ideas and methods for contemporary world characterised by growing precarity (Holst, 2018). The paper thus argues that transitional learning should not only be understood as a process of shaping one's individual biography, but also as a collective consciousness raising process characterised by collective strategies of resistance and mobilisation against structural inequalities faced.

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119. Radicalization and violent extremism prevention: A socio-pedagogical approach

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It has been estimated that more books were published on the subject of radicalization in the five years following the September 11, 2001, attacks than in the 50 previous years combined (Silke, 2008), and that the use of the term 'radicalization' in English-language press more than doubled between 2005 and 2006 (Sedgwick, 2010). On the one hand, this growth on the number of studies is understandable, but on the other hand it has increased the risk of producing research based on cognitive and methodological biases. Also, it stimulates meta-stereotypes, and therefore, aggressiveness (Komen, Can der Pligt, 2016). The concept of radicalization has led to the construction



of Muslim populations as ‘suspect communities’, and sometimes has led also to civil rights abuses (Kundnani, 2012). The tendency to confine radicalization into the religious (and most of all Islamic) sphere has left aside the possibility of studying the several precursory phenomena of radicalization from an educational perspective.

In the last years, the focus of attention has shifted also to other kinds of radicalization that are not linked to religion. The COVID-19 pandemic formed a momentum for all kinds of extremist narratives that are based on a version of the idea that the current establishment is not protecting citizens, but it is only taking away freedom and practicing misleading actions. This has led to a new style of ‘anti-authorities extremism’ that seems to attract a wide variety of extremists. The increase in working remotely and being on the Internet has possibly contributed to a larger dissemination of misinformation leading people to certain extremist sites and forums that may contribute to radicalization (Davies, 2021). Different extremist groups are liaising under the ‘anti-COVID regulations umbrella’. Anti-vaxxers, conspiracists, right-wing extremists, left-wing extremists and climate extremist groups all use similar anti-authority narratives that are reaching a broad audience of people who, in turn, become distrustful and sometimes even hostile towards authorities. These groups oppose and resist the government’s policies and seem increasingly willing to incite violent actions, both online and offline.

Neither the security approach in the case of religious radicalization nor the scientific and regulation approach regarding the pandemic are enough to promote transformation. It is important to adopt also an educational perspective. This is the reason why theories on adult learning have been used to redefine this field of study, shifting the focus from macro-readings of the processes of political, cultural and religious radicalization to the study of contextual and micro situations (Wilner, Dubouloz, 2015; Caramellino, Melacarne, Ducol, 2022).

Aims

This research aims to analyse how the critical-emancipatory tradition can contribute to the field of study of radicalization and its prevention. Paulo Freire’s theories will be used to analyze radicalization and micro-radicalization processes and also to think about preventative educational practices.

Methodology

The first part of the research is a literature review, both on radicalization studies and on Freire’s life and work. The empirical part will be based on a qualitative approach, and ethnographic methods will be used. It will be a case study that will be conducted from April until July 2022 at Concordia University (Montreal, Canada). A well-known reality in the field of radicalization prevention, it promotes innovative projects such as “Project Someone”, that aims to prevent hate speech and build resilience towards radicalization that leads to violent extremism.

Conclusions

Since the activities proposed by Project Someone are inspired on Social Pedagogy and also on Freire’s theories, we expect to observe interesting and useful practices that could be adapted to the Italian context. Some of the concepts used by Freire, such as the importance of dialogue, praxis, awareness and the development of critical thinking could be quite useful for radicalization prevention practices.

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120. Ideas of quality in Swedish adult education

Per Andersson, Karolina Muhrman- Linköping University

Formal adult education in Sweden is a municipal responsibility, and includes general courses, vocational courses, and Swedish for immigrants courses. This municipal adult education (MAE) is characterised by extensive marketisation, where courses are organised by public and procured, private, providers under the responsibility of the municipality and governed by national policies (Fejes & Holmqvist, 2019; Holmqvist et al., 2021). The municipal responsibility includes both costs and quality, with quality audited by the Swedish Schools Inspectorate. Mufic and Fejes (2020) present a policy analysis of the quality concept for MAE, showing that the Schools Inspectorate, which reviews the quality of adult education, sets its quality criteria based on the Education Act, goals in the curriculum, and results from research and proven experience. Individual adaptation and flexibility end up in great focus when quality within MAE is measured and reported and are also seen as a solution to many quality problems. The focus of this paper is quality in MAE, however, not quality as defined by national policy and inspections, but the discourses of quality expressed by actors in the practice of adult education – school leaders, teachers, and students.

Bjursell et al. (2015) and Bjursell (2016) have studied quality in MAE from the perspective of school leaders. Bjursell (2016) identified different metaphors in their discourse about adult education, with education as learning, as market, and as administration as the most common understandings that were expressed. Bjursell et al. (2015) also show how the school leaders in adult education are occupied with the quality systems that are introduced as control mechanisms.

The aim of this paper is to analyse what discourses of quality in adult education that are expressed by actors in MAE, and how these discourses could be understood as interpretations and translations of policy discourses on quality. We employ a perspective of policy enactment (Ball et al., 2012), which concerns how policies and policy discourses are interpreted, translated, and enacted into practice. Our focus is on how discourses on quality are interpreted and translated by actors in MAE. The study includes semi-structured interviews with students, teachers, and school leaders. The interviews are analysed qualitatively, and findings are interpreted in connection with central discourses on quality in policy documents concerning MAE.

The results show that quality controls in MAE largely are about measurable factors, e.g., students' rapid throughput, dropouts, and grades. These are also factors that many school leaders describe as quality markers for adult education. In line with the policy analysis of Mufic and Fejes (2020), many school leaders also talk about flexibility and individual adaptation as quality measures, usually with a focus on different choices when it comes to, e.g., distance learning and flexible course start, rather than course content adapted to the individual. Concerning flexibility and individual adaptation, the focus among teachers is different; here quality is more about adapting teaching to the individual student's needs and conditions, rather than offering many different options when it comes to course design. Teachers also talk about approved grades when they describe what characterises good adult education, and the importance of resources to give the students the support they need and making them feel seen and respected. The students, in turn, above all mention the teachers. Teachers who understand them, with whom they feel they can communicate, give clear instructions and formative feedback, are considered by the students to be crucial for high quality in MAE.

The findings will conclude in a discussion concerning the interpretation and translation of policy by these actors in MAE, and what this could mean for quality and quality work in the enactment of adult education.

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Communities – Room 12

121. What should municipal political leaders know? Knowledge as symbolic capital among local elected social democratic leaders in Sweden

Louise Malmström- Linköping University

Being a political leader is demanding and expectations from the media, officials and voters are high and tend to increase (e.g., Grenier & Mévellec, 2016). Both local and national political leaders are expected to represent the breadth of voters as well as get acquainted with complex issues (e.g., Dal Bó et al., 2017). Politicians' experience- and knowledge-based decisions have a considerable influence of citizens everyday lives.

Despite what is stated above, there are no specific academic paths leading to a political career in Sweden, as in most European countries. Many local elected leaders develop the knowledge they need in other ways, including non-formal adult education provided by their party. The aim of this article is to find out which kinds of knowledge the local elected leaders value and how they develop these in a Swedish context. Through identifying this we may point out who tends to be included and excluded in political leadership. We may also increase the awareness of didactic choices for the educators that are supposed to prepare the local elected leaders, whether the educators represent their political party, the municipality or other adult educators.

The results from 54 questionnaires and 12 interviews with local social democratic leaders who are participating in a leadership education provided by their party is used as data. Pierre Bourdieu's concept symbolic capital (Bourdieu 1989; Broady 1998) is used for the thematic analysis.

Four groups of knowledge, that constitute symbolic capital in the field of Swedish local politics, are identified: ideological, communicative, organisational and academic. Some types of knowledge are communicated openly, whilst others are hard to pinpoint and even contradictory, which tends to exclude some members. Both long-term members and newer members find attending party training useful to develop the knowledge they need to get elected and fulfil their political assignment, though they seem to develop different types of knowledge by attending.

Keywords: party-political education, local elected leaders, symbolic capital, social democrats, labour movement, political skills.

122. Citizens... or citizens in the making? A study of school-community collaborations to enhance civic engagement among adult students

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Introduction



This contribution pays attention to school-community collaborations aimed at improving adult students' capacity for civic engagement. We examine what prompt these collaborations, what ideas of civic engagement teachers, community educators, and students have, and how they affect educational activities.

School-community collaboration has become a diffused practice to improve the educational, cultural, and economic development of students, local communities, and society (Casto, Sipple, & McCabe, 2016). Some such collaborations aim at enhancing civic engagement among students, yet what aspects of civic engagement they support is not always clear.

Moreover, civic engagement is a slippery concept across disciplines (Adler & Goggin, 2005). While developmental psychology emphasizes the individual dimension (Sherrod & Lauckhardt, 2009), political and social sciences underline the relationship civic engagement has with socialization processes (Putman, 2000; Jennings, 2007). So, there is no shared definition of civic engagement (Adler & Goggin, 2005; Amnå, 2012). Accordingly, for some it may correspond "to the *intention to participate* in individual acts of agency in relation to public sphere" (Hobbs et al., 2013, p. 239, our emphasis), while for others civic engagement "describes how an active citizen *participates* in the life of a community in order to improve conditions for others or to help shape the community's future" (Adler & Goggin, 2005, p. 241, our emphasis). Stressing action over intention, we understand civic engagement as encompassing a plurality of engaging practices and attitudes in civic, political, and social life that contribute to a healthy, democratic society (Banyan, 2016).

Against this backdrop, albeit several studies have considered the relationship between civic engagement and adult students in higher education (Salam et al., 2019; Richard et al., 2017), such relationship in basic, primary, and secondary education for adults is still under-explored. For this reason, we made state and regional schools for younger and older adults our primary focus.

Methodology

We performed a multi-case study (Yin, 2003; Stake, 2006), involving seven schools for children, adolescents, and adults as single cases or manifestations (Stake, 2006) of school-community collaboration to improve student's civic engagement in one city in Northern Italy. Here we present results from three cases only: 2 regional vocational schools and 1 state school for adults attracting, mostly, youngsters who repeated or dropped regular schools, people with a migrant background or low educated adults. Complementing school documentation, we collected 16 interviews with school staff, 17 with community educators, and 9 group interviews with students, over the period July 2020-January 2022, covering also how the COVID-19 pandemic affected school-community collaborations.

Results

The analysis thus far performed shows that the educational activities run in collaboration with the community, in all three schools, depend largely on school staff and community educators' conceptualizations of civic engagement, which are linked to how they perceive students' identities and needs. Such perceptions point at a cumulative disadvantage that rests on race, gender, class, and socioeconomic status, and concur to considering students as 'citizens in the making' or 'future citizens' (Lechner et al., 2018; Flanagan & Levin, 2010). Accordingly, educational activities are mostly filling gaps and creating pre-conditions (aka training citizens for the future), rather than offering opportunities that could ground students' ties with the community and make them feel (and be recognised by others) as effective citizens in the present. This risks to crystallize students' identities as unfulfilled citizens, who can at best aspire to become second-class citizens.

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123. Social mediation: Engendering community learning processes

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The Valais' mediation association (AVDM) produced a documentary film about mediation practices, using narrative and community-based participatory research methods. The association interviewed key partners in the canton and analyzed the major themes within the interviews. The documentary film was shown in a community setting, inviting citizens to learn about the developments of new conflict resolution practices within the Canton of Valais, Switzerland. This case study recounts how civil society co-constructed a community learning space, fostering partnerships with local authorities and influencing future legislation during a period when Valais is writing a new constitution. The social mediation process that was elicited by AVDM cultivated a community of practice where lifelong learning was a central component.

The film has also been used as a teaching tool in the CAS/DAS in Mediation, offered at the University of Geneva's Valais Campus, to inform students about current practices as well as to demonstrate how community-based participatory research methods can influence both policy and practice. This is especially relevant for mediation practices that have only recently been integrated into legal frameworks. The documentary film provides an innovative approach to adult learning that uses narrative accounts to connect key governmental actors in the field of mediation with practitioners and members of the mediation association, reinforcing community partnerships. The documentary film opens dialogical and reflexive space in a citizen-centered approach addressing conflict resolution practices. The events organized to present the documentary film invite citizens, civil society, governmental authorities, and academia to learn together, exploring better ways of going on together while connecting people and configuring a community of practice.

The research design was inspired by a documentary film about hopeful, healthy aging that was realized within the Senior Living Lab. The film used interviews with retired women to explore important themes in aging. It was then show in an Avant-Premiere with a round-table discussion about growing older, bringing together academia,



community and cantonal authorities, as well as civil society. It has also been used in adult education to teach health professionals about health prevention in relation to aging.

Using participative methods to story conflict and illness narratives reinforces experiential adult learning pedagogies by linking individual and social transformation. Eliciting hope while finding solutions to social challenges requires methods that integrate the whole person within an ecological approach. The themes that emerged from the analysis give rise to a form of relational mind as participants engage in the meaning-making process that reinforces citizen-centered approaches. Themes that emerged from the analytical process include the state as facilitator, reparation, family accompaniment, children's rights, complementarity, opening space for dialogue, fostering choices, and innovative solutions.

Community-based participatory research supports democratic principles by fostering community networks and eliciting processes that provide a way for people to participate in constructive social transformation. In this case study, more effective conflict resolution practices, seeking to restore relationships while accompanying resolution processes, were presented. Social change is engendered as communities learn together within an integrated continuum. Giving value to community relationships fosters the good life by linking individuals, civil society, and government authorities in community partnerships. Seeding a hopeful future requires not only informing practice but enhancing policies through new legislation that reflects social progress.

The AVDM film brings together citizens, civil society, practitioners, and legislators in a regional cultural event and joint performance that has the potential of transforming conflict resolution in Valais. Adult learning becomes part of a larger community action plan when partnerships foster multi-level emancipatory processes. By engaging with civil society, researchers and professors can seed the field, co-constructing hopeful practices and meaningful lives in the world to come.

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124. Open innovation as a competence for social cooperatives

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Rationale

Open Innovation approach pushes companies to develop innovation in a context where the inside and outside have very thin boundaries. Innovation is a product of highly articulated social, political and economic processes that include both people and organizations, the contexts and general conditions in which they operate, which is why it's essential to find who can facilitate these processes. In the non-profit sector this role is more complex due to the complex ecosystem and community in which it acts

Question

Can Open Innovation [OI] (Chesbrough, 2003) be a competence (Le Boterf, 2009) for social cooperatives, enhancing the awareness of belonging to a complex ecosystem and community?



Purpose

The aim of the research is therefore to build a profile as an expert in (open) social innovation, which goes beyond the figure of the Research & Development manager, through the identification of specific competences

Methods

- Through the E.V.A. Method (Experience, Validation, Learning), promoted by Reggio and Righetti (2013), I will try to identify and document the competences profiles that emerged from the comparison with some existing figures in organizations, activators of social innovation processes, recognizing the modes of action of collected practices.

- Through qualitative interviews with professionals who cover this role in the third sector (formally or informally) I will try to interpret and describe the competences and attitudes put in place in the field

Outcomes

For Social Cooperatives the research will facilitate the ability to know how to read themselves as a system in their relations and innovation opportunities generated by the local ecosystem. Furthermore, the construction of a specific professional profile will facilitate its replicability in other local bodies or companies. The world of research will be able to read deeper the competences transformations in non-profits' world, building new profiles training or courses.

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Vocational Training – Room 10

125. Approaches to teaching as predictor of training transfer - A longitudinal study

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Within the context of training research there is a broad empirical body on different influential factors for training transfer (e.g., Aguinis & Kraiger, 2009; Baldwin & Ford, 1988; Salas et al., 2012). The transfer model by Baldwin & Ford (1988) shows three superordinate factors predicting transfer: trainee characteristics, training design and work environment. However, the trainer person and their approaches to teaching within the training as a factor for training outcome have been widely neglected. Research on approaches to teaching and the very similar construct of teacher's beliefs in the school or higher education context has shown that a student-focused or constructivist orientation in contrast to a teacher-focused or transmissive orientation is for example associated with a higher perception of increased competence (Braun & Hannover, 2008), a deep learning approach (Trigwell et al. 1999; Trigwell & Prosser, 2004), and the level of cognitive activation (Dubberke et al. 2008). From this research it can be inferred, that approaches to teaching might also be an important construct for the outcome of trainings in professional training. If we want to address the current challenges for practices in adult education and professional training, more knowledge on how we can achieve training transfer is needed. Therefore, our study aims at the following research questions: 1) Are approaches to teaching a predictor of trainings transfer? And if so, 2) how strong is the predictive power of approaches to teaching if known predictors (trainee characteristics, training design, work environment) are included into the model?

For being able to operationalize approaches to teaching in adult education we developed the Approaches to Teaching Scale (Authors, 2020, 2021). We then investigated if approaches to teaching are a predictor of transfer via a longitudinal study design with three measurement points (after the training, Post I: 4 weeks after the training, Post



II: 4 months after the training). We analyzed data from 29 vocational trainings. The 240 trainees were asked about the perceived approaches to teaching which were measured on two scales: transmissive and constructivist approaches to teaching. To measure training outcome, we used the Q4TE (Grohmann & Kauffeld, 2013) which is oriented on the four stages of transfer according to the model by Kirkpatrick (1967). *After the training*, participants were asked about their acquired knowledge. In *Post I* and *Post II* we asked them about their acquired knowledge and training transfer into their workplace setting. To measure the predictors according to the Baldwin & Ford model, we asked them about their motivation to transfer (trainee characteristic), opportunity to use what they had learned (work environment) and the transfer design of the training (training design). Predictive power of approaches to teaching, trainee characteristics, training design and work environment was analyzed via a hierarchical regression model.

The results of the study show that both approaches to teaching – transmissive and constructivistic – were predictors for acquired knowledge and training transfer. However, a constructivistic approach was a more stable predictor, when additional predictors were added to the model, compared to the transmissive approach. In *Post II*, 4 months after the training, only trainee characteristics and work environment were predictors for training transfer.

The study shows that approaches to teaching are an important factor for training outcome. Especially constructivist approaches to teaching are predictive for training transfer which is of great importance within the context of adult education and professional training. However, in the long term, trainee characteristics and work environment are crucial for achieving training transfer. Implications for training design and adult education practice are discussed before the background of the current transformational processes within adult education and professional training.

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126. Changes – A longitudinal study on the vocational identity development of assistant nurses

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This paper session presents the results from a study that constitutes the fourth and final part of a dissertation which aims to examine vocational identity formation through training and working life. In this study the focus is on five individuals that chose to enrol in assistant nursing training program within the Swedish municipal adult education (MAE) and how their perception, or understanding, of their vocation has changed over time.



The data is based on a total of fifteen semiconstructed interviews, three interviews with each informant three points in time; when they started, when they finished and one year after their training had ended (spanning 2,5 years). The data as then been analyzed using an inductive thematic analysis (Braun & Clarke, 2006, 2016; Clarke & Braun, 2017) and the coding itself is based on what Braun and Clarke (2006) would describe as semantic. The transcripts were processed individually and from a more explorative perspective rather than from a specific theory, although some themes were re-used between the three interview rounds. The results were then analysed through a conceptual framework based on communities of practice (CoP) Lave and Wenger (1991) and Wenger (1998). Although, to get a broader picture of the students' identity formation the concept of sense of self and subjectivity was used, inspired by Billett (2010) and Billett and Somerville (2004)

Being adult students come with advantages, i.e., life experiences that can be transformed into useful vocational skills (Somerville, 2006). However, there are vocational aspects that students are expected to already possess when they start their training (Lagercrantz All, 2017) and the results show that balancing life as a MAE student with other aspects, such as family life or a part-time job, can be stressful. The results also show that how the students perceive their vocation changes during their training, especially in relation to vocational demands; both regarding vocational knowledge and social aspects. In addition, the students highly value MAE even when workplace routines and school demands differ. The students have developed a evident vocational identity, even though they have struggled with finding a full-time job as an assistant nurse; and through that identity developed skills and a sense of self that also strengthen them in other practices.

The MAE a place where one can learn a vocation and, through this the MAE has an opportunity to influence outdated routines within the vocational CoP, at least at a local level. In this, personal support and physical meetings between teachers and students are also important, especially regarding the development of emotional bonds between teacher and student. However, the MAE not only helps students become employable within their vocation but can also provide tools for the students to find other forms of employment as well as develop skills that improve opportunities to participate in society at large.

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127. Programme managers and knowledge in Swedish higher VET curricula

Johanna Köpsén- Linköping University

In Sweden, Higher Vocational Education (HVE) is a growing context for the education of adults (anonymised). HVE is organised as state-funded programmes provisioned by both public and private education providers in close relation to employers. In every HVE programme a designated staff called 'programme manager' have responsibilities like those that often are vested in vocational teachers. They are responsible both for the day-to-day work of provision and the continuous development of the programme and its syllabi. This paper presents a study investigating the work of programme managers, focusing on their work with creating and updating syllabi and on their work organising the students' training. Three distinct research questions are posed; (1) What knowledge make



up course syllabi for the HVE programmes? (2) How do the programme managers take part in selecting knowledge for course syllabi? and (3) How do the programme managers organise the realisation of course syllabi in their programmes? The first question is posed as its answer guides the understanding of what the training in the studied programmes entail. To establish this is of significance because what make up VET syllabi is of importance to what the assignments of VET educators are. Policy have defined what knowledge is desirable in the Swedish system for higher VET – knowledge generated in the production of goods and services that is selected for syllabi by employers – but policy has also given the local contexts of programme provision great autonomy with much of the power allocated to the involved employers. Thus, we do not know what knowledge make up the local syllabi of HVE programmes and thus also not what training the programme managers in HVE are tasked with organising. Hence the first research question of this study aims to establish an understanding of the knowledge in syllabi for the studied programmes.

Five programme managers responsible for five diverse HVE programmes have been interviewed and the syllabi of these programmes have been examined. The analysis is based on a Bernsteinian theoretical perspective focusing on recontextualisation of knowledge for pedagogic discourse by different stakeholders as agents who have different basis for their actions.

Findings from the study reveal that the knowledge that has been recontextualised for pedagogic discourse in the studied programmes is most often vocationally specific or context bound in relation to a particular occupational field. The syllabi are related to clearly defined jobs. The findings highlight how practice thus in several ways may be difficult for programme managers without work experience in the relevant occupational field or knowledge in relation to it. Not only in the work of forming and updating curricula, but also as they must be able to navigate the relevant sector of business and industry to engage appropriate employers for collaborations and to hire teaching staff. These findings show that local autonomy allows for major differences regarding knowledge in syllabi and the organisation of learning between programmes within the same nationally organised VET system. This is noticeable even with a small number of programmes having been studied. It shows the importance of examining what happens in autonomous local contexts of educational provision, asking who has influence over publicly funded adult education and on what stakeholders base their actions.

128. The 3R-Play's educational practices for adult education: the case of football coaches' training

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The complexity of the ongoing changes stages controversial and non-linear situations in front of which the adults must demonstrate an unprecedented skill for problematization in order to answer and act in the most appropriate way (i.e., in the most effective and meaningful way). Complexity is general; consequently, human skills are engaged simultaneously on several fronts: personal and professional, relational and social, ethical, economic and political,

...

Since adult life must take into account the ambiguities, instabilities and versatility of the experiences in which it must act, research on adult education is called to review educational practices to respond to this new need.

In function of this revision, the contribution intends – through the presentation of *SOCCER - Football School: Roles and educational tasks*, a research project of a team of the University of Turin – to outline the characteristics and evaluate the training process outcomes of the 3R-Play educational practices. These practices aim to strengthen the skills of questioning, reflection, evaluation and decision, exercising the three actions necessary for an operational, meaningful and effective educational action (*Reflecting, Researching, Replying*) in complex contexts, such as that Football School.

As adults, in fact, coaches are engaged in the conscious understanding and competent management of controversial and non-linear situations that the different relationships (coach / children, children-children, coach-coach, coach/manager, coach-parent) and the social dynamics can produce in the Football School context.

The premise of the project is that, through sport, adults/coaches have the occasion to work on concrete possibilities to answer to emerging problems (gender, ethnicity, ...). In the Football School context, for example, sport offers



children the opportunity to form particularly significant experiences for the construction of identity and social relations: these are experiences that, in the immediate future, make it possible to discover one's own abilities, to practice confrontation with others and to measure oneself against the rules; however, they are also experiences that can have a longer-term impact, forming those skills that are essential to being an active citizen, who is involved and responsible.

Sport tests the capacities of the adult educational role to solve emerging problems. It is therefore strategic to improve these capabilities.

With this aim, the *3RPlay* team has planned a training path of five phases, each one focused on one critical topic that Football School context can stage. Every phase is structured in two parts. In the first-one, managed in asynchronous mode, the participating coaches are confronted with a situation-pretext regarding the football experience; recalling the principles and techniques of Life histories and Life - based methods, the "situation-pretext" (text, image, video, ...) is a "device" that creates a "dialectical agony" between the different points of view and the possible meanings of the issue. In the second part, managed in synchronous mode, starting from the speech of two discussants (pedagogical experts and sportive operators), the participating coaches work in groups and propose lines of action.

This path includes an evaluation plan that records the questions and, through a classification that distinguishes the types, highlights the strengths of each coach, identifies their approach and suggests lines of development. The impact assessment, carried out six months after the training path, proves that raising awareness of asking and reflecting is a resource for today's adult who must face ever new problems.

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Day 3 – Saturday – Parallel sessions 6 – *Symposia* – 4:30-6:00 pm

Policies – Room 1A

129. PSAE Network - The NEAAL 2030 - new trends in the Europeanisation of adult education?

Rosanna Barros- University of Algarve (chair)

Paula Guimarães- University of Lisbon

Ellen Boeren- University of Glasgow

Shalini Singh- Helmut Schmidt University

Aims in this Overall proposal

After two decades since the Lisbon Agenda, Europeanisation has changed the way public policy was made. Several governance processes have created the conditions to significantly expand the European Union's sphere of intervention in education, enabling the building of the European Education Area (EEA). As a powerful symbolic construction this EEA represents the anchor to put education and training “at the heart of the European political agenda” (NEAAL 2030, p. 3).

Until now, the agenda has established strategic priorities, according to two main governance mechanisms: first the Open Method of Coordination (OMC); and then, the Network Working Group Method (NWGM). Indeed, the European governance has moved from the principle of 'shared responsibility' inherent in the OMC (since 2001) to a principle of 'integrated surveillance' increasingly based on country-specific Recommendations from the NWGM under the 'European Semester' (since 2011).

In this symposium, the four participants have been researching different aspects of this new emerging educational order. Therefore, we will discuss, from diverse angles, how European, national, and local policies have reshaped the field of adult education nowadays, having in mind the mixt policy implementation instruments at use and the vision presented in the new European agenda for adult learning 2021-2030, where it is stated that,

Adult learning needs a holistic approach including inter-sectoral and multi-stakeholder collaboration, and effective coordination at European, national, regional and local levels, respecting the diverse models of adult learning in the European Union and fully respecting the specific competences of the different policy levels (NEAAL 2030, p. 8)

Objectives

The symposium addresses the invitations for action undertaken in the NEAAL 2030 to reflect on the role that different kind of political actors (policymakers, stakeholders, data analysts, experts and consultants, researchers and academics, educators and learners) may actually play, in different countries, in the moment of concretize the future directions in this field.

We also see as relevant to instigate an open discussion about the implications of having a growing number of key political documents for the field drawing on the work of hermetic groups (as the adult learning national coordinators, the Working Group on Adult Learning, studies from nominated experts) and the ways policy cycles are gradually, and selectively, linked with evidence-based research cycles.

Theoretical/conceptual framework

We understand Europeanisation as a particular form of global governance. Several theoretical models are at disposal to study both phenomena, helping to illuminate the complexity of the Strategic supports on place for European and supranational cooperation.

Each of the presenters will, then, mobilise various conceptual frameworks to critically interrogate the ways policy of adult education is responding to emerging needs and challenges throughout Europe.

Participants

An abstract of each individual presentation in connection to the symposium theme, aims and objectives (allowing a discussion of the symposium question from mega to micro levels of analysis) can be found in the following lines:



1. What is new in the new agenda for adult learning of the European Union?

Since the last two decades, the European Union (EU) has become a relevant player in adult learning and education policy established at a mega level. By the means of several concepts, such as lifelong learning, adult learning and skills (among others), the EU policy discourse (that can be found in a wide number of policy official documents) has stressed the human resources management perspective and governance procedures to improve quality of offers implemented. This paper aims at answering to the following research question: how is the EU understanding governance over national adult learning systems? It relies mainly on qualitative content analysis of European Union policy documents, namely on the Council Resolution on a New European Agenda for Adult Learning 2021-2030 of November 2021. Main results emphasise the dead ends of global governance and the lack of democratic and emancipatory character of adult learning and education policy.

2. A comparative analysis of the European Commission's Country-Specific Recommendations in the field of education and training.

This presentation will be based on a text-based analysis of the latest available Country-Specific Recommendations (CSRs) as published by the European Commission. CSRs are published annually by the Commission to provide tailored policy advice to Member States on how to improve their performances, especially in relation to boosting economic performance. The presentation will start by providing a short introduction on the aims and origins of Country-Specific Recommendations in light of the National Reform Programmes and the European Semester and will then move on to a thematic analysis of similarities and differences of recommendations formulated for the different Member States. Where relevant, references will be made to the role of different types of welfare states present in the Union, highlighting the potential relevance of similarities and differences between e.g., Nordic, Anglo-Saxon, Conservative-Corporatist, Mediterranean and Eastern European Member States. The analysis will highlight direct references to adult education and training initiatives but will also discuss actions that support the sector through Active Labour Market Policies, recommendations in relation to social protection and financial support mechanisms. This presentation will discuss the soft power role of the European Commission while at the same time underlining the responsibilities of the individual Member States. It will also briefly touch upon the presenter's experience of being active within DG EMPLOY's working group on Adult Education, managed by Ecorys.

3. A Comparative study of resource mobilisation strategies in the EU member states for the achievement of the European Education Area, 2025

The EU guidelines (country-specific recommendations under the European Semester) and consecutive evaluations (through Education and Training Monitors) about 'what to achieve' and 'how to achieve' through the education of adults have developed like norms for the EU member states. These norms have the potential to compel the member states for aligning their policy priorities accordingly or trap them in the EU construct of 'naming and shaming.' This is demanding not only in terms of policy formulation, implementation and evaluation but also for mobilizing resources for the same. Further, the mobilisation of resources might play a role in the transition of the education systems themselves. This paper maps the changes in the resource mobilisation strategies for the education of adults (as a case) across EU member states over a decade (2011 - 2021) and reflects about the transition they in turn have brought on education and training systems. The research question for the paper is: How and why are the EU member states (not) changing their resource mobilisation strategies for the education of adults for achieving the European Education Area by 2025?

Sources for research include EU country-specific recommendations, EU policy papers and Education and Training Monitors. The conceptual framework comprises Schuetze's generalisation about financing lifelong learning systems and Weber's (1904) observations on using ideal types while methods include policy analysis and comparative approach.

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4. Tensions in European governance mechanisms – a last decade overview on how Portugal is managing policy priorities for RPL and adult education

If we take the case of the NEAAL 2030 we see an invitation for the member states to, Implementing the Council Recommendation on the validation of non-formal and informal learning, make progress in ensuring that validation opportunities are available to all adults, thus also ensuring second-chance opportunities, and possibly leading to full or partial qualifications (2021, p. 12)

At the same time, if we take the case of the last Report concerning Portugal-Specific Recommendations we will find advice to,

In 2022, use the Recovery and Resilience Facility to finance additional investment in support of the recovery while pursuing a prudent fiscal policy. Preserve nationally financed investment. Limit the growth of nationally financed current expenditure (2021, p. 6)

This double movement of pushing public adult education to a democratic-rights level and pull the (public) expenditures to a minimum level represented a binary bar for political (contradictory) priorities that impacted the national governance of this educational field in different ways.

In this presentation, we consider the complexity inherent to the concept of governance as Bevir (2011) elaborates it and will base the discussion on (i) interviews made to Centres Qualifica' coordinators and (ii) a qualitative content analysis of the last decade policy documents for the governance of Portuguese adult education.

Based on the analysis we mapped and problematize the shifts in the managing of policy priorities for this field. The results show inconsistent trends, hybrid aims and recent severe interruptions in the 'available to all adults mandate' for RPL that can prevent to reach the EEA by 2025.

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Theories – Room 1B

130. Conceiving heterogeneous temporalities and rhythms in biographical research and adult education

Chair: Michel Alhadef-Jones

Overview of Symposium

This symposium is the third one proposed in a series of three symposia, bringing together ten researchers from seven countries, focusing on time, space, and rhythms in adult education. The aim of this series of symposia is twofold: (1) to provide researchers and practitioners working in the field of adult and higher education an opportunity to share and discuss recent contributions to an emerging field of research; and (2) to valorise research conducted in different linguistic, cultural and geographic areas, in order to highlight proximities, reinforce connections, explore differences, and ultimately strengthen international collaborations around theories and empirical studies related to the study of space, time and rhythm in adult education.

More specifically, the aim of this third symposium is to question how we can access and describe the heterogeneous temporalities and rhythms through which adults learn, transform and develop themselves throughout their lifespan. The particularity of the three papers presented in this symposium is to focus on the use of life history and biographical approaches, as research and training methods developed and promoted in adult and higher education (e.g., Alheit, Bron-Wojciechowska, Brugger, & Dominicé, 1995; Delory-Momberger, 2003; Dominicé, 2000; Pineau, 2000; West, Alheit, Andersen, & Merrill, 2007).

Following three different paths, each of these contributions revisit existing practices referring to life history and (auto)biography in adult education, by stressing the temporal and rhythmic dimensions they involve, related to various forms/formats of adult learning up to current discourses on the digitalization of education and digital learning. Doing so, they demonstrate the need and the relevance to enrich research and practices, through a more detailed account and understanding of the multiple temporalities, and the relational (re)framing of subjectivity in



time identities, as part of modern biography and rhythms that shape people's learning experiences throughout the course of their lives.

A time-sensitive (re)construction: Biographical research as temporal reorder of learning in adult education
Sabine Schmidt-Lauff- Helmut-Schmidt-Universität/Universität der Bundeswehr Hamburg (Germany)

In modern times, time as an expression of movements has been radically reinterpreted in terms of how one uses and spends time (e.g., for lifelong learning). The idea that the nature of time is influenced by socio-cultural changes shapes individual responsibility (Elias, 1988) and thus creates a 'zeitgeist', from which biographies can emerge in the first place. If biography is understood "as a time-specific form of the description of an individual's life" (Kade & Hof, 2010, p.146), biographical research in adult learning and education can first of all reveal collective and individual-subjective forms of "temporal (re)ordering of education and learning in a person's life" (Alheit & Dausien, 2018, p.891). Referring to philosophical (McTaggart, 1908; Bieri, 1972) and phenomenological theories (Husserl, 1917/1985), it can be demonstrated how time, within the varying triad of past, present, and future, continues to be linked by relations of "before", "after" and "simultaneous", or "earlier", "now" and "in future". Events are not only distinguishable chronologically, but are relational to each other.

This means that temporal relations cannot dissolve into individual dimensions, but they turn out to be variable in time experiences and ultimately in the semantic temporalisation of biographic narration (von Felden, 2020). Biographical research provides additional time-related theoretical and empirical insights to the relational frameworks of "biographical time" (Leccardi, 2013), the processing of biography and narrative identities. It further questions how can these investigations contribute to a time-sensitive understanding about the ways we conceive temporalities, and then also how to shape it professionally for successful lifelong and lifewide learning?

So far, the frame of reference for biographical research in educational sciences mostly is a person's (biological) lifetime – often neglecting temporal dimensions. Regardless of whether time is accepted as an objective fact of "natural time" or as an "a priori" condition of experience in general, the analysis of (auto)biographical material offers access to collective temporalities (e.g., diagnoses of time, time regimes (Rosa, 2013)), social patterns of time (cultivation of learning time, e.g., paid educational leave) and individual modalisations of time (time perception and learning, e.g., from stress to contemplation). The paper therefore presents a brief historical reference 'biography in the course of time', complemented by a relational reconstruction of biographical time (e.g. between past, present, future). Biography as a concept is a contingent construct itself (Schmidt-Lauff & Hassinger, 2022), but useful to examine the configuration of time-related structures and practices in adult education (collective temporalities), learners experiences, and formation of learning time throughout the course of their lives (individual time modalities). This aims at analysing interplays from a practice-theoretical perspective (Schäffter, 2012; Schwarz, Hassinger & Schmidt-Lauff, 2020). As a conclusion, the contribution will close with some follow-up questions that derive from current research experiences (Author, 2022) and methodological considerations.

The temporalities of narratives: kinetic variations and narrative regimes
Hervé Breton- University of Tours

From a hermeneutical perspective, first-person expressions mobilised in the context of adult education generate effects of comprehension and empowerment. The purpose of this paper is to examine the plurality of temporalities during the narrative activity (Ricoeur, 1983) involving an expression of lived experience in the first-person perspective. Different points of view can be considered, depending on whether the apprehension of lived experience is conducted from a chronological perspective, privileging the uncovering of the unfolding of one's life, or whether, conversely, the aim is to specify aspects of the lived experience, to grasp its components. Between continuity and synthesis, the modes of narration of experience can therefore comprise different procedures. Between descriptive phenomenology (Depraz, 2009) and life story (Pineau & Legrand, 2019), their combination characterises singular modes of expression. The examination of these questions will be carried out through the study of the effects generated by the variation of the temporal scales from which the self-narrative is built, depending on whether the expression privileges micro-phenomenological description or biographical narration. This analysis of the



temporalities of the narrative makes it possible to question what can be brought to light, through the narrative, according to whether the apprehension of the experience privileges the longitudinal dimension or, conversely, whether it focuses on singular moments.

Studying rhythmic unconscious when using life history and biographical approaches to promote self-development.
Michel Alhadeff-Jones- Teachers College, Columbia University (USA) / Sunkhronos Institute (CH)

The reflection developed in this contribution is based on the (repeated) observation that the use of life history and biographical approaches as training methods (e.g., Dominicé, 2000) tends to neglect the (trans)formative role played by the experience of repetitions; whether it is a question of experiences constituting the banality of the everyday life, the memory of which tends to fade over the months and years, or the recurrent experience of behaviours, attitudes, or moods, manifesting themselves over time in a more spaced-out way, more discrete and more irregular, but whose imprint is just as decisive on the fabric of existence. The experience of these repetitions appears indeed as central to understand the way in which adults reproduce, throughout the course of their life, patterns that are constitutive of their singular development, including emancipatory processes.

This contribution thus claims a filiation with Bachelard's (1950) rythmanalytical project, stressing the importance of the factor of repetition to interpret the existential fluctuations of the life course. Such an approach acknowledges the (trans)formative role played by the narration of key events and ordeals that punctuate a life history (Dominicé, 2000; Galvani et al. 2011; Lesourd, 2009). However, it emphasizes the understanding of the rhythms from which the temporal fabric of existence undulates (Alhadeff-Jones, 2017, 2018). The purpose of this contribution is thus to problematize the (trans)formative dimensions inherent in the repetitions and periodicities that are constitutive of the ebb and flow of experiences unfolding throughout the lifespan.

Pursuing an exploratory perspective, this contribution is structured in five sections: a brief presentation of the "educational biography" methodology and the institutional environment within which it is applied, to contextualize the reflections proposed; the formulation of some of the limits of this approach, from a temporal and rhythmic perspective; the problematisation of the relationship between repetition and (trans)formation ; the definition of the notion of "rhythmic unconscious" (Author, 2020) as a repository of tacit knowledge; and the introduction of the notion of "patterns of duality" (Bachelard, 1950) as an avenue to explore some of the rhythms through which learning, transformations and the development of individuals and groups may be organized through time.

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Migration – Room 1C

131. Adult education, migration and trajectories of inclusion

Chair: A. Fejes

Language learning and language education plays a central role in adult migrants' establishment in the receiving country. This issue has gained increased political significance in the wake of globalization (Canagarajah, 2017). Whereas adult migrants' knowledge of the receiving country's official language is often treated as a prerequisite for social inclusion, the alleged lack of language competence among adult migrants is often considered a threat to social cohesion (deleted for anonymity). However, adult migrants anywhere are a quite heterogeneous group, with different life experiences and conditions for language learning and social inclusion. From the perspective of migrants themselves, language learning is mostly future-oriented, as access to linguistic resources is linked to a future identity of being part of an imagined community. It is thus regarded as a means for entering the labour market as well as higher education (Norton, 2013; deleted for anonymity). However, with a strong focus on language and language learning, there is a risk that other factors of importance for migrants' social inclusion are neglected (deleted for anonymity; Simpson & Whitesand, 2015).

For adult migrants, adult education is a crucial setting for initial language learning (cf. deleted for anonymity). The main focus of initial language learning for adult migrants, as elaborated in European national as well as international policies, is the preparation of these individuals for the labour market, i.e., employability (Lindberg & Sandwall, 2017; Simpson & Whitesand, 2015). However, the relationship between language learning and the labour market is complex. It has been shown, for example, how in European countries migrant adult students during their work placement encounter limited access to interaction and learning opportunities, or that knowledge in English, rather than the local language of the new host country, could be sufficient for career opportunities. From a longitudinal perspective, it has been pointed out how those adult migrants who had participated in second language education after a 10-year period experienced a higher level of labour market participation than those who never attended such education. Meanwhile, no significant differences were found with respect to levels of income (for the Swedish example cf. Kennerberg & Åslund, 2010). However, other studies have illustrated that access to the labour market is not solely determined by migrants' language proficiency, since migrants' social mobility also depends on factors like educational background and social networks (cf. Behtoui & Olsson, 2014).

In this symposium, we present the latest finding from a large-scale longitudinal research program on migration, learning and social inclusion. In 2016-2018 we interviewed 174 newly arrived migrants (of whom many were asylum seekers) participating in different adult education settings in Sweden about their past, present, and future. Two to three years later, 50 of these migrants were interviewed again. This symposium focuses on the follow up interviews and the longitudinal aspects of the migrants' experiences.

Paper 1: Education as a means for migration control? Students' learning experiences and professional choice

Maria Rydell- Stockholm University

Magnus Dahlstedt, Sofia Nyström Linköping- Linköping University

This paper centers on the tendency to align education for adult and young adult migrants with migration control. A case in point is the so-called *gymnasielagen* ("upper secondary school law"), targeting young adult asylum seekers up to 25 years. This law was urgently implemented in 2018 and gave asylum seekers a possibility to obtain a temporary residence permit while finishing upper secondary school and the possibility of a permanent residence



permit if they obtained a permanent position within six months. The study is based on a narrative approach focusing on how people construct meaning through narratives of their lives. Drawing on an in-depth analysis of interviews with four migrant students, the aim of the paper is to investigate how their experience of studying intersects with their migration status as asylum seekers and how their plans for the future and path into adulthood was impacted by *gymnasielagen*. The participants were interviewed on two occasions: first when they were studying a language introduction program, and then three years later. As our analysis shows, *gymnasielagen* entailed a highly stressful learning situation for students who did not know whether they would be expelled from Sweden or not, which impacted on their ability to focus on their studies. At the same time, the law provided an opportunity to stay in Sweden. However, this opportunity was highly conditioned, dictating certain paths for the future, in terms of both educational and professional choice, i.e., vocational programs and specific sectors on the labor market in need of labor. Conclusively, through the lens of migrant students' narratives, this paper sheds light on recent and ongoing policy changes in Sweden, where education is increasingly intertwined with migration policies, how it impacts on the students' lives and how their plans and dreams for the future are conditioned by the needs of society.

Paper 2: The endeavor for a life in a new country – Adult migrants experiencing second language education and social inclusion

Helena Colliander, Sofia Nordmark- Linköping University

In many European countries, Sweden included, second language development is regarded as one of the most important means for social inclusion of adult migrants (e.g., Blackledge, 2009; deleted for anonymity). Thus, language education comes to the fore. Swedish for immigrants (SFI) – the formal second language education in Sweden – qualifies for further studies and it is stated as a condition for employment and societal participation (Rosén, 2014). Given these high expectations, we will examine how migrants who have participated in SFI position themselves in their narratives of establishing a life in a new country. With the concepts of agency positioning and agency (Davies & Harré, 1999; Van Langenhove & Harré, 1999), we analyze migrants' narratives about their goals, dreams, and actions as well as possibilities and obstacles in their endeavor to make a life in Sweden. In this paper we draw on data from two rounds of interviews with 17 participants in SFI. The first interviews were conducted when the participants were enrolled in SFI and the second ones 1,5 years later. From the interviews we selected five participants' narratives/trajectories, which illustrate how participants position themselves in relation to education, work, and everyday life contexts. Preliminary results are that the migrants describe themselves as active agents, taking responsibility for reaching their own goals as well as meeting up to expectations from others such as family and friends but also general society. Furthermore, the results show that they position themselves in relation to both personal abilities and societal conditions. Our analysis also includes how positioning others is central in the story of one's own efforts. The results nuance the picture of second language education for adults and social inclusion of migrants.

Paper 3: Toward the dream - newly arrived migrants' learning trajectories and inclusion in Sweden

Sofia Nyström, Nedžad Mesic, Andreas Fejes - Linköping University

In the daily news it is not uncommon to encounter ideas where migrants' inclusion into host societies is unidimensional measured regarding figures on labour market participation or even imaginaries on migrants presumed 'interest' in contributing to the welfare system. In this paper we will contest such pessimistic and simplified regards for societal inclusion by centring on newly arrived migrants' desires and expectancies concerning the future, as well as their retrospective rationalization of the outcomes. This study offers a longitudinal thematic examination of conditionalities that migrants' encounter while attempting to establish social relationships and acquire educational merits. By centring encounters with the Swedish society through the scope of a variety of activities that are regarded as meaningful by newly arrived migrants we can illustrate how inclusion into the society reflects a spectra of learning trajectories that among other variables hinge on migrants' gender, economic and educational backgrounds. The paper draws on longitudinal data consisting of interviews with 19 newly arrived adult migrants. The participants were interviewed on two occasions: first when they were enrolled in a study circle,



Swedish from day 1, at the largest study association in Sweden, the Workers' Educational Association (ABF), and then again three years later. In the academic literature, individuals' learning trajectories are often described as linear where education and work have a great influence. However, this study will exemplify how adult migrants' learning trajectories may be negotiated and, why and how some specific practices may be given meaning on paths to inclusion.

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Seeds of Change – Room 1D

132. New communities of learning: Sowing seeds of change in post-Covid adult education (*Workshop*)

Séamus Ó. Tuama- ASEM Lifelong Learning Hub/Director ACE (Adult Continuing Education) UCC
Balázs Németh- President Eucen/Institute for Human Development and Cultural Studies, University of Pécs
Lyndsey El Amoud- RN Coordinator, ASEM Lifelong Learning Hub/Assistant Director ACE (Adult Continuing Education) UCC

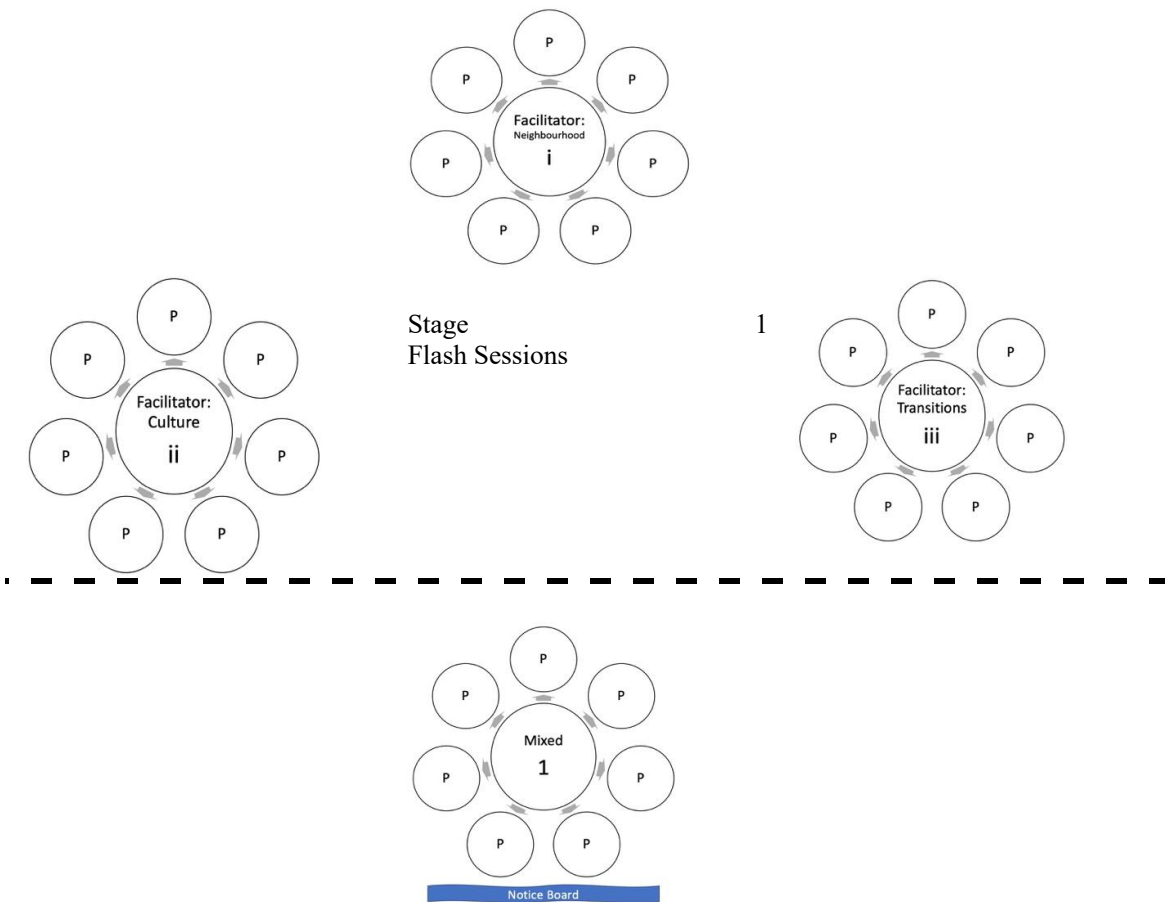
This workshop is aimed at developing adult education paradigms of praxis to respond to older challenges like educational exclusion, unfolding challenges like climate change and migration and emerging challenges in the immediate post-Covid period. It will address these through a community-based approach, that draws on learning cities paradigms and hopeful transitions in education and learning, informed by themes within the ASEM Lifelong Learning Hub.

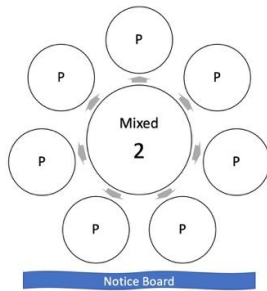
This synergetic bond between community and learning is the bedrock of many learning cities aimed at transforming the lives of people, especially in marginalised communities, but also to grapple with urgent and extremely complex challenges like the SDGs, climate action, migration and now also post-Covid recovery. This workshop will have three stages, each building a conversation around conceptualising dynamic ways to respond to and leverage positive outcomes for learning and learners. In stage 1, we will run three parallel flash sessions, i. neighbourhood learning (Cork); ii) culture, community and learning (Pécs); and iii. dialectics of transitions in learning. In flash sessions i. (XXX) and ii. (XXX), we will explore how learners can shape their own and their communities' learning and in flash session iii. (XXX) we will explore how new and existing approaches can help warp learning journeys to the



needs of learners. In stage 2 of the workshop we will have three parallel flash sessions which will include a mix of members from each of the flash sessions in stage 1. In these sessions participants will attempt to synthesize learning and insights from the three stage 1 flash sessions. Participants will be encouraged to post ideas, words, phrases on a notice board, but also to contribute to shaping an overall narrative for the session group. Stage 3, the session will commence with participants reviewing the notice board, taking one idea they like from the notice board and placing it on the Stage 3 Notice Board. In a plenary, a brief statement from each of the Stage 2 flash sessions will be presented and posted on the Notice Board. This will be followed by a rapid open technology selection of one topic from the Notice Board for a wrap-up discussion.

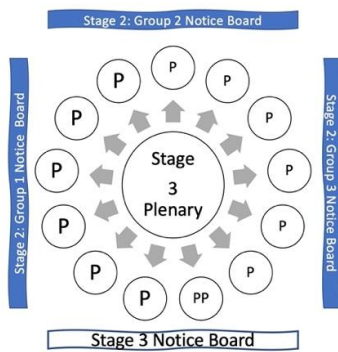
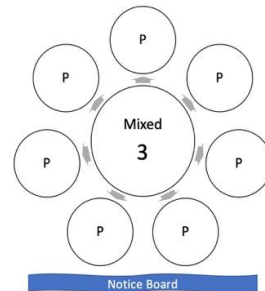
The workshop will be fast moving and aimed at creating a dynamic, brainstorm of ideas, concepts and approaches. It will not be aimed at trying to achieve a leading example, a key concept or a single takeaway point, but to facilitate participants to engage with a range of ideas that can be reflected upon and/or developed further in their practice, and/or theory and/or research





Stage Flash Sessions

2



Digitalisation – Room 1E

133. Adult literacy(ies) for the immediate future

Chairs: MC Fonseca-Mora & E Lucio-Villegas

Literacy has traditionally been considered as the capacity to read and write and even mathematical abilities are included but migration, globalization and technologies have profoundly changed the concept of literacy and this affects, without any doubt, the needs of adults when facing language education. Nowadays, adults 'oral communication abilities for face-to-face or virtual interactions cannot be forgotten but many other types of literacies seem to be of interest as well. In fact, research on literacies and additional languages claims for new approaches to literacy problems and recommends a pedagogy of multiliteracies as an inclusive pedagogical practice (Florian, 2015). Migration and globalization imply multicultural and multilingual development with spaces for translingual literacy practices and with different modes for hybrid and heterogeneous spaces.

The New London Group (NLG) connected the new literacy pedagogy with multimedia technologies (NLG, 2000), an updated concept as multimodality and digital culture surrounds us. For instance, the use of digital technologies has become even wider during the COVID-19 pandemic. Therefore, multimodal elements such as visual, audio, gestural and linguistic ones affect meaning-processing and have an impact on literacy development (Cope and Kalantzis, 2013) as they indicate the need of visual literacy and critical thinking. But 21st adults could be facing some other relevant needs as literacies in an additional language constitute a survival kit for people who want to find a new life in another country. For instance, these adults also need to develop their socio-emotional literacy to regulate their emotions as a new community and a new language and culture affects their identity and sense of belonging.



Psychologists, – mainly from an approach derived from Vygotsky- have considered literacy as a mediation tool for internalizing the higher psychological processes. Considering this point of view, it can be said that literacies are a guarantee for the development of persons as individuals and as members of a community. For this reason, literacies need to be understood as a human right, but literacies can also be considered as a tool for transformation. According to the Popular Education - Freire among other authors –stated that reading and understanding the surrounding reality drives people to undertake societal transformation at the same time. However, literacy can be used for other purposes as well, for example, exploitation. History shows us how it has been used to eliminate autonomy and creativity allowing the reproduction of standardized- productive, educational and social processes. In this direction, the school has played, for some authors – not only the ones belonging to the Deschooling theory as Illich, for instance -, the role to control literacy. In fact, it can be said that the history of the literacy is different from the history of the school. For this reasons, future teachers need to be aware of these new literacies and of 21st century- adult language learners’ needs.

Finally, literacy is based on the context, history and situation of a community. Literacies and language learning are at the heart of education for social development. By considering them, we will provide significant answers to diverse personal and social situations. Therefore, and due to that we acknowledge this diversity, in this symposium we analyse literacies in plural and not only literacy.

To summarise, in order to better understand adult language learners ‘contemporary and global reality, this symposium addresses the multiple literacies approach as a possible tool to better comprehend adult learners’ needs and to prepare future teachers to work with this type of multilingual and multicultural learners in face-to-face, hybrid or online contexts.

Four different presentations cooperate in this symposium to achieve our goal.

Firstly, presentation 1 analyses what multilingualism and the multiliteracy approach means in adult education, while contribution 2 explores how pre-service language students identify the multi-literacy challenges of adult migrant population. The third presentation reflects on the visual and critical thinking literacies needed to consume multimodal artifacts. Finally, contribution 4 presents a study where adult learners’ socio-emotional and multimodal literacies are analysed.

These four contributions seek to explore the typology of literacies needed for adults to integrate in distinct societies and live a responsible and peaceful citizenship.

Paper 1: Multiliteracy and multilingualism in adult migrant education

Javier Ávila-López- University of Córdoba & Coideso

Fernando Rubio-Alcalá- University of Huelva, Spain

Contemporary research holds that literacy cannot exist apart from its particular context of use. Purpose and situation are two dimensions of the new theory of literacy that has evolved into a plural form, literacies, or rather multiliteracies, that include social and cultural aspects, and comprise the full range of abilities needed to interact in contemporary society. However, it still remains unclear how current research conceptualizes multiliteracy and multilingualism in adult migrant education. This study draws on the intimate relationship multiliteracy and multilingualism keep in 21st century research, paying particular attention to their evolution in adult migrant education. In order to bridge between multilingual and multiliteracy in adult education, a systematic review on the research published since 1996 was carried out focusing on the inclusion of multilingualism in adult education multiliteracy models, with special focus on migrant adult education. The research paradigm (qualitative versus quantitative) and the quality of the research designs were also analysed. Results will be discussed in the presentation, and future research proposals will be considered.

Paper 2: A learning by design experience to make student teachers aware of adult migrants’ learning needs

Análí Fernández-Corbacho Coideso- University of Huelva, Spain



This study presents the experience of preservice teachers/university students enrolled in applied linguistics course about language learning and teaching where they identified and analysed assessment tools to measure adult migrants' multi-literacy skills. The term multi-literacies, coined by the New London Group (1996), later developed in a theory of learning based on elements such as multimodalities, the inclusion of technologies and the importance of learners' transformation. In this vein, the present study follows a Learning by Design approach which places learners at the centre of the learning process, immersing them in a multimodal environment. The use of oral, written, visual or spatial modes promotes an experiential learning process that engages participants in in-depth reflexions of their own learning. During the learning experience participants were required to collaborate in order to identify the multi-literacy challenges of adult migrant population. Learning by Design and experiential learning approaches allowed participants to get immersed in an intense and motivating learning process. Results are discussed and pedagogical implications are presented in order to guide future preservice/service teacher development courses aimed at working with migrant population.

Paper 3: Consumption of present-day music videos: a multimodal analysis

Maria-Carmen Sánchez-Vizcaíno- University of Bratislava, Slovakia

Digital literacy is essential for facing the challenges imposed by technological development and globalisation in the complex and diverse societies of the 21st century. Current audio-visual media consumption is extremely high, as is the power of the media to replicate and disseminate stereotypes. However, do we really know what types of representations and values are present in mainstream music videos? In other words, what messages do we perceive from music videos? Audio-visual media, due to their ubiquity, are an effective source for gaining access to cultures within the context of adults' language education. Hence, they can be of use in both formal and informal learning. As a consequence, this contribution's primary objective is to present how women are represented in music videos in the present day. The results show that most music videos continue to display a stereotyped portrayal of women, such as woman's objectification and her relationship to man, or praise of beauty and youth. Potential pedagogic implications will be presented, among others, the necessity for adult learners to be trained in special skills in order to develop critical visual thinking.

Paper 4: Combating stereotypes among community college adult learners at risk in NYC

Lorena García-Barroso- Columbia University

This work determines the relationship between motivation, a better self-esteem of being Latino and the use of a TV Show in Spanish in a Caribbean Society and Culture class taught remotely in English with students from Hostos Community College in The Bronx. The participants in this quasi-experimental study are 20 adult students from different sections of the same class divided into a control group and an experimental group. From the pool of students available in this class, both native Spanish speakers and heritage speakers were selected to populate the experimental and control group. To measure the degree of their linguistic and cultural self-esteem and the motivation to take the class, at the beginning of the Spring semester 2022 a closed questionnaire was passed. The two groups were subjected to the same teaching methods and style in class, except for the experimental group, where the teacher used the last 25 minutes of each class a Hispanic TV show for adult learners to identify the linguistic strategies used by the main characters to build their own identity, working at the same time on socio-cultural contents such as stereotypes. At the end of the semester, the same closed questionnaire was given to analyze any changes. The main aim of this study is to observe if this socio-emotional and multi-modal approach mitigates negative effects of learners' attitude toward Hispanic culture and being a Latino in The Bronx.

Adult Education Programs – Room 1F

134. Past futures of adult education: archiving and analysing programs

Marion Fleige- German Institute for Adult Education Leibniz Centre for Lifelong Learning

Bernd Käßlinger- Justus-Liebig-Universität Giessen

Nicole Altmeier- German Institute for Adult Education Leibniz Centre for Lifelong Learning



Erik Nylander- Linköping University (Chair)

The Call for this conference raises many pertinent questions such as: “What can we learn from history, from knowing about Europe’s recovery after two World Wars, or social movements in the Seventies? As well as more generally what “the legacy” of adult educators of the twentieth century has been, particularly in relation to creating “spaces for democracy through dialogue and nonviolent resistance to power”?”

One way to engage in and provide answers to these important research questions is to document and analyze the programs of adult education. By programs we mean the printed and digital material that provides information about the offerings and provision of adult education (e.g., catalogues, leaflets, webpages, PR-material). Program planning is an important and well-established tradition of adult education research (Cervero & Wilson 2006, Daffron & Caffarella 2021, Fleige et al. 2018, Gboku & Lekoko 2007, Sork 2010) and many different kinds of analysis have already been based on these kinds of material (e.g. Käßlinger et al. 2017, Manninen 2017). Yet, new challenges and possibilities in accessing and archiving programs have emerged as adult education has entered the digitalized era and mediated age we live in today.

Against this backdrop, our symposium will explore “the seeds in the world to come” by gathering scholarly contributions based on various forms of program analysis. For example, we are curious how program analysis can be extended to cross-country comparisons with the help of digital material, how it can be adjusted to the mediated and fragmented messaging of the current media landscape, and how it can benefit from the novel developments that occurred within data science, such as OCR-scanning and large-scale textual analysis.

The rise of big data has been considered as "a watershed moment" for the social sciences and humanities more generally (McFarland et al. 2015). However, these rapidly developing possibilities of large-scale text mining seem to remain rather underutilized as research methods in the field of adult education. At the same time, the reliance on Internet marketing has changed the means through which providers identify and promote their offering, a development that seems to warrant a more flexible and fluid approach combining various sources of data and lines of inquiry.

As a first case study for cross-country comparison, we will make use of two digital and openly accessible archives of programs of folk high school provision that have been established in Germany and Sweden within the last decade. Due to the demand-driven character of the folk high schools they can be seen as a seismograph for wider transformations taking place within the German and the Swedish society. By studying the educational offerings and depictions of folk high schools we capture the changing “Zeitgeist” of German and Swedish society as they undergo cultural and economic transformations thus reflecting the pertinent questions around Europe’s recovery after two World Wars and the role of social movements and adult educators in these developments.

The whole symposium has two main goals. Firstly, we want to present and discuss briefly and illustrative some selected results of national and comparative program research in relation to past futures, based on research within the two archives. Secondly, and even more importantly, we want to discuss with the audience the possibilities, limits and challenges of program research based on archives in a digital world. This discussion focuses on theoretical and methodological issues of program research and archiving. It may also draw a line to current exploration on “Digital Humanities” in the field of adult education research.

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Transformation – Room 12

135. Living theory, living practice. Expanded perspectives on transformation.

Marguerite Welch- Saint Mary's College of California (Chair)

Alili Nicolaides- University of Georgia

Saskia Eschenbacher- Akkon-Hochschule für Humanwissenschaften

Petra Buerget- University of Canberra

Yabome Gilpin-Jackson- SLD Consulting

Mitsunori Misawa- University of Tennessee

Ahreum Lim- University of Georgia

The conference theme encourages us to look at the future and asks, “What are the means now, to create better adults’ lives and worlds?” We believe that an expanded understanding of transformation is essential to respond to this question and to participate in redesigning a future together. We have been engaged in a parallel inquiry about transformation: If learning as transformation galvanized intra-active forces, personal and societal, what would be the conditions for such learning?

Complexity science encourages us to see the way learning—especially transformational learning—allows us to emerge from the chaos of multiple perspectives with a new coherence (Juarrero, in Watkins et al., 2021). This occurs in part because of the sense making we do through the interconnected networks we are part of (Siemens, in Watkins et al., 2021). (Marsick, et al, 2022, pp. vi-vii)

What would such learning make possible? How would learning as transformation respond to civilization wide transformations? The symposium we are proposing will support attendees in reflecting on these questions and identifying their role in the new opportunities in today’s emerging, and dynamic, landscapes.

Theoretical/Conceptual Framework

Scholar-practitioners in the field of adult education have long embraced and critiqued transformative learning theory. Kokkos (2012) explores the degree to which European adult educators incorporate transformative learning as a framework in the development of their research. He concluded

that the theory of transformative learning does not have concrete roots in the conceptual formation of the European adult educators ... [who] ... mainly build on European theoretical paradigms and the authors do not see the need to place their work within the relatively new theory of transformation learning theory. (p. 297)

Looking to the future it is clear that it is time to shift our attention to the expansion of transformative learning theory. We draw inspiration from Richard Rorty’s (1989) encouragement to create new vocabularies. He helps us become aware of the fact that there are always other possibilities that can be explored and that one is not trapped by one way of looking at the world or being in the world that is forced on us, but that we are free to create new vocabularies and to transform our guiding assumptions (Author 1, 2018).



The authors of this proposal decided to study the phenomenon of transformation, instead of transformative learning. The phenomenon of transformation is multifaceted, and there are variations in meaning across disciplines. However, common to all disciplines is the understanding that transformation denotes “significant change.” The meaning of metamorphosis is a change in form or structure, a special change that transcends the form from within the form itself. Form, in our view, includes meaning structures and frames of reference that are most commonly related to the process of transformative learning, and we also recognize form as structure, relationship, systems, cosmologies, conflicts, landscapes, and materiality transformation unsettles common sense assumptions and opens new possibilities for forms of action (Gergen, 1994).

Transformative learning portrays the phenomenon of transformation through the lens of adult learning. While the phenomenon of transformation is not limited to the field of adult education, adult learning is not always transformative. Mezirow (1991) developed his theory of transformative learning by conceptualizing the transformative dimensions of adult learning. Exploring the phenomenon of transformation may help us gain deeper insight into various transformational dimensions of adult learning and therefore expand our current understanding of transformative learning.

In the globalized twenty-first century, many of our old cultural and social norms, traditions, mores, ways of knowing, and being in the world are undergoing profound and unpredictable shifts. Shifts that requires individuals to make sense of their fragmented lives by being flexible, adaptable, and constantly ready and willing to change tactics, to abandon commitments and loyalties without regret; and to act in a moment, as failure to act brings greater insecurity- such demands place adults ‘at the threshold of ambiguity, to turn towards the unknown. (Author 2, 2015, p. 180)

Aims/Objectives

The aim of this symposium is to challenge attendees to expand their understanding of transformation. We will offer four perspectives, grounded in a transdisciplinary stance, which build on recently published works from highly diverse countries spanning all continents, cultures and disciplines across social and natural sciences and arts and humanities; and Western, Indigenous and Ancient philosophical worldviews. These perspectives offer a new bold expansive holistic future of transformation capable of contributing to creating the individual and collective paradigm shift required for creating a thriving future for humanity and the planet.

The Four Perspectives

Transformation-in-context: Transformation occurs at the nexus of the individual and collective, requiring structural change and collective effort to transform systems.

We propose that it is time to move beyond the oft-debated individual-social dichotomy to thinking about individual transformations in the context of structural wholes, with attention to the dialectic between individual and collective transformation. There is something about individual transformation that opens one up to collective transformation. And there is something about collective transformation that pulls one into individual transformation. That is to say, the personal is embedded and entangled in the social. We are seeing both right now in the socio-political issues around the world. This presentation will start with Mezirow, and leave, extend and integrate other theories that embed the individual in context of the collective on the road to transformation.

Transformation-in-connection: The passageway to transformation is the relational ecology (connection, collective engagement) that evokes the interconnected being and becoming of humanity.

Transformation emerges from the relationships among individuals, rather than within an individual. This differs from traditional understanding of transformative learning in the field of adult learning/education where the focus is primarily on individual development. Transformation within the context of groups of people, and while there might also be individual transformation that is part of the outcome of these processes, engagement with others leads to new actions and capacities for engaging the larger world.

We propose therefore that the conditions for transformation exist is the relational space between people that enables a shift not only in worldview but in relationship to humanity. This presentation will discuss the range of settings



and processes used to evoke transformation in response to the complexities of organizational life and the imperative for social change.

Transformation-in-action: Imaginal expressions of marginal experiences evoke storytelling and witnessing, sparking personal and collective identity (re)storying and action.

The exploration of transformation cannot always be planned with ideal conditions. To explore transformation from the margins, where power, privilege and both oppression and resistance are at play requires the use of language, stories and storytelling, evoking a deep knowing of self and others through imaginal engagement, the power of witness, and joining the other. This deeper exploration of self-in-collective generates the emergence of previously unknown awareness and knowing, a dance at the edge of the (un)known, where actors choose agency in dire circumstances.

This presentation will encourage learning at the edge leading to an expansion of knowledge of transformation, with attention power from the margins, where agency in spite of marginal experiences leads to collective transformation.

In-transformation: It is in dwelling in the unknown spaces between multidisciplinary and transdisciplinary ways of knowing that transformation emerges.

The study of physical science has flourished for centuries. As we entered the twenty-first century, social scientists looked to complexity science, nonlinear dynamics, and chaos theory, and more recently neuroscience, to better understand change in human systems. The phenomenon of transformation emerges from diverse disciplines, sparking new understandings of transformation through engaging the dialectics of theory and practice. This presentation will offer insights bridging disciplines and contexts, pointing to global implications and ways of engaging the complex and ever-changing world in which we live.

Sometimes, instrumental or communicative learning is sufficient. However, when we do need new habits of mind and new ways of being, either because the world around us is already changing form or because we find ourselves disrupted, we must choose a transformation journey, or we will inevitably remain mired in stagnation. It is by dwelling in-transformation at the intersection of multidisciplinary and transdisciplinary knowing, the unknown starts to emerge and become known.

As ÓTuma (2021) notes on his book jacket for *In the Shelter: Finding a Home in the World*: “it is in the shelter of each other that people live.” We try new ways, we operate from Resonance, where we cannot always put words to what is emerging, but we know that we are being ushered into a new way (Author 3, 2020).

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Dialogue – Room 10

136. Democracy in liminality: An exploration of the meaning, importance and limits of dialogue

Chair: M. Maksimovic- University of Belgrade

Fergal Finnegan- Maynooth University
Henrik Nordvall- Linköping University
Annika Pastuhov- Linköping University

Objectives

In this session, we will explore the meaning of dialogue in adult education and the necessity and challenges of critical dialogue in a period of crises, polarization and violent conflict. What kind of adult education is needed in liminal situations to keep the value of democracy, while paying attention to the peculiarity of the conditions?

The workshop will be facilitated by the convenors of the ESREA-network Active Democratic Citizenship and Adult Learning. The impetus for the workshop comes from network activities in the first half of 2021 where we organised a series of online events in which the importance of dialogue and the real challenges of supporting dialogue in present circumstances.

Theoretical background

Democratic social movements have had a crucial role in the historical formation of adult education (Rubenson, 2011) and critical and engaged citizenship has been an enduring concern of the field. The impact of this can be discerned in most of the influential theoretical currents in modern adult education - the progressive tradition which runs from Dewey to Lindemann and on to Biesta; critical pedagogy and popular education associated with figures such as Freire, Gramsci, Horton, hooks and Shor; and transformative learning theory including writers such as Mezirow and Cranton. These various traditions overlap and differ in interesting ways but there is a noteworthy, shared emphasis on the importance of democratic dialogue for critical reflection, meaningful learning and for effective citizenship.

During the last two years we have been living through perpetual uncertainty due to the pandemic situation. The old life that we knew was suspended and “new normals” were established across the globe, underlined by ideas of emerging new orders. The notion of stability was broken and quotidianity has been infused with the unknown, creating a sense of disorientation. These circumstances were mostly experienced in isolation, often referred to as “social distancing”, which can contribute to erosion of the sense of belonging and community.

In order to explore the possibilities of tackling these challenges, accentuated by the experiences during the pandemic, we turn to the concept of liminality. Liminality can be understood as occurring in transitional times, when normality is being negotiated and imagined anew (Thomassen, 2016). The transitory situation that provokes deep anxiety can induce the need to find meanings that become over-determined. In order to describe long-lasting unpredictability Stenner, Greco and Motzkau (2017) introduced the concept of *liminal hotspots* during which people feel that transition becomes permanent and ambiguity and instability gain enduring quality. As existing normative orders are disrupted, prolonged conditions of uncertainty might create a paradoxical situation to subordinate free will and reasoning to trickster authority. The trickster is only interested in maintaining liminality, as they can only gain influence under such conditions of confusion and distress. Combined with media noise, the citizen identity might erode. Therefore, besides already familiar hindrances of democracy, we want to explore how this state of ambivalence that we are living through undermined democratic potential and how adult education practices can support feelings of belonging and capacity for reflection, even within turbulent times.

Format and process

Our aim is that the workshop will be dialogical, and we will use methods and artifacts to ensure that it is open, engaging and stimulating.

There will be three parts to the workshop: an introduction, small group work and a concluding joint discussion.



The workshop will begin with a ‘walking debate’ where participants move around a space to indicate on the meaning and significance of democratic dialogue in adult education drawing on theory, research and our experience. After this introduction to the workshop’s theme of the meaning, importance and limits of democratic dialogue, we will divide into smaller groups to discuss the challenges to democratic dialogue in education, research and citizenship. For this we will use film clips and images to spark discussion. The workshop will be concluded by a joint discussion where participants are encouraged to share insights from the small groups and draw further conclusions from each other’s discussions.

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Day 4 – Sunday – Parallel sessions 7 – 9.00–10.30 am

Lessons Learnt –Room 1A

137. What has 30 years of lifelong learning done for European adult education? Findings and perspectives from the ENLIVEN project.

Chair: Ivana Studená

Discussant: Palle Rasmussen- Aalborg University

In the early 1990s, as the Cold War ended (and ESREA formed), the European Union offered a new home for emerging democratic market economies: an international organisation combining democratic governance, social welfare, tolerance and the rule of law. At the same time, it adopted lifelong learning as a key priority for adults, ‘essential’ for ‘competitiveness, citizenship, social cohesion and employment’. Today, problems remain: unemployment, migration, AI, inequality, authoritarian ‘populism’. Even on the narrowest criteria (the proportion participating in learning, and their social composition), it has not achieved what its advocates hoped for two or three decades ago.

In what ways has European lifelong learning fallen short of its early ambitions, and why? What has it achieved? How effective are current policies? This symposium presents evidence, arguments and perspectives from a major research project (ENLIVEN: ‘Encouraging Lifelong Learning for an Inclusive and Vibrant Europe’, funded by the European Commission’s Horizon 2020 programme, Grant No. 693989), and reported in a book published this year (Holford, Boyadjieva, Clancy, Hefler & Studena 2022).

The dominant response to lifelong learning’s apparent inability to deliver economic and social returns has not been to ask difficult questions, but to seek improved methods of policy implementation (‘delivery’). This symposium challenges such panaceas on normative and analytical grounds.

Education throughout life is fundamental to democratic societies. The education of free citizens is a process to which citizens must contribute freely: they should not be passive recipients of interventions designed by their ‘superiors’, but able to participate actively and democratically, on a basis of equality, in shaping what and how they study and learn.

From this perspective, ‘making policy’ for adult learning presents particular challenges. Social policy is inevitably the product of contributions at multiple levels, and by diverse ‘actors’, even within a single country. This especially true in a complex multinational polity such as the EU, where policy is formally shaped by ‘democratic’ institutions of various kinds: these establish principles and objectives, modes of operation and regulation, and organisations and institutions, for education. Yet adults participate in education (and lifelong learning) not merely as the objects of policy, but as citizens entitled to be (and feel) active subjects in shaping how they learn.

Prodi (2000) proposed ‘more democratic form of partnership’ with civil society to address growing distance between EU institutions and citizens: ‘democracy and respect for human rights as well as sound economic policies’ must ‘become the norm’ (cf European Commission 2001). Despite this, the Lisbon process became increasingly ‘top-down’, with lifelong learning expected to focus on economic competitiveness.

In fact, much in European adult education traditions suggests lifelong learning cannot be restricted to delivering a workforce with requisite skills – even leavened with EU aims of equity and social inclusion. Learning in adulthood is an essential part of enabling citizens to play a full and active role in shaping Europe as an educated democracy (Steele 2007, 2016). Adult education is not the product simply of policy developed by governments. Initiatives by emancipatory social movements are also vital (Freire 1971). One weakness of EU lifelong learning has been a conscious distancing from the critical, emancipatory, and often anti-capitalist, heritage of adult education.

We apply the theoretical perspective of ‘bounded agency’ (Evans, which marries the behaviour and preferences of individuals with institutional and societal structures. This is particularly important for exploring AI-based policy modelling. ‘Real world’ events (e.g. financial crash, pandemic), show the limitations of behaviourally-based models (MacKenzie 2011, MacKenzie & Spears 2014). Institutional and social structures are persistent, pervasive and diverse, and structure how participation in learning and motivation to learn differs within and between social groups.



Paper 1: Participation in adult learning: system characteristics and individuals' experiences

Ellen Boeren- University of Glasgow

Sofie Cabus- VVOB - Education for development, Brussels

Alan Mackie- University of Dundee

Research on participation and inequality in adult education and training shows 'system characteristics' (e.g. the organization of education; the organization of the labour market and established production modes within firms; quality of child care; the (perceived) costs of lifelong learning; and the indicators of economic development (Desjardins, 2017; Cabus et al., 2018)) play a key role in restricting access by young adults with low levels of education (Berman et al., 1998; Boyadjieva & Ilieva-Trichkova, 2017). Desjardins (2017) argues that unequal access to adult education and training (in the workplace) is often a reflection of unequal power relations within societies. These unequal power relations promote polarization in the workplace and routinized work, particularly for the low-educated. When low-educated employees engage in routinized work, then this impedes the take-up of novel methods of production, which leads to a decrease in employees' value added in the production process. It therefore seems likely that unequal access to adult education and training in a polarized world (Autor et al., 2003; Goos et al., 2007, 2009), has a negative impact on society. This paper focuses on what advantages an inclusive policy on lifelong learning has for society as a whole. Structural barriers mean that opportunity (or desire) to participate is not equally distributed, yet some low-educated adults do so. From them we can learn how barriers can be lowered. Initiatives under the EU's Youth Guarantee and Upskilling Pathway programmes are analysed across nine countries representing different welfare regimes and approaches to adult education. The nine countries under study are very different with regard to their welfare regimes (Rubenson & Desjardins, 2009), and, it seems, significantly different in their approaches to adult education and training. The differences include uneven levels of provision and varying participation rates. However, despite the countries' different labour market institutions, and other dissimilar system characteristics, learners and staff demonstrate broad similarities in participation experiences. It appears that motivation to learn and confidence levels of participants are key to success, in whatever context these individuals engage in adult education and training. This supports arguments for individual support and customisation of provision for (young) adults.

Paper 2: Vulnerability in European lifelong learning policies 1992-2018: seeing young people as a problem to be fixed?

Concepción Maiztegui-Oñate- University of Deusto, Spain

Triin Roosalu- Tallinn University, Estonia

Alvaro Moro-Incaurtieta- University of Deusto, Spain

Marti Taru- Tallinn University, Estonia

The concept of vulnerability has become of a new paradigm in understanding policy and the role of governments (Carney, 2018). Young people as a social category started to receive European level policy attention only relatively recently (European Commission, 2009). However, analysis of European lifelong learning policy discourse on vulnerability identifies young people as one of the main target groups (Maiztegui-Oñate & Roosalu, 2019). In the social construction of target groups, the recognition – and attribution to them – of certain characteristics, values and images contribute to how the groups are viewed by the public (Brunila, 2012; Brunila & Rossi, 2018; Levitas, 2004; Schneider & Ingram, 1993; Williams, 2011). Taking a dynamic view of vulnerability, using critical discourse analysis, and drawing on a 25-year corpus of 68 European lifelong learning documents, considered as social practices (Fairclough, 1989) that express EU political goals and values, we explore the foundations and rationale of lifelong learning policies that treat young people as a vulnerable group, and how lifelong learning has addressed vulnerability among young people.

Over 1992-2018, strategic and policy documents issued by various EU institutions shaped policy discussions within member states, between countries, and within the Commission. At the same time they reflect the outcomes of those exchanges (e.g. Saar, Ure & Holford, 2013). With EU expansion, the goals and actions of lifelong learning policies



changed. The documents reflect the outcomes of negotiations over membership (Saar, Ure & Holford, 2013). The significance of European level policy discourses in general, and lifelong learning policies in particular, has in fact increased over the period, with the post-2008 recession supporting interest in lifelong learning as an instrument to address social exclusion and support vulnerable groups.

It may be that a renewed emphasis on the social dimension of education and training, and recognition that adult learning is offered in a variety of settings such as educational institutions, local communities and NGOs – and not concern about learning for personal civic, social and work development alone – imply a humanist agenda (Rubenson, 2018). Young people, especially in vulnerable situations, have been constructed primarily as a category that is, or should be, economically active – needing lifelong learning to develop labour market skills. Other visions implicit in lifelong learning (e.g., citizenship, social participation) have been marginalised. Human capital perspectives dominate European lifelong learning policies, underpinning a narrow view that misunderstands the causes of vulnerability and generates incomplete policy objectives for socially excluded youth.

Paper 3: Intersectional approach to gender gaps in participation in adult education in Europe: Examining factors and barriers

Rumiana Stoilova- Bulgarian Academy of Sciences

Ellen Boeren- University of Glasgow

Petya Ilieva-Trichkova- Bulgarian Academy of Sciences

Participation rates in adult education tend to be unequal. Educational attainment, having a job or not, and age, are repeatedly found to be major determinants (Boeren, 2016; Desjardins, 2017). Those with the highest qualifications, with knowledge-intensive jobs, and those who are younger are more likely to take part. While girls have broadly caught up with boys in initial education systems in recent decades, as adults women in many countries tend to receive less support for participation in work-related training (EIGE, 2019). Recent research by Boeren (2019) has also demonstrated that adult migrants living in Europe tend to participate less in education.

While separate variables such as gender, ethnicity and social class are known to correlate with participation in adult education, this paper extends knowledge on participation issues using the lens of intersectionality. This paper asks how barriers to equal participation in adult education play out differently between (a) men and women, and (b) women from different class and ethnic backgrounds. European Social Survey and Adult Education Survey data confirm that social origin is a significant barrier. The paper also draws attention to intersectionality: multiple simultaneous disadvantages, including gender (for women), social origin (for adults whose parents have basic or lower levels of education), and having an ethnic minority or migrant background. Current knowledge on adult education and intersectionality is based mainly on small scale studies. We draw on large scale representative data from the European Social Survey (ESS) and Adult Education Survey (AES) to further understand the role of gender and intersectional dimensions in adult education.

This also allows us to move away from studying gender and intersectionality in one specific setting and to take into account the structural differences in the economy, labour markets and education systems that exist between the diverse countries of Europe. As previous studies show adult learning systems are indeed ‘embedded in specific economic and social arrangements’ (Ioannidou & Jenner, 2021, p. 321) and ‘lie at the intersection of a variety of other systems including a nation’s education and training system, labour market and employment system and other welfare state and social policy measures’ (Desjardins, 2017, p. 21).

Women are less likely to receive financial support from their employer, though more likely to do so from public institutions. Ethnic minority status has a stronger negative effect for women than men. Mediterranean and post-socialist welfare regimes reduce the effects of intersectionality less than social-democratic regimes.

Paper 4: ‘I want not to be cheated with the bills’: the empowerment role of adult education on individual agency

Pepka Boyadjieva- Bulgarian Academy of Sciences

Petya Ilieva-Trichkova- Bulgarian Academy of Sciences



There has recently been growing research interest in going beyond the instrumental and economised understanding of adult and lifelong education and learning and focusing on its empowerment potential (Baily, 2011; Fleming & Finnegan, 2014; Fleming, 2016; Tett, 2018). Attempts have also been made to provide a more comprehensive view of the mission and roles adult education serves by revealing its substantial transformative power at individual and societal levels (Boyadjieva & Ilieva-Trichkova, 2021). Policy documents have been published which acknowledge the complexity of adult educational goals and the contributions made to individual and societal development, and also explicitly emphasise the emancipatory role which lifelong learning can play. Thus, according to UNESCO's Recommendation on Adult Learning and Education of 2015 (UNESCO, 2016), the objectives of adult learning and education are: 'to equip people with the necessary capabilities to exercise and realise their rights and take control of their destinies... to develop the capacity of individuals to think critically and to act with autonomy and a sense of responsibility', and to reinforce their capacity not only to adapt and deal with but also to 'shape the developments taking place in the economy and the world of work' (art. 8 and 9). However, more research is needed in order to better conceptualise and empirically demonstrate the complexity of the empowerment potential and implementation of adult education in different socio-cultural contexts.

This paper develops a theoretical framework for conceptualising adult education's role in individual empowerment using a capability approach perspective (Sen, 1999; Nussbaum, 2000). It also provides empirical evidence on how adult education can contribute to individuals' empowerment. Adult education is both a sphere of, and a factor for, empowerment. Empowerment through adult education is embedded in institutional structures and socio-cultural contexts, and has both intrinsic and instrumental value; it is neither linear nor unproblematic. Adult education's empowerment role is revealed in expanded agency; this enables individuals and social groups to gain power over their environment. Using quantitative and qualitative data, the paper shows that participation in non-formal adult education can empower individuals, increasing their self-confidence, capacity to find employment, and to control their daily lives.

Paper 5: The interplay of organisational and individual bounded agency in workplace learning: a framework approach

Günter Hefler- 3s, Vienna, Austria

Ivana Studená- Slovak Academy of Sciences

This paper outlines how Enliven researchers investigated the interplay of 'organisational' and individual agency in workplace learning in 17 organisational case studies across three economic sectors and nine countries. Agency enables us to understand why individuals take up learning opportunities in different dimensions of their lives over the life course. The concept is often deployed in the study of individuals' behaviour, but this paper argues for treating agency as relational: actors' choices are bound – enabled and restricted – by their environments. It also goes beyond individual agency, treating the organisation as a specific type of actor with its own agency: whether workplace learning actually occurs is the outcome of interaction between individual and 'organisational' agency. Among those who find their workplace offers limited opportunities, some seek a more learning-conducive job, others look to learn outside work. Policies should promote meaningful learning across society, but poor workplace organisation is a key barrier to making lifelong learning a reality for all.

Paper 6: Speaking up: how early career workers engage in fighting for better working conditions by joining youth-led social movement organisations

Günter Hefler- 3s, Vienna, Austria

Eva Steinheimer- 3s, Vienna, Austria

Ivana Studená- Slovak Academy of Sciences

Janine Wulz- University of Victoria, Canada

Despite the undeniable legacy of labour movements for adult learning world-wide, the interplay of industrial relations with lifelong learning remains outside mainstream lifelong learning research. Learning from activism is, moreover, usually informal and therefore rarely recognised. This paper focuses on activism, not only as an important component of the industrial relations system but also as a major learning source for individuals, organisations and



society. Young workers who feel they lack support from existing employee interest organisations may try to create their own. Based on case vignettes of social movement organisations in three different countries with highly diverse industrial relations systems (Austria, Spain's Basque Region, and Slovakia), the paper presents a framework for analysing novel social movement organisations within countries' specific industrial relation systems. Each social movement organisation was founded because of particular challenges that the national system did not adequately address. Learning from activism enables young people employed in workplaces unfavourable to learning – or unemployed – to compensate for what a better workplace might have offered. Youth-led social movement organisations are thus laboratories producing important knowledge and practical skills; they challenge established organisations, including trade unions; and they renew and enliven industrial relations structures for representing interests and developing strategy.

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138. The enactment of VET teachers' professional bodies

Sofia Nyström, Song-ee Ahn- Linköping University

This study concerns the vocational teachers' professional bodies in VET teaching practice. Research on professional practice shows that when professionals are engaged in practice, doing their work, their bodies have an essential role in what it means to be a professional but also what happens in practice. It is argued that the professional body is something trained and learned. Research on teachers' bodies shows how complicated and ambiguous the notion of teacher presence in teaching is (Estola & Elbaz-Luwisch, 2003) and emphasises that the professional bodies and bodily doings depend on the classroom context and materials (Reid & Mathewson Michell, 2015; Watkins, 2007). The professional body of VET teachers is interesting since they have a dual identity, both a teacher identity and a prior vocational identity. The study aims to analyse and discuss how VET teachers' professional bodies are enacted in teaching practice. The main questions are what happens when the teachers' use simulators as a method for vocational learning and how their professional bodies are enacted.

The study draws upon practice theory since it provides useful theoretical concepts for the analysis. The theory places the (professional) body at the core of the practice as well as its intertwined relationship to the material set-ups in practice. Schatzki defines the practice as "embodied, materially mediated arrays of human activity centrally organised around shared practical understanding" (2001, p. 11). The practice presupposes a particular arrangement of activities that hang together through language, actions and relationships – 'sayings,' 'doings' and 'relatings' (Schatzki, 2002). It means that the practice consists of and is maintained by human bodily actions, and they are something that needs to be learned and trained. Furthermore, they cannot be separated from the material set-ups. The theory also shows the different dimensions of bodies in practice (Green & Hopwood, 2015; Schatzki, 1996). In our study, when teachers are using simulation training as a method for vocational training, their actions and bodily doings become entangled with the material set-up of the high-fidelity simulator. These simulators could, for example, be a forest harvester simulator, equipped with the same control system, keyboard and chair as the authentic machine. By using the simulator, different activities emerge in the practice of teaching and learning as an interplay between social and material arrangements.

The empirical material of this study is based on ethnographic observations in two different vocational education programmes in upper secondary school (Schools A and B) in Sweden. The Natural Resource Use Programme and the Vehicle and Transport Programme were chosen since they have been using different types of simulations for a long time to teach vocational knowledge as a part of their curricula. We followed one class from the Natural resource use programme and two classes from the Transport programme during 2019-2022. In total, we have observed the teachers and the students during 20 school days. In addition to field notes, the team took photos and video recordings. We analysed the bodily doings, saying and relatings in the teaching practice. Three cases were chosen to exemplify the different dimensions of VET teachers' bodies, the relatings to the students as well as the material set-up. The findings show that VET teachers enact and use their professional bodies differently depending on the multiple sites for learning in the VET teaching practice and its material set-up. Using practice theory, the study analyses and discusses how the teachers' presence is enacted differently, how the teachers are distributed, and how the materiality of the settings impact the teachers' professional bodies.

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139. Pedagogical support: Knowledge and gestures of educational cultures

Alessia Tabacchi- Università Cattolica del Sacro Cuore

Pedagogical support is an interesting theme in the culture of adult education and learning. To about, French literature emphasizes the concept of “*accompagnement*”. This process encourages awareness, empowerment and existential planning. In this perspective, pedagogical support becomes a formative opportunity, based on the development of the reflective capacities of subjects, the acquisition of meta-skills and transformative learning. At the same time, the pedagogical support offers a conceptual framework through which to evaluate the operational depth of the educators, lingering on the knowledge and gestures of educational cultures. This proves to be a significant opportunity to reflect on the "fragility" of educational work in contexts of high social complexity.

This contribution intends to present a research project that aims to deepen processes and tools that promote educational support. It involves professionals in a retrospective reading of educational practice, based on a narrative methods. From a pedagogical perspective, we will dwell on the analysis of educational actions, in order to trace their underlying intentionality and the intertwining of knowledge and professional gestures.

Key Words: pedagogical support, educators, narrative methods, professional gestures

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140. Digitalisation and democracy - a context paper

Angeliki Giannakopoulou- Dafni Kek

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D Soeiro

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The paper aims to provide a closer look, through the lens of adult education, towards a meaningful conceptualisation of democracy within the context of digitalisation, power conditions and dynamics in the digital space (Burkholder et al., 2015), as well as digital politics and digitalisation in the public space (Parkinson, 2012). It includes a discussion on digital rights in Europe with an emphasis on digitally excluded groups, focussing on adult learners, teachers and educators, their digital competences and the role of ALE in Democracy and Digitalisation.

The paper argues on the opportunities and challenges (Mansel, 2016) arising as the world is moving to a digital-first society, and relationships, institutions and workplaces are increasingly becoming mediated by technology (Nguen et.al, 2006). The protagonist role of exchange and learning platforms (Zimmermann, 2020), emerges, aiming to steer discourse towards representativeness, openness and transparency, highlighting the widening of the digital gap (Hopkins, 2015) (OECD, 2001). The paper also focusses on alternative mechanisms with the potential to promote democracy, and urges for a clear strategy to be developed on how Adult Education, with the help of digital media/internet (Redecher, 2017) and what preconditions (CEDEFOP, 2020) must be created for this to become reality.

An overarching target of this paper is to shake mentalities towards enforcing the power of the people in public decision-making and personal development (hooks, 1994), providing access to digital outlets (Boyd, 2016), and creating safe spaces for active engagement in international digital contexts. The approach used in this paper was a unique collaboration of seven international ALE organisations and an extensive secondary research. Over months the guiding questions, developed by the consortium have been discussed and reflected on during working group meetings, conference workshops and cross-sectoral correspondence, with each author contributing to their according field of expertise. With this multi-faceted paper as well as policy recommendations, we have created comprehensive overview and breakdown of digitalization and democracy on a theoretical level by shedding light on crucial issues as well as providing a practical call for action, aiming to support the minimisation of the digital gap, promoting the professionalisation of trainers and educators, fostering digital confidence and enforcing the importance of media literacy.

Migration – Room 1C

141. Adult learning in a migration society (Part 2)

Chair: T Hoggan-Kloubert

Migration is an integral and (likely) permanent characteristic of the modern world. It is a continuing legacy of our past(s) and holds ‘seeds’ that can develop in myriad different ways in our present and future. With an estimated 270 million people crossing national borders each year, migration is exposing an urgent need for societies to re-think notions of ‘us’ and ‘others,’ and what it means to treat people first and foremost as human beings, regardless of their accidents of birth. And, for this re-thinking to occur, adult and lifelong learning and education will need to play a central role.

This symposium explores this role. It presents the results of a collaboration among 16 scholars from across Europe and the U.S., which resulted in an edited book. In these efforts, these scholars who research adult learning in migration contexts explored new possibilities for learning, change, and even transformation in a migration society.



Following precedents set in the past, this symposium is proposed to cover two different time slots. In Part One, scholars from this collaboration highlight individual stories of migrants and showcase innovative research methods. In Part Two, concepts and theories that might be usefully applied toward learning needs in a migration society are explored. There is a focus on common challenges and questions, current practices, and unresolved problems. We believe such international comparisons hold great potential for seeing new possibilities in any single country, whether in Europe, North America, or across the world.

Paper 1: Migration and transformative adult education. Reflections on complexity, criticality, and counter-publics in the age of superdiversity

Fergal Finnegan- Department of Adult and Community Education, Maynooth University

This presentation draws on critical theory (Negt & Kluge, Rose, Fraser, Habermas) and transformative learning theory (Mezirow) to explore social learning processes and migrant education in relation to each other. It situates this within an account of migration within contemporary capitalism, a period marked by acceleration, multiple crises, and a dramatic growth of the far right. In these circumstances, it argues, there is a need for transformative learning across society as well as devising educational initiatives which respond to the needs of specific groups of migrants. Through a reconstructive critique of Mezirow's theory of transformative learning, the presentation explores the importance of criticality and complexity in his work and reaffirms the centrality of equality, freedom, and democracy in transformative education. It highlights the limits of Mezirow's account of democratic learning and the public sphere and makes the case that Negt and Kluge's historic-theoretical account of 'counter-publics' provide a nuanced and useful model for orientating emancipatory transformative educators in an age of superdiversity. It also discusses how public, and counter-publics are being remade through the use of social media. The presentation concludes with reflections on how the analysis of migration in contemporary capitalism and emancipatory transformative education developed through the presentation relates to pedagogical practice.

Paper 2: Embracing transformation: migration and human dignity

Tetyana Hoggan-Kloubert- University of Augsburg, Germany

Chad Hoggan- North Carolina State University, USA

Based on the authors' reflections on their previous research into the unmet learning needs of migrants, this presentation argues that the so-called 'crises' related to migration are caused by inaccurate images of a homogeneous and static society. Migration thus highlights the need for society as a whole to learn and develop. This presentation provides a more humane framing of migration. It endorses an ethical approach to education that is grounded in the core value of honoring and protecting human dignity, acknowledging the intrinsic value of every human being. It describes the role of adult education to support learners' autonomy and civic dignity. From the perspective of this presentation, adult education would of necessity promote heterogeneity and dialogue, as well as reject uniformizing, incapacitating, and instrumentalizing tendencies.

Paper 3. Where is home? Migration, trauma, and adult education: a dialogue

Linden West, Stefan Alexa- Canterbury Christ Church University, UK

This presentation derives from dialogue about migrations, past and present homes, and how and where a new home can be created. Home might vary as a place, real or imagined, at different times in our lives: traumatically so for many, in forced migration. A dialogical starting point was the rise of fundamentalisms – Islamic, fascist etc. – chronicled in Linden's work. Stefan was exercised by the attractions of Islamic fundamentalism to someone close, back home, in Romania. Linden began narrative research on the continuing trauma of migration, over generations, in families of Israeli Jewish and Palestinian educators. The place and nature of home is constantly negotiated. Stefan was living in London, but Brexit and other pressures led him and his young family to return 'home' to 'beautiful Bucovina,' now divided between Romania and Ukraine. Home here was deeply layered by troubled history and family divisions. Exploring what home meant for one Palestinian woman and an Israeli Jewish man was similarly



complex. Fiction is used to illuminate the complexity, while a narrative imagination is forged in a multi-disciplinary, actual and imagined adult education space: on a border between learning and therapy, silence and voice, power and powerlessness, past and present, life and death.

Communities – Room 1D

142. Shaping new possibilities: the university as an agora for discussing

Monica Amadini, Sara Damiola- Catholic University

Pandemic has affected existences and workplaces as a watershed event: adult lives and learning have dramatically changed. Educational services themselves has been transformed: educators have significantly revised their practices, developing new knowledge, strategies, attitudes. But there is the risk of returning to everyday routine. In this perspective, research and training have to mobilize adult to investigate the complex effects of the ongoing changes, responding to emerging needs and challenges.

The current paper presents a research-learning path by CeSPeFI (Research Center of Family and Childhood Education) of Catholic University of Brescia, through which University intended to support the educating community, providing an “agora for discussing”, in a territory, that of Brescia, dramatically affected by pandemic first wave.

Objectives

- Shaping generative memories, starting from educators’ narratives
- bringing new opportunities from crisis, developing innovative learning, not merely absorbing the impact of adversities
- promoting the awareness of the value of sharing learning and experiences
- Building networks between adults/educators and students, university and services, promoting community links.

Theoretical Framework

The theoretical framework refers to social-constructivist approach. Adult learning is seen as a process based on social dimensions, such as cultural environment, prior life experiences, and changes in personal and social life (Bennington, Derrida, 1993; Jarvis 2011; Heidegger 2000; Illeris 2002).

Main conceptual topics refer to adult learning theories, particularly to the learning process of adult in professional contexts, focusing on the self-awareness as a learner and an adult educator (Karu, Jögi, 2014; Jütte, Lattke 2014). Knowledge of self is a crucial component in professional growth (Cranton 2001) and in our research it is assumed in the perspective of 'transformative' adult learning: personal transformation is in fact rooted in the context in which we live (West, 2014).

Method

The methodological framework provides a basis for supporting the learning process in professional contexts for adult educators, improving self-understanding and self-reflection processes (Barnett 2000; Mezirow 2000) thanks to a dialogic approach, specifically through the device of Metalogue (West, Formenti, 2018).

Research Design

Between December 2020 and May 2021, meetings have been realized to promote reflexive dialogue processes between key representants of childhood and family educational services of the Province of Brescia and the students of degree course in Sciences of Education.

With reference to emerging needs and challenges, we have proposed a sort of agora for discussing (Fink, 2003), a learning space inside the university, in which educators have questioned themselves not only about the effects of pandemic in everyday life of educational services, but also about new opportunities and knowledges. During the meetings, adult and students have asked to each other how shaping new answers to emerging problems and how learning from this experience and generating new forms of resilience.



Results

This research and training path have shown how research in adult education can sustain communities and individuals, by promoting knowledge and new collective and critical practices. In particular:

- The collected narratives confirm the value of education as unavoidable resource to face emerging problems and crisis.
- Educators discovered unexpected capabilities, through a resilient commitment in critical conditions.
- Collection and sharing of reflections allowed students and educators to understand the essential contribution provided by educational local services, both formal and informal, to develop new forms of social coexistence.
- The approach of Metalogue, as a proposal for collective and intergenerational reflection, has allowed to experience the value of building collaborative, co-responsible and participative networks.

143. Peer learning practices drawing borders between ‘Us’ and ‘Them’. Analysing consensus conference-method through Theory of Practice Architectures

Satu Heimo- The Finnish research network Freedom and Responsibility in Popular Adult Education (SVV)

This presentation is focused on peer learning practices as part of so called projectified adult education. Peerness can be understood as relations where humans are being equal. However, peerness as a concept is usually associated with people connected by similar life events. Peer learning, on the other hand, is learning through peerness with and from peers. Projectification, again, refers to a phenomenon of today, when due to neoliberalism, temporary social innovations have begun to replace permanent services. In Nordic popular adult education, the performance-based state funding prefers services for the established participants, while interventions for the so-called under-represented groups are provided through project funding.

This study analyses how the Consensus Conference -method is employed in a Nordic popular adult education project called KOSI – Building future’s edification through consensus conference method (orig. Konsensuskonferenssi tulevaisuuden sivistyksen tiekartasta, 2021–2022). The Consensus Conference - method is popular in biotechnology and medicine when evaluating the social impacts. The method is claimed to enhance social dialogue, as it is a deliberative and democratic reciprocal process between scientists, politicians and citizens, and a way to enhance active citizenship. This presentation is part of a dissertation which studies peer learning practices concerned with migrant related issues in the context of “projectified” adult education. This presentation focuses on peer learning among local communities. The following research questions guide the study: 1) How are the consensus conferences organized? 2) How do the consensus conferences enable and constrain peer learning practices?

The researcher gathered the empirical data for this study when acting as a project coordinator in the KOSI- project. In the six regional, differently themed KOSI-workshops, adult educators from Nordic popular adult education organizations, researchers, local community, and decision-makers discussed current regional, but globally entangled, challenges. The themes discussed were integration, democracy, regional vitality, diverse working life, activism, and the use of forests. The data analysed in this study consists of documentation from planning and evaluating meetings, participatory observations from six workshops, as well as the workshop participants’ answers to feedback questionnaires. The methodology of this study is based on critical action research and the data is analysed using the theory of practice architectures. Practice architectures is understood as a combination of cultural-discursive, material-economic and social-political arrangements that enable and constrain how a practice can unfold. Knowing is seen not to be a priority in education, but only as an instrument that enables certain, socially accepted ways of acting as citizen and as an actor in community.

The preliminary findings show that migrant and integration related questions are designated as pivotal challenges when considering relations between people. Persons with migrant backgrounds are still included in the project mostly superficially. This is explained by their language skills or their impossibility to join the meetings because of their performing work. Furthermore, because of the routine ways of planning and working only with similar thinking “peers”, the migrants are mostly seen as targets of actions, not actors themselves. The workshops were also too short in duration to support self-reflective discussions.

Today, people seem to be further apart, separated by their own will or unwillingly in different like-minded communities, with tensions appearing when trying to understand each other. The COVID pandemic has made



encounters and dialogues even more difficult to accomplish. Nordic popular adult education has a will to promote the encounters between people, but due to its projectification, financial support, limited resources and institutional structures, the activity remains superficial. Peer learning practices are not supported between “us” and “them”, because peerness is narrowly interpreted and learning is seen as one-way. Adult education could be an agora for discussing and opening important societal local and global discussions, but only through critical self-reflection, the bottom-up development and taking participation of “the others” seriously.

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144. Quantitative methods for investigating adult learning and multicultural education in the time of crisis

Loretta Fabbri, Nicolina Bosco, Alessandra Romano, Mario Giampaolo- University of Siena

Theoretical framework

The multicultural transformation of society and the crisis that we have been facing in the last two years due to the COVID-19 pandemic affected families, work contexts, and the field of adult education (Boeren, Roumell & Roessger, 2020). In particular, universities need to investigate how to strengthen participation in lifelong learning education for multicultural students in order to identify useful strategies for promoting their learning (Stanistreet, Elfert & Atchoarena, 2020; James & Thériault, 2020). In this regard, developing innovative practices could enhance diversity as an opportunity for learning and reduce additional barriers that multicultural students may encounter in their educational projects (XXX & Author 1, 2020; Author 2, Author 4 & XXX, 2020; Author 1 & XXX, 2020; XXX & Author 3, 2020; Waller et al., 2020).

How can the cultural dimension be exploited in teaching and learning processes in Higher Education? This paper draws from the Culturally Responsive Teaching (CRT) perspective, which implies using cultural knowledge, prior experience, and learning style from multicultural students' experiences in order to prioritize a culture-based process of learning (Snyder & Fenner, 2021). The purpose of this contribution is to explore the CRT in Italian Higher Education, where the number of foreign students has significantly increased in the last decades.



Methods

We employed an exploratory sequential mixed-methods research design (Creswell, 2002) in order to provide a better understanding of CRT phenomenon. The mixed-methods design used in our work consists of a first phase aimed at gathering qualitative data to explore the CRT phenomenon, and a second phase focused on quantitative statistical data analysis to explain the relationship among qualitative data and develop a new CRT scale and validated it for the Italian context.

Participants

A large, randomly selected number of male and female students (n= at least 300) enrolled in the University of Siena will be involved.

Instruments

The CRT has been explored starting from the translated version of the scale developed by Huang (2019). The researchers translated independently the questionnaire. These translations, later compared, led to the final version of the instrument, which was subsequently retranslated into the English language (back-translation). The two versions, in the English language (original and translated version), were thus compared allowing to accept, at this stage, the version translated into the Italian language as the final version of the instrument.

For each participant, we collect 1) the questionnaire consent form; 2) affiliation information and demographic characteristics; 3) students' perceptions of culturally responsive teaching practices; 4) sense of belonging; 5) academic self-efficacy, 6) open-ended questions.

Conclusions

The adapted scale of CRT for the Italian context will be used to explore how to promote culture-based learning processes that take into account cultural diversity as a resource in university teaching practice. Furthermore, the results will allow laying the foundations for defining effective methods and strategies useful for promoting a safe, inclusive and multicultural environment of learning.

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145. (Un-)doing "good" parenting: the social (de-)constructions of a pedagogical model in online informal learning environments

Davide Cino- University of Milano-Bicocca

The paper offers a critical analysis of some implicit and explicit cultural models (Holland & Quinn, 1987) underlying the pedagogical construct of "good" parenting. Starting from a critical examination of the term parenting in its neoliberal declination as "intensive parenting" (Hays, 1998; Lee et al., 2014) it will be highlighted how the incorporation of macro-themes such as "risk" and "protection" (Beck, 1992) in the domestic context has contributed to the creation of a moral discourse on what it means to be a "good" parent and, in detail, a "good" mother, highlighting specific ways for parents to "learn" how to perform their role in a neoliberal fashion. The term "parenting" is part of a common vocabulary echoing the discourse on "intensive parenting" according to which parents - and especially mothers - are primarily responsible for the care, development and education of children, whose well-being and success in life will be understood as a litmus test of having fulfilled their role functionally (Formenti, 2008).

To suggest, however, that a discourse – whether it be authoritative and institutionalized - precedes completely passive subjects is problematic. Rather, in the perspective assumed here, I want to emphasize how subjects (in this case, parents) can participate, to different extents, to the dialectic between individual experience and cultural context: if the latter precedes us to a certain (and not absolute) degree, individuals can not only confirm, but also question discourses, expectations, and cultural norms, making them evolve (Caronia, 2011). I will argue that in this mechanism of co-dependence lies the possibility of talking about parenting cultures and countercultures: culture not only as a given, but also as a socially constructed reality that is learned, acted upon, and reacted to.

Starting from these premises, in this contribution I will reflect on how the web can be defined as an informal learning context for and between parents that fosters the social construction of family and parental culture, contributing to the strengthening and questioning of the intensive parenting's assumptions. Indeed, the web represents today one of the main resources that many Western parents, especially mothers, draw upon to learn models of "doing parenting" through expert websites or peer communication platforms (Lupton et al., 2016). Its incorporation into everyday life therefore makes it a potential learning context that can contribute as much to reinforcing as to challenging the tenets of intensive parenting, due to the role played by parents as not only users but also co-creators of cultural content from which they can learn (Pedersen, 2016).

I will focus my analysis on three different Italian parenting platforms: the Pianeta Mamma website; the Al Femminile forum; and the Mammadimerda blog and social accounts. The three platforms were analyzed through a discourse analysis (Fairclough, 1992) to frame the experience of informal construction of parenting culture through three indicators: the *subject of enunciation* (i.e., who enunciates something online and on the basis of which epistemic authority - Benveniste, 1971), the *affordances* of the platform (i.e., the possibility to action "offered" by the context - Evans et al., 2016), as well as users' *agency* (i.e., the possibility to actively act in a given context). In presenting these findings, I will reflect on the extent to which these elements can foster or hinder practices of informal learning and social (co-)construction of cultures and counter-cultures about the "practice" of parenting as an epistemic object, highlighting the role played by networks in constructing and de-constructing values and assumptions that inform parenting practice, as well as the value of communicative networks as a source of support, learning, and top-down or bottom-up practices of meaning-making for parents as adult learners.

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146. Digitalization needs and resistances of German employees in the pandemic. Vocational education between emancipation and adaptation

André Kukuk- Centre for Continuing Education/ University of Wuppertal/ Germany

On the economic as well as on the societal structure level, accelerating change processes generate new respectively higher qualification and competence requirements. These challenge the companies themselves as well as the individual employee. Since the early 1990s, continuous and thus lifelong learning is supposed to master, utilize and shape this permanent change by activating each individual to face the increasing social and technological transformations through a constant ability to flexibility, activity and intrinsic willingness to learn (Felden 2019). This suggests the implicit promise of being able to minimize the risks of modernity and to be competent to deal with uncertainty in order to secure a successful career or to avert the threat of unemployment. Lifelong Learning must thus increasingly be interpreted as obligation, as social compulsion and social imposition (Kade/Seitter 1998) to respond to permanently changed requirements due to individually uncontrollable, economically induced adjustment postulates (Faulstich 2003). Especially in company contexts, a permanent obligation to learn arises, which more and more results from a technology-related necessity to adapt and which therefore follows economic imperatives. A trend that has clearly accelerated, regarding the consequences of the COVID-19 pandemic.

Currently the technologization of the modern working life and the growing influence of digital media in the work process are no longer merely perceived as making work easier. Employees are also becoming aware of opportunities of misuse with regard to digital observation, which presents itself as an act of external and self-measurement to improve customer relations (revenue growth), averting danger (industrial espionage/occupational safety), but also for enhancing an individual self-optimization (surveillance/monitoring) (Brumme 2020). The efficiency thinking of modern business in the digital transformation thus underlines a logic of self-exploitation that increasingly seems to be all-encompassing so that currently, hardly any employee in Germany can avoid it. In fact, the consequences seem even more dramatic when employees refuse to accept digital change processes in their professional lives and when they try to resist dealing with new technologies – whether it is on a machine- or software-supported level, without these resistances being addressed and processed in the context of company education work.

Based on existing findings referring to resistances in educational contexts (e.g., Bolder/Hendrich 2000; Holzer 2017), this article presents results of a qualitative study in which work and staff council members from various sectors were interviewed on digitalization-related changes in occupational work and on possible employee resistances concerning the use of digital media in vocational contexts. First, this article is focused on the extent to which the COVID-19 pandemic has contributed to an expansion and diversification of resistances through an acceleration of digital changes, and it is asked which influencing factors can be named as relevant to strengthen or



reduce digitalization resistances in company contexts. Second, it is concentrated on (new) competences necessary for staff which is responsible for continuing education to handle and process strategies of resistance to the use of digital technologies in the context of in-company education work. It can be shown that new social and occupational challenges exist which can be characterized by individual resistance at the level of company employees and by collective resistance at the level of employee representatives. In this context, it is particularly individual resistance that makes it essential to address and balance the tension between increased possibilities of workload reduction, excessive demands (dissolution of work boundaries) and misuse (steady monitoring/control) at the level of company policy as well as in the context of in-company further education with the help of suitable formats.

Keywords: Digitalization resistances, workplace employee representatives; Continuing Vocational Training (CVT), digital change, emancipation, adaptation, competence requirements, continuing education personnel

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147. Organisational and professional challenges in adult education centres for orientation in digital transformation

Johannes Wahl- Eberhard Karls University Tübingen
Caroline Bonnes- University of Konstanz

Phenomenons of digitization in general (Stalder, 2016) and during the Covid-19 pandemic in special led to tremendous challenges for adult education across Europe. Adult education centers, one of the most important institutions of adult education in Europe, had to significantly revise their practices to ensure the continuation of their mission to provide education for all. In this context, the DiTra_VHS study investigates changes in adult education centers related to digitalization. The project investigates changes at the organizational and professional level from a technological-sociological (Schrape, 2021) and adult pedagogical perspective (Bernhard-Skala, Boltzen-Bühler, Koller, Rohs & Wahl, 2021). These theoretical frameworks make it possible to both describe the influences of technical developments and to classify the effects in the field of adult education. The aim of the project is to document the digital transformation of adult education centers for the first time. It strives to answer the following research questions: What kind of organizational and professional changes do adult education leaders associate with the digital transformation in their area of responsibility? What are the core challenges on the organizational and professional level? And how do they approach these challenges?

The DiTra_VHS project addresses these research questions via a mixed-methods research design which consists of a qualitative study and a follow-up quantitative study. In the current paper, we will present the results of the qualitative study. The data basis is formed by 40 exploratory expert interviews with leaders of adult education centers from the German federal state of Baden-Württemberg. The interviews focus on attitudes towards digitization, the current status of digitization in their organizations as well as the associated changes in administration, courses as well as staff and their professionalization. The data is analyzed using qualitative content



analysis to identify key conditions, contexts, strategies and consequences of the digital transformation for the various organizational levels. At this point of time, the project is analyzing the vast material. Analysis will be completed at the end of spring. Therefore, in the following we would like to give a brief overlook over the first analysis core areas.

The results address significant effects of the current crisis at the organizational level as well as at professional challenges within. In this context, all environment-induced effects that affect the organizational culture and have an impact on the digital transformation are addressed at the organizational level. The project will also show how the leaders deal with these external demands and react to them within their own adult education center. Another focus includes the changes that accompany the digital transformation for the staff. Here, the focus is on the main requirements for professional action and the necessary learning processes. The results show both the high demands of the digital transformation on adult education centers, but also demonstrate that the organizations are quite capable of fulfilling their social mission under the difficult conditions of the pandemic and of finding creative solutions to organizational challenges. This underlines the potential of adult education centers to provide orientation in the ongoing digital transformation and thereby to ensure people's participation in society.

Building on these results, the next step will be the construction of a nationwide survey for leaders from different areas of adult education. The aim of this is to be able to better explore the specific situation of the adult education centers by comparing them with other adult education organizations. The project provides new impulses for educational practice in order to meet the multifaceted challenges of the pandemic situation and ongoing digital transformation and to promote the mission of the adult education centers - education for all - into the future.

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Focus on Learners – Room 1F

148. LHBN Network: Biography as experience (*Workshop*)

Laura Formenti- University of Milano-Bicocca

Alan Bainbridge- Queen Margaret University, Edinburgh

Hervé Breton- University of Tours

The Life History and Biography Network is a diverse community with a common interest for doing research with and on stories of life and learning. Biography and autobiography, narrative interviews, life stories and histories, auto-ethnography, duoethnography, and group narratives, along with aesthetical and expressive ways to storytelling are among the methods that we have been discussing for 30 years. However, sharing a common methodological background does not mean that we are seeking for standards, or a unified perspective. On the contrary, it seems that authentic interest for narratives of adult experience pushes researchers to avoid methodolatry, and search ways to be ready to listen and let stories teach us. Our seeds are stories to make a difference and fuel hope or togetherness, to understand how lives are shaped by discourses, material conditions, social structures, and to represent complexity. Dialogue and diversity are needed at a time when the other may be experienced as a threat rather than a source of learning. In raging social and environmental crises, ongoing global pandemic and wars, stories - not least our own as researchers - need safe spaces, as a fertile ground to be shared and critically interrogated.

The workshop is organized and facilitated by the Network Convenors – Alan Bainbridge, Hervé Breton and Laura Formenti. They will open the session by presenting shortly the most recent publications from the Network (Open book and two issues of INSTED: Interdisciplinary Studies in Education & Society). Then, each will respond in their own way to the question: what can biographical research do to sustain a better life? Then, all the participants will have a chance to share their own answers in little groups, and with the larger audience. We hope to fuel a creative conversation.



Practising Transformation – Room 12

149. Practising cultural safety and belonging for the world to come (Experiential Session)

Deborah Kramlich- Payap University

Alessandra Romano- University of Siena

This experiential session offers a model to practice cultural humility and listening for teachers to embody and embed in multicultural classrooms. It is open to educators and teachers interested in integrating practices of belonging in their curriculum.

Objectives

Participants experiment firsthand practices of cultural humility and curiosity along with listening to develop a community-based framework to promote diversity, equity, and belonging (DEB) in the multiethnic classroom.

Problem Statement/Context

In a world super-globalized, polifonic, multicultural, divisions and conflicts are increasingly producing possible attacks on democracy. Polarized behaviors, intolerance, and grief are widespread. The crisis with no precedent produced by the pandemic of Covid-19 has exacerbated all these contrasts. We need the capacity of navigating complexity and building bridges. We seem to have forgotten how to both listen and dialogue with each other. In this session, we present a framework that gives actionable steps to create a culture of belonging (Kramlich & Gilpin-Jackson, 2022, forthcoming)

Connection to the theme of the Conference

A culture of belonging has been attributed to one of the key factors in optimizing learning; yet, issues of race, culture, gender, sexuality are often barriers that impede belonging (powell & Menendian, 2022). The epidemic has in many ways reinforced these barriers as it has kept people apart in their own rooms and homes. Yet, there is a seed of hope that turbulent times of disequilibrium and uncertainty are also ripe for transformation (How the COVID, 2022). While the world may be more polarized than ever, still the classroom is one place where people are brought together to learn both with and from each other. Led by an educator who embodies belonging both in their person and practice, the classroom can be a place of hope, a place where belonging can be nurtured and grown and where both teacher and students can take principles learned from their shared experience to bridge cultures of belonging in the world.

Theoretical Background

Our theoretical background takes from indigenous work in the medical field on cultural humility and safety (Abe, 2020; Curtis, et al., 2019), is offered in contrast with cross-cultural competences and it is combined in a unique framework with emotional and extra-rational aspects of transformative learning theory (Dirkx, 2012; Brookfield, 2017; Anderson, et al., 2021) to promote a sense of belonging (Powell & Toppin, 2021).

Planned Activities

In this session, participants are led through five practices to create a culture of belonging. Participants are introduced to the concept of bridging and the challenges of focusing on cultural competency that can result in increased othering.

- Practice 1 - 10 min: Ice-breaking activity to find hidden points of connection with others in the group.
- Practice 2 - 15 min: Participants work in groups to write a working definition of belonging.
- Input: Introduction to 5 practices to create belonging.
- Practice 3 - 30 min: Participants engage in a storytelling/listening activity around othering and belonging. A facilitation protocol with a set of objective, reflective, and provocative questions is adopted to lead the process.



→ Practice 4 - 15 min.: debriefing and wrap-up moments.

Tools

- Projector
- Whiteboard with markers or large easel with paper and markers.
- Copies of protocol

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Post-Covid – Room 10

150. The COVID-19 pandemic as a major crisis in adult education in Québec: Chronologies of events and impacts on students' attendance

Pierre Doray, Virginie Thériault, Claudel Lamoureux-Duquette - Université du Québec à Montréal

Pandemics can sociologically be considered as major crises—some consider them as total social facts (Mauss, 1950)—by the extent of their effects (i.e., many sectors of social activity are affected) and their amplitude (i.e. profound changes). As such, these crises create significant upheavals in different spheres of social action and various levels of that action (Meszaros, 2017). They also reveal institutional and organisational problems and dysfunctions. At the same time, the effects observed are also the result of the ways in which the pandemic was managed, and the decisions taken to contain the pandemic.

In this regard, government policy in Quebec (Canada) has aimed at, first reducing the spread of the virus in order to secure access to health services by closing down social activities (e.g., non-essential businesses, cultural activities and the leisure sector). The education system is among the first sectors to be targeted. On the one hand, physical access to educational institutions at different levels (e.g. schools, adult education centres, and universities) has been restricted over some periods. On the other hand, teaching activities were at times carried out through distance education.

This paper analyses the effects of the COVID-19 pandemic on a particular sector of education, namely the *formation générale des adultes* (Adult General Education), which is provided in adult education centers. In fact, the analysis of adult education during the pandemic reveals the largely marginal situation of adult education within the public school system as well as the agency of these actors in the local management of the pandemic.

To assess the impacts on student inscriptions and the composition of student bodies, we draw on publicly available statistical data, distributed by age. A chronology was also produced based on ministerial orders, press releases, newspaper articles, official websites, and other relevant documents to identify key periods and events for the adult education sector. Interviews with stakeholders in adult education were conducted. These interviews aimed to better



understand the composition and evolution of the pandemic crisis management committee, the relationship between adult education centres and the provincial authorities managing the crisis, and the transition to distance learning in different programmes.

Our results indicate that adult education centres were often absent from the political and public discourse. As it was the case for other sectors of the education system, the Adult General Education had to close its centres and migrate to distance learning. Inequalities in access to digital resources (computer, Internet, relevant software, etc.) and "gaps" in the mastery of distance learning modes quickly became apparent. These inequalities were particularly strong as many adults had to share their computer with other family members who also needed it and for other commitments such as work. Above all, educational stakeholders note that the general guidelines imposed on secondary education did not take into consideration the characteristics of adult education and that they were difficult to apply to their sector. This obliged the educational stakeholders to invest more time to ensure the continuation of educational activities.

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151. Physical home learning environments of academic continuing education students during the COVID-19 pandemic

Filiz Keser Aschenberger, Gregor Radinger, Sonja Brachtl, Christina Ipser, Stefan Oppl- University for Continuing Education Krems

Since the outbreak of the COVID-19 pandemic in 2020, digital technologies for distance learning have been used in educational institutions worldwide, raising issues of social implications, technological development and teaching and learning strategies. While disparities regarding access to technical equipment and the internet ('the digital divide') have been the subject of previous research, the physical learning environment of learners participating in online learning activities has hardly been investigated.

The impact of physical learning space on different aspects of learning for both compulsory and post-compulsory education such as satisfaction, achievement and engagement has been well-established and recognised in educational sciences as well as in design and architecture (Higgins et al., 2005; Sivunen et al., 2014; Han et al., 2019; L. Xiong et al., 2018; Barrett et al., 2013; Choi et al., 2014; C. Wang et al., 2021). Characteristics of the physical space are relevant not only for achieving the intended learning outcomes but also for health and physical and mental well-being (see Clark et al., 2007; Cooper et al., 2009; Codinhoto et al., 2009; Rashid & Zimring, 2008). Yet physical learning environments for digitally supported distance learning activities have not attracted significant attention to date. Furthermore, adult learners and their learning conditions have been overlooked in academic discussions.

This study examined the spatial environments and technical equipment for distance learning processes and their influence on adult learners and learning activities in academic continuing education to shed light on learners' experiences and on the inequalities and challenges they faced during the COVID-19 pandemic. Data were collected with an online survey sent to all students enrolled in an Austrian continuing education university and a small number of semi-structured interviews. A total of 257 students participated in the survey during the 2020 summer semester.

Our findings provide insights on two under-researched areas in learning-environment research: the physical learning environment for online learning and the learning environment in academic continuing education. The study illustrates that students in academic continuing education have spacious living conditions and almost all the equipment necessary for digitally supported learning. According to gender and household structure, significant differences were found regarding technical equipment, ergonomic furniture, and availability of a dedicated learning place. In their learning sessions during the restrictions, the students reported low stress levels and positive well-being. The more they perceived that their physical learning environment was meeting their needs, the higher their motivation and well-being were, and the lower their stress was. Their learning experience was further improved by



the extent to which they had a separate and fixed learning place that did not need to be coordinated or shared with others. The study contributes to the literature on creating conducive learning environments for digitally supported online learning for adult learners.

Keywords: Home learning environment, distance learning, COVID-19 pandemic, physical learning space, well-being, non-traditional students

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152. Socio-educational predictors of confidence in public institutions in Serbia during the COVID-19 crisis

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Since the emergence of COVID-19 epidemic, several studies addressed the question of which social factors can predict peoples' choice and readiness to adopt preventive/protective measures and behaviours in response to the pandemic 1, 2, 3, 4, 9. One of the most important significant predictor had been shown to be confidence/trust in social, i.e. public institutions such as health system, media and government⁴, when controlled for a number of other factors e.g. affective-cognitive perceptions of the COVID-19 related crises, such as personal safety/risk and vulnerability. However, much less is known about which factors predict confidence in public institutions during the COVID-19 crises. Confidence in social/public institutions represents the belief that those possess adequate competencies and the ability to manage public health crises, as well as perceptions that related public policies are



in the best interest of the population^{4, 5}. The latter we understand as trust. The given definition is a nucleus of the recreancy theory which comprehends trust in public institutions as a three-dimensional process (strong ties, weak ties, institutions).

This study aims to explore the predictive value of three factors regarding the confidence in public institutions - CPI (government bodies, health system, mass media): critical thinking dispositions, media literacy, perceived risk/vulnerability to COVID-19 and basic values composition.

Critical thinking should not be considered only skills (the cognitive aspects), but the disposition to act and use those skills. In this research, we used the critical thinking disposition (CTD) scale which includes two domains: reflective skepticism and radical openness⁷. This instrument is based on the idea that engagement in reflective skepticism, beside understanding of assumptions, context, and alternatives bring adults closer to ultimate explanations (Brookfield)¹². We understand critical thinking in a wider social context which is full of interactions where critical thinking could or could not occur. We are testing whether the score on the CTD scale relates to CPI.

In recent research it has been confirmed that individuals with more media literacy are better prepared and willing to take experts recommended preventive actions. Consequently, individuals with less media literacy, rather put trust in their own abilities to protect themselves⁸. These findings indicate that CPI may be dependent on media literacy level, which here will be measured with News media literacy scale¹³. Such conclusions would make media education an important feature to include in health promotion campaigns and a subject of adult education programs on a more frequent basis.

Several studies had put the focus on the interaction of basic human values according to Schwartz model¹⁰ of values and compliance to institutional guidelines for preventive/protective measures during COVID-19 pandemic¹¹. For example, it was found that the higher individual importance of values related to self-transcendence (e.g., responsibility) and conservation (e.g., security) the higher probability of compliance to COVID-19 protective behaviour guidelines¹¹. For the purpose of investigating the relation between basic human values and CPI we are utilising Short Schwartz value survey¹⁴.

The ongoing research is correlational study in which we are to find the optimal model of prediction for CPI composed of the abovementioned factors, including also the socio-demographic and ABE predictors. The instruments used are Likert type scales. In this exploratory study, we hypothesise that there will be a number of interactions between the given predictors. We believe that our research could contribute to further understanding of the interactions of critical thinking dispositions, media literacy and basic values for health crisis management in general.

Keywords: confidence in public institutions, critical thinking dispositions, media literacy, basic human values, COVID-19.

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