



EUROPEAN RESEARCH NETWORK FOR THE PROFESSIONALISATION OF
ADULT EDUCATORS AND VOCATIONAL TRAINERS

6th Biennial Meeting

**Adult educators in times of changing cultures: embracing diversity
for empowerment and inspiration**

BOOK OF ABSTRACTS

Thessaloniki, 16-18 October 2019



Adult educators in times of changing cultures: embracing diversity for empowerment and inspiration

6th Biennial Meeting

of the ESREA Research Network for Adult Educators, Trainers
and their Professionalisation (ReNAdET)

16 - 18 October 2019, Thessaloniki, Greece

The principle of ESREA-ReNAdET biennial meetings is to bring together researchers, scholars, and expert practitioners in the field of adult education and vocational education and training, to present and exchange their ideas on the role/s of adult educators and vocational trainers in Europe, as well as to discuss issues relevant to their professional status, identity, learning, and development.

This year's meeting suggests an emphasis on the cultural approach in adult education considering that all learning territories are cultural. Culture surrounds each one of us in everyday life, covers various forms of expression and provides insight into the social relations, history, human behavior, aesthetics etc. Cultural experiences, choices and expressions are most likely very diverse, and prejudices or stereotypes to certain forms of cultural expressions often result from ignorance. Cultural diversity in the field of adult education on the one hand, provides a concrete transfer of different learning cultures, knowledge and skills in the professional domain, and on the other hand, it helps to bridge misunderstanding and overcome stereotypes and prejudices towards certain forms of cultural expressions.

Much of Europe has become super-diverse. Super-diversity is here to stay, and the challenges run on into the future – in many fields, including education, security, employment, and culture. The social landscape in most European countries has been transformed in the past two decades. Among the European Union, the European countries that have joined the EU since 2004 mainly from Eastern and Central Europe have brought with them new challenges, cultures and languages. In complement, the arrival of migrants and refugees from third countries (outside the EU) combined with longer established minority populations has resulted in an unprecedented variety of cultures, identities, faiths, and languages. Diversity also relates to learning depending on the barriers that might be faced for the access to education, training, or employment. The implementation of diverse-embracing and/or anti-discriminatory policies into adult education practice is at best patchy. Where support for migrant and ethnic minority learners exists for example, it usually takes the form of additional learning support activities which have some impact on specific social groups, but leave much of the adult education field largely untouched. They also fail to mobilise the potential contribution of these

learners to bring an alternative cultural perspective which would enrich all learners and better support them all for a world which is increasingly diverse.

The main issue to be addressed in the **6th meeting of ReNAdeT** is to look into the various levels of diversity in adult education focusing on the role/s of adult educators:

- 1- A **first** level concerns the *educators*- working in formal/non-formal educational structures, with diverse educative patterns and various professional practices.
- 2- A **second** level of diversity concerns *learners*- whatever their profiles, low qualified/qualified (but without any official recognition, as acquired in a non-EU country); starting/ending their professional career; gender diverse; with diverse ethnic and cultural backgrounds.
- 3- A **third** level is the kind of “territories” learners and educators are *working together* in sensitive/normal, urban/rural education and learning environments.

The idea is to **discuss the kind of support adult educators need** in order to provide self-confidence and hope to learners who might feel lost, misunderstood, or even abandoned by the formal learning system. Therefore adult education professionals should be better equipped to meet the demands expressed by learners with fewer opportunities faced by many barriers and obstacles in their transition to the labour market or to their social and professional integration-education, training, employment, through empowerment and inspiration.

TRAINING AND CERTIFICATION OF ADULT EDUCATORS CORRESPONDING TO THEIR AREA OF EXPERTISE AND REFERENCE GROUP

Maria Despina Dimitriou

Modern adults' need for continuing education and training is obvious and undeniable since knowledge in every area is continuously being enriched. We live in a society that is ever changing and the need for education is innate with the human condition. The same applies for adult educators as well; a completely diverse group of people as it includes professionals of many areas who receive basic and continuing training in the field of adult education in order to either take up or carry on with their tasks. Besides, their training in the latter field is a prerequisite so as to participate in exams held by the Greek National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP), to obtain the certification as adult educators and to enroll in the Record of Accredited Adult Educators. At the same time the field of adult education is also diverse as it comprises of distinctive types of education (second chance education, Vocational training, education for social cohesion and liberal education).

Greece wanting to rise up in the field of adult education to the European partners, legislates the National Programme of Lifelong Learning in 2010 and takes part in reinforcing their collaboration with the Strategic Framework for European Cooperation in education and training ("ET 2020"). In addition in 2011 Greece establishes a national authority, EOPPEP, that corresponds to the pressing need of creating and maintaining a holistic and interrelated policy framework for the development of lifelong learning and certification of qualifications linking with the open market and corresponding to the needs of the citizens.

This paper aspires to present the need for developing a special framework of training of the EOPPEP accredited adult educators in their area of expertise and its teaching methods so to become more efficient in adult education and training corresponding to the ever changing social and economic conditions. A second aspiration is to demonstrate the need for a different, more specific approach to people with special abilities and those of marginalized groups; that will subsequently lead to the development of special skills in some adult educators who will be able to adapt their teaching in order to achieve the empowerment in the previously mentioned groups.

The participants in the research were ten adult educators; six men and four women. Two of them tenure in public schools and work in second chance education. Four of the group work in Public Vocational Education of which three are hourly wage teachers and one is substitute. At last, two are working at technical secondary education as substitutes and two as hourly wage teachers at private Institutes of Vocational training. The precondition for their participation in the research is to be accredited by EOPPEP as adult educators or to have taken the exams.

As a collecting data method I chose semi structured interview as I thought it the most suited for the subject.

The educational level of eight of the participants is quite high since they are all in possession of University and Master degrees. All of them have partaken in educational programmes organized either by private or public institutions. These programmes concerned adult education, were relevant in some way with their professional field or lastly applied in the general vicinity of their interests. The participants, apart from knowledge acquisition, state that another incentive for further education is obtaining points and typical qualifications. These motives intertwine with participating in the EOPPEP exams to obtain the Certification of the Teaching Qualification of Trainers for Adults of non formal education in Greece, since with this credit they precede those without it in getting hired in public and private Institutes of Vocational training. Besides, it has been stated that the majority of the participants are wage hour or substitute teachers, which means they lack professional security.

Concerning the educators' problem of efficiency in modern rapidly transforming conditions, it was expressed that the means in which something like that may be dealt with is by being further educated in the field of adult education and trained in their professional area of expertise. The majority of the educators declares the need for specific training in their field which they try to satisfy by attending educational programmes by public or private institutions. As a result, the basic education proves to be insufficient in shaping the professional adult educator in a society where knowledge is rapidly transforming. Consequently, while the basic body of their professional education stands, part of it has become obsolete and it has been enriched because of the accelerated rhythm of the evolution of science and technology in most fields.

Regarding the subject of the educators' training needs to adapt their teaching to special categories of learners, the majority expressed deficit in special knowledge and technique, while the rest consider that their experience combined with training they have attended, render them adequate. The educators also raised the subject of differentiation and existence of various categories of people that belong in marginalized groups and suggested grouping them in some basic categories and providing specialized education in portions of educators who wish to deal with the specific aforementioned groups.

The participants providing their opinions concerning the exams for the Certification of the Teaching Qualification of Trainers for Adults of non formal education in Greece organized by EOPPEP mentioned three issues: a. the theory part in adult education, b. the twenty minute micro teaching and c. the lack of differentiation in the exams according to their field of expertise. Regarding the first issue the majority of the participants pinpointed the lack of revision of the material provided by EOPPEP, its volume and the need to memorize it which practically contradicts what adult education stands for. When it comes to the second issue, others thought that micro teaching should be carried out in the presence of specials of their area of expertise and assessed by them, while others thought that its only pursue is to test how participants apply adult education theory and in which it succeeds. Finally, concerning the third issue the majority of the educators expressed that there should be a way to differentiate the exams corresponding to their areas of expertise and assess somehow the educators' knowledge and how updated it is.

At last but not least relating to the subject of the adult learners' acquisition of critical thinking, provided that the latter condition has been met -concerning the exams of the educators- the educators believe that it might be achieved. That stands if the educator obtains updated knowledge, especially in technical professions, so as to create opportunities for critical thinking and reflection for the learners.

WORKING IN SHELTERS OF UNACCOMPANIED MINORS: CHALLENGES AND EXPECTATIONS OF THE STAFF ABOUT THE ENHANCEMENT OF REGULAR SCHOOL ATTENDANCE AND THE DEVELOPMENT AND IMPLEMENTATION OF EFFECTIVE EDUCATIONAL PROGRAMS

Olga Kalomenidou

The last two years I worked as a Refugee Educational Coordinator (REC) for the Greek Ministry of Education. There are around 80 RECS around Greece, all teachers in elementary and high schools of formal education. In this context I met unaccompanied minors living in shelters run by NGOs and other Organizations like IOM. These minors have major difficulties integrating to formal education, as expected. Due to their special vulnerability however making bonds in a school environment is a big factor for their empowerment.

The goal of this paper is to study how do adult employees in a shelter can enhance regular attendance of unaccompanied minors of whom they are in charge. Considering high vulnerability of these children, higher than that of children living in families, another goal of this paper is to look for factors that will help achieve everyday school attendance for more minors. I studied the working conditions of shelter's employees, their attitude towards schooling and their aspirations for the future of these children. I also registered their educational needs.

The reasons that lead unaccompanied minors to irregular attendance or dropping out of school and the ways this can be encountered was the primary purpose of my study. Dropping out is a multi-factory phenomenon. Analyzing the factors and trying to improve some of them might have positive results overall. I register three categories of factors: the State (educational policies, society disposition), the school (teachers, students, parents, administration), home (parents, relatives, shelter staff), individual (health, personality, previous school experience). The role of parents for unaccompanied minors is somehow played by the shelter's staff. However parents and relatives that live far away, have also a great impact and in some cases it may be contradictory. Some minors may also have a third party playing a somehow parental role and this the commissioner of the public prosecutor. Therefore we have "guardian – biological parent/relative" - "guardian- shelter staff"- "guardian -commissionaire". This study focuses on the factor "guardian- shelter staff". The relation between the three factors mentioned above should also be studied.

I studied about refugee education in Greece and other places around the world. I also studied the legal status of unaccompanied minors and their life conditions in Greece (shelters, health, education). I also examined some special factors of their vulnerability and factors that increase school retention. Finally I studied the way a shelter is run. What is the constitutional and working framework, how is it funded and what are the educational needs of the staff.

The sample of the study was the staff of one shelter run by NGO ARSIS. I chose this shelter for two reasons : a) I observed a special interest of the staff to enhance school attendance as school was a high priority of their goals, b) this shelter was far away from schools and this distance added one more obstacle to

regular attendance. I felt therefore that these children might need more help to get into school and socialize,

I used both participant and non-p participant observation , keeping diary. I also used semi-structured interviews. The questions covered four major subjects: educational practices that were successful/ unsuccessful, reasons for poor attendance, staff attitude towards education, staff educational needs. I visited the shelter various times throughout day and night and I formed a complete image of everyday life in the shelter. During summer 2018 we had everyday classes run by volunteer teachers of formal education in order to prepare children to go to school on September

After gathering all data I tried to decode the content and to find out which sides of the phenomenon is pointed out by the focus group. Which reasons they give for school drop-out, how important they think it is and how can it be managed. Even more, how decisive is their contribution according to their expectation.

I described the way this shelter works and I focused on education of minors, both formal and informal. I studied the factors that may influence school attendance and the practices that have been applied by the staff so far both successfully and unsuccessfully. I have investigated staff's attitude towards school and how this can influence school attendance. What might be absent from the shelter is "formal education view". There is a teacher in the shelter and the rest of the staff is really supportive. All these people however lack some basic know-how of formal school regulations. This combined with mutual distrust between formal school teachers and NGOs staff makes it more difficult to support everyday schooling for minors living in shelters.

It is therefore crucial to create communication bridges between schools and shelters. The volunteers team that started the summer school was then enlarged with more teachers of formal education. We called our team Educational Fostering and we are now running in three shelters. We hope to continue progress with this educational experiment as we keep monitoring our results

RE-MEMBERING THE STRANGER: NON-FORMAL EDUCATION AS AN AUTHENTIC ACT OF HOSPITALITY

Vasiliki Karavakou

Anastasia Kefala

Could non-formal education be an example of Derrida's "unconditional hospitality"? Is the provision of education a significant experience, if one turns the recipients from "strangers" to friends? The paper addresses the ever growing burning issue of the need to acculturate adult "displaced persons" (Derrida, 2000) as a result of forced resettlements into new host societies and cultures. In agreement with a modern view that holds the accomplishment of integration as being hugely dependent on the provision of educational opportunities and vocational training, the paper suggests that an important and necessary requirement needs to be secured, should the educational process and the acculturation strategies be successful: All educational measures, activities, programs and policies should act upon a certain understanding of the vulnerable people involved who, quite often, have lost their sense of self-identity, whilst they are called to assume more active and responsible roles in unknown and more complex recipient environments. Should these people receive some educational benefits to the fullest so that they are, eventually, empowered and re-membered into a new culture, they ought not to be received as strangers in accordance with some prior normative, dehumanizing or contemptible conceptions of subjectivity and culture.

On this basis, the paper advances an argument on Derrida's (1999, 2000) philosophy of hospitality and exemplifies it into an ethic of hospitality and hospitable education within a broader theoretical scheme of phenomenological pedagogy. Vulnerable people should be re-membered in new social settings; therefore, they need to re-approach themselves by remembering who they are. Empowering self-identity cannot be secured via the achievement of amalgamation or homogeneity that extinguishes all differences. A diversity that produces itself out of such a predicament is, inevitably, volatile, unstable and lacks genuine internal coherence. The paper aims: Firstly, to articulate the basic tenets of the ethic of hospitality and hospitable education for adult educators. The latter should learn, accordingly, not to rest on fixed or pre-defined responsibilities of adult autonomous and rational subjects but develop their educational plans and designs around the general responsibility of sharing the world openly (or without any prejudice) with others. Secondly, to set some prescriptions about the design of hospitable curricula, hospitable teaching acts and methods. On this front, adult educators should: a) reclaim their students' past lived experiences (through the unhindered expression of inner thoughts and feelings) and create links between them and their motives for the future so that the rupture in their lives be healed as best as possible; b) increase participatory approaches by means of non judgmental *responsivity* (Waldenfels, 2003), so that their students gradually acquire a new enriched sense of self-worth; c) design learning environments on the principles of personal creativity and self-development, so that the words "displaced person" or "refugee" does not become a permanent (future) form of self-characterization; d) face the *Other*

authentically, i.e. as someone capable of receiving unconditional acts of hospitality before (or irrespective of) any prior identification or prevention. Education is a significant experience, if and only if it transforms forms of self-estrangement into friendship by means of acts of unconditional hospitality.

HOW ACTION RESEARCH IN SECOND CHANCE SCHOOLS CAN HELP ACTORS REFLECT ON AND DEVELOP AN EMPOWERING APPROACH AT THE UNIVERSITY LEVEL

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Hugues Lenoir

In France, Second Chance Schools (E2C) accept young people between 18 and 25 years of age who have left the school system without qualifications. They seek the professional and social integration of these youth. The training proposed often alternates between training in a centre and internship in a firm and lasts approximately seven months. Focus is placed on the recognition of the trainees' experience because E2Cs do not issue diplomas but rather concentrate on the validation of acquired skills. We will present and discuss the results of a recent action research approach undertaken following a call for projects by the French National Network of Second Chance Schools¹. The network sought support for the implementation of a competence-based approach and focused on how action research would impact the training courses proposed by training specialists at the university level. Indeed, while the training of the trainers responsible for supporting these youth is a concern of the E2C network, this training also falls within the broader issue of the professionalisation of activities, approaches and professionals in charge of those at risk of social exclusion.

How do the training courses proposed at the university level, such as the professional degree programmes (MFII² and FCIS³ at the University of Rennes 2, and IFIA⁴ at the University of Lorraine), and the Master's programmes (such as SIFA⁵ at the University of Rennes 2 and FAD2T⁶ at the University of Lorraine), take into account the issue of the professionalisation of trainers and those in charge of precarious youth? How can this research lead to the re-examination of the models of "the training of the transformative trainer" (Eneau et al., 2019) proposed in these university training courses? How can one (re) think the dialogical spaces between research (the E2C action research in this case) and the training of the actors of professional insertion and training at the university?

First, we will present the context in which the action research was carried out from 2016 to 2019 as well as our methodology centred on the co-creation of knowledge and the transformations in play during the implementation phase of a competence-based approach. Second, we will discuss four key issues that emerge

1 Action research undertaken by the mixed research laboratory (LISEC, University of Lorraine) that brings together researchers from the education and communication studies field: Nathalie Lavielle-Gutnik, Isabelle Houot, Hugues Lenoir & Maël Loquais

2 Training professions in individualised integration

3 Self-employed or salaried consultant trainer

4 Mediating in training, integration and support activities

5 Adult training strategies and approaches

6 Training, facilitation, territorial and cross-border development

from our findings as these may help re-examine the andragogic models (i.e., adult learning) in play in the training programmes proposed at the university level:

- the tension between what empowerment seeks to achieve and constrained contexts, in particular with regards to the expectations that the least qualified individuals should demonstrate their employability;
- the central place accorded to experience which re-examines the use of the concept of competence and the competence-based approach and implies revisiting the relationship between experience, acquired knowledge and social expectations;
- the central place accorded to competency frameworks, which questions not only how they are adopted by the trainees but also how the connection between different worlds is considered (i.e., the business world, training world, cultural world, social world, among others);
- the conditions that favour a facilitative posture and how the assumption of educability for the so-called “far-removed from training” is used. The position of trainer is influenced by multiple conceptions of autonomy, something which may lead to tension: autonomy as a prerequisite, autonomy as a training objective, or autonomy as a process of empowerment.

SUPPORTING YOUNG ADULTS AT RISK OF SOCIAL EXCLUSION IN ACTIVE CITIZENSHIP EDUCATIONAL PROGRAMMES: A CHALLENGE FOR ADULT EDUCATORS

George K. Zarifis
Achilleas Papadimitriou

There is only one meaningful mission for adult education –for all education that matters perhaps– and this is to empower learners towards making meaning of the world and their condition and to emancipate them from all that oppresses them. This is not a new concept but the role of adult education as a medium for empowerment and emancipation has been challenged in the late 20th century by global policies. These have elevated distorted notions of freedom and autonomy as self-actualisation through competitiveness with a focus on learning outcomes and investment in marketable skills. Many of these policies were openly received by the European Union, which developed its own agenda for adult education that eventually led to a series of benchmarks and measuring tools, all focused on “investing in human resources” (European Commission, 2000:12).

It took ten years with a series of terrorist attacks in major European cities, a lasting economic crisis with severe social repercussions, the influx of a large number of war refugees and economic migrants and the opportunistic rise of the far right, for the policy rhetoric to shift towards the need for an education that encourages empowerment and emancipation. This rhetoric was encompassed in the term “active citizenship”. The term was endorsed in the European Council and European Commission’s joint report about the “*New priorities for European cooperation in education and training*” (Official Journal of the European Union, 2015), but also in the Paris Declaration on “*Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education*” (EU Ministries of Education, 2015). In European policy documents, however, active citizenship is interpreted as specific skills, attitudes and knowledge (i.e. measured learning outcomes) that can be acquired through education. The EU’s political aim is to create feelings of belonging, participation and democracy through *social activities and learning*. Growing ethnic and religious diversity in Europe, however, poses both opportunities and challenges to European policy-makers and societies. It is expected that this diversity will continue to increase. At the same time, recent studies (Van Driel et al., 2016) show that intolerance and social exclusion are increasing, with some migrant groups feeling alienated. This is leading to incidences of social unrest. So how can adult education prepare societies for dealing with these phenomena?

EU rhetoric states:“... *education and training can help to prevent and tackle poverty and social exclusion, promote mutual respect and build a foundation for an open and democratic society on which active citizenship rests*” (Official Journal of the European Union, 2015: 3). It also suggests that “... *education and training provide individuals with the knowledge, skills and competences that enable them to grow and to influence their situations, by broadening their perspectives, equipping (sic) people favourably for their future lives, laying the foundations for active citizenship and democratic values, and promoting inclusion, equity and equality*” (Official

Journal of the European Union, 2015: 4). The policy rhetoric was triggered only in response to the terrorist attacks in France and Denmark in 2015 that recalled similar atrocities in Europe in the recent past.

Research also shows that the fundamental problem of European adult education is its failure to meet the needs of the least educated or otherwise socially vulnerable population (Schraad-Tischler & Kroll, 2014). Although the term “vulnerable” is a contested one, because essentially vulnerability is part of the human condition, adult education needs to readdress and recapture its role as a means for resistance to social discrimination and social disempowerment.

The question is “what can adult education do to reconstitute its meaningful purpose”? The answer certainly comes with a cost; both for the field of adult education, but also for those who work in it. Resisting the neoliberal debate as the new role for adult education is difficult as many have embraced practices (not unwillingly since much of what is organised since 2000 is EU funded) that largely endorse, rather than defend against, the neoliberal notions of qualifications, competence-based curricula, institutional reputation and expert labour. How easy can it be to resist what has been politically and socially normalised in the last twenty years? In addition, how can the “new mission” for European adult education be anchored to a concept that is as challenging for policy-makers as it is for institutions responsible for education? Policy-making has its own targets for citizenship, but are these consistent with pedagogical and democratic values that allow individuals to be excluded from active participation in decision-making? The crucial question is “how can the priorities for a resistant adult education that targets empowerment for emancipation through promoting active citizenship be achieved”?

Unfortunately, many of the suggestions that are included in the existing policy agenda (European Commission, 1998), provide little help to achieve what the rhetoric prescribes because access to learning opportunities and further learning remain socially and spatially divided across the EU. In many cases, education systems in Member States make things worse – through unequal funding and less enriching experiences of learning for different target groups. Socioeconomic background, disability, ethnic or migrant status, gender, geographic location and other factors still affect adults’ educational opportunities, learning experiences and educational outcomes strongly. Complete social groups or sub-sets of the population persistently achieve less well in education – often despite the presence of policy initiatives that are designed to redress these inequities. Furthermore, the integration of refugees and asylum seekers into education and training is a crucial step towards their social inclusion, employability, professional and personal fulfilment, and of course active citizenship.

In this paper we will explore the relevance of active participatory citizenship to the notions of empowerment and emancipation as “agents de résistance” to what has largely distorted the meaningful mission of adult education: neoliberalism. My argument is partly based on the preliminary findings from the HORIZON2020 EU funded project EduMAP⁷ (Nr 693388) which focuses on adult education among

⁷More details on EduMAP are available at <http://blogs.uta.fi/edumap/>. EduMAP (No 693388) is funded under the European Union’s Horizon 2020 Research and Innovation Programme. The opinions of the author do not represent those of the European Commission or the EduMAP Consortium.

young adults at risk of social exclusion with particular attention to fostering active citizenship among vulnerable young people.

“WHO AM I?” THE CHALLENGE OF HAVING THE TWIN ROLE OF A RESEARCHER AND ADULT EDUCATOR

Georgia Barkoglou

The proposed paper is part of my PhD research in progress on adult migrant learners who attend language lessons at the Solidarity School “Odysseas” in Thessaloniki, where I teach the Greek language as an adult educator. The purpose of the research is to trace their experiences and identities through the biographical approach in the frame of critical theory and post-structuralism.

Up to this point, two pilot biographical interviews have been conducted with the aim of making final decisions on both methodology and the phrasing of the research questions. The first interviewee was an Afghan migrant learner and the second an Italian woman migrant learner. Analyzing the data, one of the issues raised has been the identity of the researcher/adult educator and the role this plays in conducting and shaping the course of the interviews. “The biographical protocol”, according to which the presence of the researcher-interviewer must be discreet during the interview so that the story rises up unbiased, eliminating any kind of conscious or unconscious influence of the researcher on the interviewee, has been taken into account during the whole process. However, what I realized in the end is how naive it would be to believe that I could have been a neutral recipient of the human stories that the two migrant learners had entrusted to me. Therefore, the present proposed paper discusses this kind of issues raised during the analysis of the data through the lenses of critical discourse analysis and the post- structuralistic Discourse Theory of Laclau & Mouffe. To be more precise, working on the biographical data and pages of my research journal, what emerges is the significance of the twin role of being a researcher and an adult educator as well as the way the relation between the educator–researcher and the learner–narrator can change after the interview in a quite positive way.

IMPLICATIONS OF DIVERSITY IN PROGRAM PLANNING

Clara Kuhlen

The paper analyses diversity, constructed and implicated in processes of program planning as a vital component of adult education. Against the backdrop of analyzing diversity within the field of program planning, its implications hint to employability and governmentality as underlying concepts in processes of program planning. The paper is referring to empirical data from a PhD thesis that is currently in progress.

Why research program planning for diversity?

Program planning, as located on the meso level of organizations, positions program planners at an interface between individual educational needs of learners and lecturers, organizational structures and networks. Their actions are embedded in a transnational and national societal environment (Gieseke & von Hippel, 2018). The room for maneuver of program planners is oriented on these parameters (Gieseke, 2018b). They are influential for the actions of the planning processes and the programs themselves (Gieseke, 2018a).

What is implicated in program planning?

Tendencies of individualization lead to processes of differentiation that are accompanied by socially grounded power structures (Bremer, 2018; Tippelt & von Hippel, 2018). Concepts of diversity enable the analysis of these societal tendencies by critically reflecting processes of differentiation (Robak, 2013). Alongside, claims for self-optimization (Fleige & Robak, Lernkulturen, 2018) are crucial for individuals in lifelong learning processes (Höhne & Karcher, 2015). From a perspective of governmentality, a switch towards a learner's individual responsibility is notable, as induced by organizations, economy, politics and society (Gieseke, 2018a). Being affected by these societal frameworks and changes on multiple levels, the analysis of program planning comprises diversity as implicated in this particular field of adult education.

How to grasp diversity theoretically?

The herein elaborated concept of diversity is based on a heuristically theoretical understanding of diversity and the development thereof, derived from empirical data. In a heuristic understanding, diversity is drawn from historical references to civil rights movements in the US as a concept with educational, economic, legal and political components (Golland, 2011; Abdul-Hussain & Baig, 2009). In addition, diversity is theoretically considered a concept that implies diversity education and diversity management in the German context (Robak, 2013). In regard to this background, lines of differences and their intersections (Crenshaw, 1991) are fundamental for the construction of diversity as it is understood in this paper.

How to grasp diversity empirically?

The presented research is aiming to enrich the discourse on diversity in program planning in the context of German adult education, by using yet lacking empirical data as a basis. In order to add on the current state of research, a qualitative approach has been followed by conducting problem-centered interviews (Witzel 1982) with program planners. The data is analysed with a positional analysis, figured as a map of social worlds and arenas, its relations and positions (Clarke,

2012). The main research question on „How is diversity constructed by program planners?“ is being discussed to contribute to the research interest on implications of diversity in processes of program planning.

What to find?

Analysing the implications of diversity leads to the conclusion that program planners find themselves in a position between their own standards of adult education whilst implicitly following social, economic, political and organizational requirements during the planning processes. Diversity sticks out as a backdrop for linking educational notions such as ‚helping people‘ and notions of employability. Lines of differences such as gender, age or class, are being constructed as arguments for meeting specific educational needs of target groups in processes of lifelong learning and their empowerment to participate in the labour market.

FACTORS THAT ENGAGE AND MOTIVATE THE STUDENTS IN HIGHER EDUCATION

Sofia Bakirli

The number of enrolled students in higher education around the globe illustrates an educational reality. Students look for the international or non-international educational experience, which will provide them the qualifications to enter the job arena. A job arena tightly connected to the socio-economic prosperity, highly competitive, and with the shifting dynamics of internationalization. Within this framework and with respect to the education itself, this paper looks at the contextual factors that keep the students motivated and engaged in learning. It discusses the difference between the intrinsic and extrinsic motivators and the relationship between motivation and engagement. It suggests strategies for supporting the students' motivation in the classroom. It argues that higher education, both in a global and national context, has become a national concern in countries with an international dimension since it is responsible for the specialized human capital.

ADULT EDUCATOR SKILLS FOR VULNERABLE SOCIAL GROUPS : THE EXAMPLE OF PSYCHOTROPIC SUBSTANCES USERS

Eleni Vratsini

The world of adults varies greatly from the world of children and teenagers. Targeting adults and attending educational programs presupposes the adjustment of both the adults and the educators. What happens, however, when the educator does not deal with typical adults but rather, with adults who belong to vulnerable or special social groups?

This constitutes a challenge that most educators will not easily accept for a variety of reasons including fear, prejudice, lack of skills, self-fulfilled prophecies and inability to adjust. However, this does not exclude educators who support and guide adults as they stand by them both in the educational sector and in other aspects in life. That is because educating vulnerable social groups is related to what the adults are facing in their everyday life. The example of educating and training former psychotropic substances users who are undergoing rehabilitation and are integrated in healing communities highlights all the necessary skills an educator must have in order to deal with the particular group of people. That is because this group of people cannot be compared to a group of typical adults or adults who belong to a social group struggling with social exclusion. Studies and researches done on programs of both formal and informal users' education that take place in the context of the healing process, have clearly depicted the profile of such an educator; a person who accepts and promotes equal opportunities in education however, using a different approach. This educator uses flexible programmes with content adjustments, teaching method and strategies as each person learns in a different way.

During their time and healing process within the communities, the psychotropic substances users try to find the internal or external motivation that will give them the boost for social inclusion. According to studies, most of them claim lack of skills for integration in the marketplace (users who have abandoned school early), an education that they did not make good use of at the time for personal development, occupying themselves within the community in order to avoid taking responsibility as well as a means to spend their time within the rehabilitation program and escape the strict schedule. The low self-esteem, other negative emotions combined with different types of obstacles that they may face, for example inability to express themselves orally or in writing, the simultaneous therapy that

they receive and the balance between therapy, class attendance and participation makes the educator a counselor and a motivator at the same time. This is a difficult role as the life of the former psychotropic substances users has currently come to a halt and their progress within the healing community must be recorded in order to draw conclusions for their possible behavior. Therefore, the relationship between the educator, scientific experts and therapists is essential. An effective approach achieved by the educator is the key for adults to remain in the program, in order to avoid gaps that often is the case. However, the issue of their education does not end here. The absence of a framework for training

educators of vulnerable social groups and the design of such educational programs, creates real obstacles. Such training, if available, is fragmented and organized only by private institutions and attendance is not mandatory. This vicious cycle hinders and impacts former psychotropic substances users' as to their stance towards the educational process. Therefore, instead of making this experience unique apart from previous experiences lived and the negative feelings regarding typical education from years past, they are being impacted with even worse experiences in the educational sector and, consequently, this affects other aspects of their life. The objective of this presentation is to bring out the educator who will manage to overcome the typical teacher-centered approach and entirely adjust it to the needs and desires of the users. For the latter, the objective is to create the conditions according to which they will be able to overcome some of their experiences, focus on their objectives and, with proper interventions, to continue this process uninterrupted.

DROP-OUT FROM EDUCATIONAL SETTINGS FOR ADULTS: EDUCATORS' PERSPECTIVE ABOUT THE REASONS OF THE PHENOMENON AND SUGGESTIONS FOR ITS PREVENTION

Evi Kamprani

In the past years significant changes (economical, social, educational, occupational) have been noticed in many state-members of OECD that have led to various discussions about the value of the investment in human capital and LLL. Since 2000 Lisbon Summit Council has posed the target for Europe to become the most powerful learning society. Memorandum for LLL and many Communiqués since then point out the need for flexible learning routes to be developed and non-utilitarian sides of learning to be promoted. Universal participation in LLL (especially for vulnerable social groups) has been considered necessary and - according to CONFINTEA VI- countries should ascertain motives for adult participation in LLL and exploit strategies for learning access without discrimination. Equality in access has also been stressed from EU Council, where state-members were asked to broaden access and participation opportunities, overcome the obstacles and promote programs that target to non-traditional adult learners. Moreover, the European policy “Europe 2020” includes targets concerning raise of the adults’ educational participation percentage up to 15% and reduction of drop-out rates below 10%.

Drop-out includes people who haven’t completed ground obligatory education or other educational programs they attended (Houle, 2001 Montmarquett, 2001). It is considered to be a multifactorial phenomenon so that adults at drop-out risk cannot be easily recognized and retained (Hammond, 2007). According to Houtkoop & Van Der Kamp (1992) participation depends first of all on motives and on the acquisition of core skills afterwards (that’s why participants in LLL come from privileged social groups, as Woodley et al (1987) suggest). Literature has bended over the participation or non-participation factors joining various adult educational programs whereas no research about the factors affecting drop-out from educational settings for adults has been conducted in national or international level. Therefore, we borrow some of the suggestions of non-participation research in order to highlight conditions that affect drop-out emergence.

As Morstrain & Smart (1974), Carp, Peterson & Roelfs (1974), Cross (1981) suggest, various conditions militate against participation in LLL: occasional, institutional, dispositional and social. Cross (1981) stresses out that institutional and occasional factors are easier to be confronted by rich western countries, whereas dispositional factors are persistent and are related to self-esteem, the value one gives to learning, the necessity of cognitive development and the growth of LLL culture. According to McGivney (1996) cultural, dispositional and personal factors precede comparing to institutional factors whereas Bennink & Blackwell (1995) refer to insufficient substructure, former negative educational experience, stress from social groups and lack of support services as obstacles adults have to confront, in order to participate in LLL. Consequently, different life experiences cause relativity of the obstacles (McGivney, 2006 Deshler, 1996). Besides that, the

expectation that participation cannot improve prosaism ventures participation rates (Rubenson, 1997). The aforementioned extrinsic or intrinsic conditions (attitudes-values-emotions-expectations) shake down the decision for participating in LLL settings.

The only research conducted in the field of adult drop-out in Greece was by KANEP-GSEE (2009) which explored the extent of drop-out (27, 3%) and the factors to be responsible for high drop-out rates in Centers of Vocational Training (KEE) in Greece. The present study is a part of a doctoral dissertation which is titled “Educational drop-out from adult educational settings”. It focalizes in Centers of Lifelong Learning (KDVM) that provided gratis programs of general education in various thematics having national or regional range and were running during 2013-2016 in greek municipalities, under the auspices of INEΔΙΒΙΜ. Greece has one of the lowest participation rates in LLL (3-4%) and it is assumed that drop-out prevention can contribute to the improvement of adult participation in LLL. In the present study we asked 12 adult educators who were occupationally engaged in KDVM to speak about this educational phenomenon from their perspective. Data were gathered by semi-structured interviews and were analysed by a qualitative method, content analysis. The goal of the study was to examine the profile of adults who drop-out, the reasons that lead to this educational behavior and to formulate suggestions for the reduction of the phenomenon. The main findings are described below.

According to adult educators’ opinion, adults participate in education mostly because they target to a creative utilization of their leisure: they pursue to gain knowledge, to satisfy a practical need. They afterwards want to have a way out of their routine (gratis provision reinforces this tendency) or see educational settings as an opportunity to broaden their social contacts. Three of the adult educators mentioned that adults who participate feel joy from their decision because of the existence of unfulfilled educational needs, whereas we cannot exclude other, more intrinsic factors, for example participating as a means for the vivification of self-esteem or fighting off the negative emotions that unemployment produced. The main expectancy of the adult participants is attached to personally and socially derived reasons and the educators mentioned that most of the participants anticipated that the certification provided could lead to future validation of their new skills. As it concerns to possible diffidence about the participation, educators found out that adults who dropped-out were facing re-education stress and had compunction about their ability to correspond to the program’s cognitive demands or were questioning their ability to learn in non-typical learning environments, due to their age. Thus, the most significant obstacles adults were anticipated to overcome were faint memory, low educational level and fear towards new knowledge. It is striking that more than half educators reported that adults had unrealistic expectations from the educational program that increased their self-esteem problems.

Educators mentioned that drop-out occurred at two temporal moments: some adults were subscribed in KDVM but did not attend any course; the majority of adult learners dropped-out in the middle of the program, because of deficient attendance. According to the adult educators’ point of view people who dropped-out did not belong to vulnerable social groups, and it was likely for someone to abandon the program regardless of gender, age, occupational or educational

status. People who lived in urban regions were prone to drop-out and from the very beginning they seemed not to have strong commitment to the learning organization. The communication's ritual after the program's abandonment did not involve educators. However, because of their personal acquaintance, educators were in touch with adults who dropped-out at the middle of the program seeking the reasons for the desertion. The most frequent reason for this educational option was lack of time, due to occupational or family obligations; another frequently mentioned drop-out factor was inconvenient timetable and austerity in attendance. Through this process, though, educators were able to detect other, latent and more prominent drop-out conditions: these were related to the institution structure (oppressive enrollments, lack of correspondence between program's title and educator's teaching, ignorance of the schedule during the enrollment, lack of flexibility, completion of interesting subject sections and obligatory turn to other subjects, inadequate access to educational information before enrollment etc.), as well as dispositional factors were emerged (low resilience in frustration, disproof of unrealistic expectations, fear resulted from participial educational techniques and exposure to plenary session, lack of confidence). Social conditions were also determined by educators, but they referred not so to negative attitude of the social environment as to failure hammering strong amiable bonds between the participants.

Another facet that was raised from the present study was several functional problems of KDVM, concerning institutional and infrastructure deficiencies. These problems set off possible premises and further implications about drop-out restraint attempts: apart from institutional amelioration, educators believe they have many ways to tangle drop-out, as long as they detect participants who are at drop-out stake. Many suggestions are made concerning educator's capability to warm over interest and reinforce adult's self-esteem through individualized educational approaches and improvement of educational surroundings. Educators mentioned that implicit modification of their instructive methods and gradual familiarization of the adult learner to participatory techniques might end in success and restrain drop-out rates. Educators also suggested that state should act, in order institutional improvement to be noticed: on-time advising about drop-out risk and advisory services in municipalities, better cooperation among adult learner-educator and learning organization, flexibility in educational provision, possibility of educational replenishment, formation of two-speed educational classes, reinforcement of extrinsic motives of learning and linearity in the provided subjects.

KDVM was an innovative institution that promoted equity in educational organisations and flexibility in knowledge acquisition, giving municipalities the right to provide high quality and wide subject matter programs without prerequisites for course enrollment. This fact was anticipated to boost the non utilitarian side of education. However, KDVM - according to educators' opinion - did not realize the goal they intended to serve, as drop-out rates were significantly high (especially in country towns) whereas vulnerable social groups did not participate because of lack of information. A convergence between the factors of non-participation and drop-out was confirmed and this research gave prominence to institutional, dispositional, occasional and social factors affecting drop-out phenomenon. Many particularities of Greek educational systems showed

up, concerning information diffusion, enrollment and provision practices. Adults who dropped-out from KDVM courses, were interviewed in the context of this doctoral dissertation, and the outcome of this research is anticipated to shed light to various, latent conditions that cause the drop-out of educational organizations.

LIFELONG LEARNING AND LIFELONG GUIDANCE: LEVERS FOR SUSTAINABLE DEVELOPMENT IN GREECE?

Nikos Mouratoglou

George K. Zarifis

Sustainable development (SD), as defined in the Brundtland Report, refers to the “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (United Nations General Assembly, 1987: 54). The definition lays emphasis on the term “needs” by simultaneously indicating the timing factor between present and future. Meanwhile, the terms of Lifelong Learning (LLL) and Lifelong Guidance (LLG) indicate the learning acquired and guidance received, respectively, throughout the life span, based on people’s needs. These common orientations (future and needs) led scholars, researchers and policy-makers to adopt an alternative perspective towards LLL and LLG and namely inquire the way(s) that both of them may contribute in SD.

Indicatively, regarding LLG linked to SD, the work completed so far by UNESCO involves international conferences, the publication of books, multiple contributions, research papers, trainings and seminars. Yet, the most promising fact is that UNESCO created the space for constructive dialogue in order to explore further, the potential contribution of LLG in SD. As far as LLL is concerned, similarly, SD has been approached in terms of formal education, informal and non-formal learning. For instance, Technical Vocational Education and Training (TVET) has been extensively utilized as the main field of exploring concepts and techniques in addressing issues related to SD in various countries worldwide.

Initially, the aim of the present paper is to describe the current situation of the labor market in Greece; namely in terms of skills anticipation, skills mismatch and skills gap. At this point, it must be noted that according to CEDEFOP (2016), Greece is the 27th country, out of the 28 member states, that has a low performance in all three pillars (skills activation, skills development and skills matching) that form the European Skills Index. Therefore, it is rather critical to examine the context in which both LLL and LLG function in Greece. The authors will accommodate reports produced by UNESCO, CEDEFOP, OECD and EUROSTAT in order to form a solid empirical background and provide substantial arguments regarding the reasons that both LLL and LLG need to be taken into account, if we do strive for SD. Thus, the authors aim at addressing the link between LLL and LLG and highlight their contribution in SD, by carrying out a literature review and critically examining international research findings published so far. Finally yet importantly, the ultimate aim of the present paper is to provide not only adult educators and career counselors, but also stakeholders and policy-makers with an alternative perspective that will reframe the scope of LLL and LLG in Greece by providing future recommendations.

ISSUES OF SKILLS AND QUALITY IN ADULT EDUCATION: A RESEARCH PARADIGM

Despoina Karampidou

This paper constitutes part of my thesis which was included in a broader research project conducted on behalf of the Panhellenic Association of Consultants and Hourly-Waged Teachers of Second Chance Schools (PACTSCS) with the purpose of examining issues of skills and quality in adult education and more specifically in SCS.

The educators who participated in the research have years of employment and experience in adult education organizations and, in particular in SCS. According to research findings, their role, as they perceive it, is related more to the encouragement and motivation of the learners, the boost of their confidence, their reintegration in both the school framework and society, rather than the imparting of knowledge. This has been referred as an important part of their role, but not as strictly oriented and focused on cognitive aims. The thing that the educators should do is to “teach learners how to learn”, to motivate them for further learning and change their deep-rooted attitudes and perceptions. Also, this new knowledge should not be sterile but it should be able to improve the life of the learners on a daily basis. Apart from that, importance has been given to their interaction with the learners and their role as administrators of the learning group since they stressed that they need to communicate with them, to be open and approachable as well as deal with crises and problems. All of the above seem to completely accord with the philosophy, the principles and the aims of adult education and in particular SCS.

As regards the special characteristics of a successful adult educator, the knowledge concerning adult education, the principles, the aims and specifically with SCS, have been deemed really significant. However, there are some skills that are more important for an educator to possess. According to research findings, the educator must be flexible and adaptable in relation to the needs and desires of his learners, understanding and then satisfying them. Furthermore, he should foster a collaborative and positive environment in order for learning to occur and every member of the group should be considered as equal. It is important to mention that all the educators stressed the communication and interaction between educators and learners. Empathy, approachability, authenticity, interdisciplinary knowledge for the utilization of cross-thematic integration, the interest and the zeal of their field have been stressed significantly. Moreover, as it has already been mentioned, the educator should be the guide and the person who inspires. He should also be encouraging in the effort they make. This has also been understood by the examination of the needs of the learners, for which the educators make the necessary teaching adaptations, not only at the beginning of the year but throughout the educational process. At the same time, the effort for an active participation from the part of the learners and their will to overcome possible obstacles that they may face during the learning process, lead to the above conclusion as well.

The educators, of course, pointed out that they could not have performed effectively on their role if they had not received the necessary training, which they

characterized as extremely important and essential. Such training, they supported, has contributed to the acquisition of essential knowledge and skills and, in particular, the teaching practices and approaches of the SCS learners that constitute a distinct and vulnerable group. They even consider as their professional obligation the need to develop and improve their skills so as to evolve, to enrich their knowledge and practices and take action. The most important thing, however, was to change the method of the training's organization. From the educators' answers, it has been ascertained that, over the last years, training has been commercialized, a fact that afflicts its validity. The free provision of seminars, the live seminars as well as their organization by the government itself or by institutions that are evaluated, were some of the suggestions of the educators for a more valid and credible training, accessible to everyone.

The existence of highly knowledgeable personnel was stressed by all the educators as one of the main prerequisites for the safeguarding of a qualitative and adequate educational program in SCS. The basic parameter that was stressed was the way with which the quality of the educational services from the part of the educator could be achieved. Some key issues mentioned were the continuous training, the attendance of seminars, the possession of certificates and the continuous training regarding adult education. Unanimously, the work done in SCS is qualitatively adequate, but this occurs mostly because of the willingness, the zeal and the effort of the educators and not because of the institution or the government. As it has been stressed, the inadequacies are innumerable and the existing institutional framework does not satisfy the needs of the learners. Despite all the difficulties, it is a common belief that working in SCS has both improved them as professionals and completed them as educators. For them, "it was like a second school".

MULTIPLE DIVERSITIES IN THE VALIDATION PROCESS FOR THE QUALIFICATION “TRAINER OF VOCATIONAL TRAINING - SVQ/CYQF/EQF – LEVEL 5”

Ioannis Zenios

As trainers in most European countries, unlike teachers, do not fall under a regulatory regime, certification processes seem necessary. In this context, the Human Resource Development Authority of Cyprus (HRDA), as the National Organisation for the promotion of training in Cyprus, has introduced the Vocational Standard “Trainer of Vocational Training” at level 5 of the System of Vocational Qualifications (SVQ). This system is part of the Cyprus National Qualifications Framework (CyQF), which in turn is referenced to the European Qualifications Framework (EQF). Through this system eligible candidates coming from diverse environments (e.g. formal and non-formal education and training, the world of work, informal learning, unemployment) may acquire a certification that enables them to act as “trainers of vocational training” in diverse training activities in collaboration with the HRDA.

More specifically, eligible candidates may access the certification process through diverse routes: one route covers those who possess a relevant qualification but have no experience, another route, on the contrary, covers those who have experience but possess no qualification and other routes allow access to those who combine a relevant qualification at a specific level with a specific number of years of experience.

Furthermore, relevance in qualifications may mean possession of diverse qualifications, e.g. academic or professional or vocational qualification in diverse subjects like training of trainers or lifelong learning or adult education or vocational education and training or human resource development or instructional technologies or educational psychology at diverse levels of the Cyprus and the European Qualifications Frameworks. On the other hand, relevance in experience may mean possession of diverse experience in terms of length and level.

Based on their familiarity with the Vocational Standard “Trainer of Vocational Training – SVQ/CyQF/EQF – Level 5”, candidates are advised to choose among preparatory “training of trainers” programmes, diverse in terms of duration, content, training provider and teaching language. More specifically, in terms of duration range there are three different training programmes:

- (a) Short-duration programme (7-14 hours), addressed to candidates most familiar with the above-mentioned Vocational Standard.
- (b) Medium-duration programme (35-49 hours), addressed to candidates not very familiar with the Standard.
- (c) Long-duration (70-98 hours), addressed to candidates not familiar with the Standard and having no experience as trainers, who need to participate in such a training programme to become eligible to follow the certification process through route 1.

Multiple diversities represent a “culture” for the HRDA and are considered as the strength of the certification process, practically enabling any candidate to get prepared and become a certified Vocational Trainer.

REFUGEE AND ASYLUM SEEKING WOMEN WALKING THE LINE OF EMPOWERMENT THROUGH DEMOCRATIC CITIZENSHIP AND CRITICAL HUMAN RIGHTS EDUCATION IN GREECE

Agapi Chouzouraki

Almost half of the asylum seeking and refugee population in Europe and Greece is uprooted women and girls who face uncertainty, insecurity and fear. Many resilient survivors have endured sex and gender based violence (SGBV); they often become leaders of single-headed families or travel alone against all perils and risks. They bring their home cultural capital which contains loose or strict social and religious norms, social and civic model identities, legal cultures and shaped perceptions of the publically and privately acceptable. Furthermore, due to their gender and the roles attached to it, they have never received formal education services in their country of origin. As a result, many of these women have never had their basic literacy needs fulfilled, which enhances the difficulties they face in the new receiving environment.

Women in Europe are normally expected to have unhindered access to democratic citizenship and human rights education as part of compulsory education. As part of the Greek formal educational system, adult EDC/HRE is part only of the Second Chance Schools curricula, leaving much of the educational needs to be addressed through non formal educational initiatives that are short-termed and sporadically offered. As civic and political literacy is a learning territory that is both culturally shaped and culture shaping, this paper argues that education for democratic citizenship and human rights education can offer a vast terrain for intercultural dialogue, social participation, empowerment and emancipation. Experience shows that the implementation of the “learning by doing” principle, in intercultural contexts, is mostly effective for EDC/HRE. More specifically, democratic citizenship activities could indicatively include womens’ fora and centers, online or offline communities of time/burden sharing, violence/harassment reporting networks, volunteer grassroots organizations etc. Giving voice to gendered communities practicing political literacy can lead to restorative educational praxis and the enhancement of a mutually shaped learning culture that can be exemplary in democratic practices, both in formal and non-formal educational contexts. Through these supported communities women could acquire new model identities, which may inspire and mentor newcomers. In that sense, individual social autonomy can become collective enhancing the sustainability of refugee/intercultural communities within the greater community. At the same time, intercultural dialogue in communities of practice and respect can create a win-win situation for both host and here-to-stay-refugees, as the local population will have the chance to check myths and realities, understand historical and political moments of the international community and to enrich its members’ perception horizons.

The paper draws also emphasis on the role of the adult educator. Under the notion of EDC/HRE education, adult educators act as both educational facilitators and cultural mediators. They need to have special qualifications and intercultural competences in order to promote civic engagement and empowerment in this

unknown territory of literacy, leaving also room for themselves to critically explore notions of political “righteousness”. The paper suggests that a European framework, leading to a certification, for such intercultural competences should be in place to delineate the competence profile of adult educators and develop a methodology for assessing their competences.

VULNERABLE ADULT LEARNERS AND THE ADULT EDUCATOR IN SECOND CHANCE EDUCATION: FACTS AND IDEOLOGIES

Eleni Papaioannou

In recent years the concept of empowerment has been studied in various scientific disciplines. Populations experiencing different forms of disadvantage, such as women, immigrants, people with disabilities, those from low socio-economic status have been situated at the core of empowerment theories. Furthermore, various forms of social and economic vulnerability are also associated with a low level of education, which has made education -and adult education in particular- an important factor in alleviating economic and social disparities. The purpose of research proposed to be presented was to investigate whether and through what mechanisms vulnerable adults are empowered through a second-chance educational program, such as the one offered in a Second Chance School in Cyprus. At the same time, the research aimed at unveiling the obstacles hindering learners' empowerment process and making suggestions for the improvement of the educational program fostering further empowerment of the learners. To achieve the objectives set by the research a hybrid methodological design was applied combining Hermeneutic Phenomenology and Critical Discourse Analysis (CDA). Data collection was performed using three tools: semi-structured interviews, reflective journals and document analysis. Ten participants filled in the reflective journals for a period of four weeks. Twelve adult learners participated in the interviews. Additionally, interviews with four educators were conducted. The data were supplemented with document analysis concerning this specific educational program. The methodological design of the research and especially the use of CDA enabled the researcher to dive into participants' discourses and unveil interesting connections between participants' life experiences, learning, identities and their empowerment. The actual analysis of participants discourses focused mainly on the metaphors used by the them in an effort to capture their deeper thoughts regarding empowerment or their felt lack of it. The results led to the emergence of a multilevel empowerment scheme of vulnerable adults in the program. The empowerment mechanisms that emerged were:

- a) empowerment through participation as a self-value,
- b) empowerment through the reconstruction of past experiences,
- c) empowerment through the strengthening of their social capital,
- d) empowerment through literacy, and
- e) empowerment through historical literacy. Among other findings, the role of educator was identified as a critical aspect in the process of empowerment by the learners.

The adult learners emphasized some distinct qualities of the educator in the context of second chance education. On the other hand, the critical analysis of the educators' discourse added interesting insights of the way their ideologies can empower or hinder the empowerment of the learners. Furthermore, the analysis of the discourses of both educators and learners is enlightening of the role of stereotypes and the existing culture for the education of the more vulnerable

adult learners. Similar conclusions were drawn also from the analysis of the respective policy texts.

ADULT EDUCATORS AND ADULT LEARNERS IN MULTICULTURAL LEARNING ENVIRONMENTS. THE CASES FROM COMPARATIVE INTERNATIONAL RESEARCH

Larissa Jōgi
Maria Gravani
Bonnie Slade
Maria Brown

The context of adult education becomes more and more complex, multicultural and diverse. It constantly poses new challenges to adult educators who have to realise and critically reflect their roles, teaching competencies and develop their professional identity in multicultural learning and teaching environments. Teaching multinational and multicultural groups is a socially and professionally demanding process especially for those adult educators who are involved in teaching adult migrants. This paper is based on findings from the international comparative research project *Evaluating Learner Centred Education (LCE) as a tool for social change in Adult Education (AE) programs for migrants: a European a comparative study (2015-2018)*. The study was designed as comparative multiple case study based on the four cases of selected language learning programs for adults with migrant backgrounds in four European countries and four cities: Cyprus, Larnaka; Estonia, Tallinn; Malta, Valetta; Scotland, Glasgow. The theoretical framework of the study draws on Schweisfurth's (2013) Learner-Centred Education model (LCE) as a pedagogical approach (2015), which gives adult learners, and demands from them, a relatively high level of active control over the contents and processes of learning. This paper discusses relational and epistemological aspects of the study and seeks to answer the following research questions: *How do the teaching practices of educators impact on adults' learning experiences?* and *what is to be learned from the cases?* The aim of authors of this paper is to identify, analyse and discuss specific practices of adult teaching and learning which might have general application to the field of adult education in Europe and beyond. The empirical data for the study were collected using document analysis, selective observations, semi-structural interviews with adult educators, adult learners and policy makers/coordinators. The selective observation was used for finding evidence and examples of the types of teaching practices. Cross case and thematic analysis with the hybrid (inductive and deductive) approach were used for data analysis.

Our research has found different shreds of evidence of using a learner-centered education in teaching practice in all four cases. Adult educators are creating learning opportunities and environment to adult learners by providing not only spaces for learning, but also a social context for intercultural learning, social communication, support and peer connections. Teaching practices are socially integrated and motivational for adult learners; the teaching practice is an inspiring professional experience for educators. The space for experimentation with learner-centered practices is not, however, was dependent on the broader context of the program.

DOES CULTURE AFFECT VOCATIONAL COUNSELLING? WHAT SUPPORTIVE TRAITS ARE NEEDED TO CULTURALLY DIVERSE UNEMPLOYED -ACCORDING TO VOCATIONAL COUNSELLORS' PERSPECTIVE- IN ORDER TO BE EFFECTIVE IN VOCATIONAL COUNSELLING PROCESS?

Charikleia Manavi

The presentation is about issues to be considered when providing vocational counselling unemployed come from diverse cultural backgrounds. To begin with, it should be noted that discussion presented herein is part of a grounded theory of intercultural counselling which is being carried out in the context of my doctoral research on continuing education. The main purpose of this empirical qualitative study was to examine the perceptions of vocational counsellor experienced serving unemployed with different cultural backgrounds on their own professional identity as intercultural counsellors. Also, exploring counsellor's perception about their experience, individual changes and counselling interventions we tried to clarify how they became intercultural counsellors in order to be proactive and functional in counselling culturally diverse individuals.

The study after gathering pilot interviews with 3 highly experienced intercultural vocational counsellors during a preliminary phase examined 23 semi-structured interviews held with at least 3 years experienced in diversity vocational counsellors. Grounded theory approach was used to analyze the interviews and in all stages of the research process. More precisely, research questions has explored counsellors' familiarization with 'intercultural counseling' as a concept; the way in which they identify intercultural counseling reference group; their view of how cultural orientation of unemployed influences the counseling process; the flexibility required by structures providing counselling to people with different cultural backgrounds; how vocational counselors meet the demands of intercultural vocational counselling; counsellors' personal characteristics and skills who themselves appreciate that contribute to successful outcome of counselling process; ways in which these characteristics have been shaped in their personal, family, social and professional life; attitudes or character elements that help an unemployed with different cultural perspective to participate successfully in the counseling process.

From all the findings, how vocational counsellors involved in the above research perceive the counselling skills speaking about unemployed with diverse cultural background will be of concern to this presentation. Findings reveal a theory that depicts the factors that take place in intercultural counselling, underscoring the cooperative effort by both the unemployed receiving counseling and the counsellor and the importance creating a good counselling relationship, professional stance and qualities of the counsellor, unemployed career skills and personal characteristics such as being proactive in their professional development, openness to change and lifelong learning, positivity, alertness, self-motivation, self-confidence, reliability, commitment, expectations about counselling, previous life experiences and their family context as necessary conditions for successful intercultural counselling. The counsellor's perception

contributes to the thorough exploration of vocational counselling processes. More importantly, findings showed that most counsellors tackling unemployment and responding to the unemployed needs deconstruct diversity. Linking theory and practice this presentation could be useful to counseling professionals; researchers, vocational counselling practitioners; trainers and educators of vocational guidance counsellors.

INTERNATIONAL LEARNERS AND LABOUR MOBILITY: OLD CHALLENGES, NEW SCENARIOS

Sofia Boutsiouki

Modern countries are required to reach common ground in order to find viable solutions to challenges arising from the ongoing social and economic transformations. International labour mobility poses big challenges as it has a significant impact on the global labour supply and demand, on countries' production and economic growth, on people's social inclusion and integration. According to recent ILO estimates, in 2017 there were 258 million international migrants worldwide, 90.7% of whom (234 million) are people of working age (15 and older). The total number of people working in other countries is estimated at 164 million, who account for 70.1% of all working age migrants and for 63.6% of international migrants, while their rates follow an upward trend. Furthermore, migrants of working age (15 years and older) constitute 4.2% of the world's population, while the international labour mobility between various countries amounts to 4.7% of all workers. Consequently, both origin and destination countries –either developed or developing– face unprecedented challenges due to the constantly increasing international mobility of large parts of the globally available workforce. In many occasions learning and professional competence and qualifications may actually determine the ability of people to move to other countries. For this reason special focus has to be attributed to their education and training in relation to their professional advancement, which have to be managed according to the particular needs of the mobile beneficiaries, as well as of the receiving labour markets. Moreover, the age structure of the workforce calls for diversified actions. Of the 164 million migrant workers, 141.7 million (86.5%) consist of prime-age adults (aged 25-64), young workers (aged 15-24) make up 8.3% and older workers (aged more than 65) make up 5.2% of migrant workers. Over the years many different initiatives involving either intergovernmentally negotiated agreements or privately initiated educational projects have been undertaken in order to establish the appropriate learning environments for people considering to exercise a skilled profession in other countries. The increase in labour mobility between countries redefined the global policy agenda regarding the training of international learners, the development of their skills and the recognition of their qualifications. The increased labour flows mainly (but not exclusively) from less developed countries towards more developed ones intensify the considerations on ensuring their well-regulated mobility, smooth professional transitions and social inclusion. The paper focuses on the issue of labour mobility and investigates the opportunities of international learners for inclusive skills development. It analyses the available interventions offering opportunities for vocational education and training to members of the global workforce at origin, transit or destination countries, while it discusses the most important challenges arising from the existing interventions and the recently promoted scenarios for skills development. The paper makes reference to the different forms of organised interventions that contribute to the development and the deployment of (professional or other) skills of (aspiring or active) labour migrants. Individual mobility of skilled workforce and international recruitment processes, bilateral

government agreements for labour mobility, Skill Mobility Partnerships and the recently promoted Global Skills Partnerships are discussed and their positive or negative implications for learners and educators are designated. Overall, the paper critically examines the dimensions of learning options that are available to the international workforce and support its mobil(abil)ity, and attempts to propose potential lines of action with benefits for all parties involved.

DIVERSITY AND STANDARDISED MEASUREMENT OF LEARNING OUTCOMES: A CASE STUDY OF GLOBAL ALLIANCE TO MONITOR LEARNING (GAML)

Shalini Singh

The Global Alliance to Monitor Learning (GAML) was established by the UNESCO Institute of Statistics (UIS) in 2016 as “the official source of cross-nationally comparable data on education” to facilitate the achievement of Sustainable Development Goals (SDGs) (UNESCO Institute of Statistics, 2017). It includes a large number of stakeholders representing UN countries, international experts, international organisations like OECD and World Bank, private sector, civil society and the like. It aims at ensuring quality in education through standardised indicators and tools to measure learning outcomes. It claims to harmonise the existing standards on measurement of learning across the globe. Needless to say, this cross-cutting standardisation deals with a large number of diverse educational contexts relating not only to cultures but also to stakeholders with different backgrounds, objectives and rationales, irrespective of the cultures in which they are embedded.

UIS asserts that states can use GAML assessments for investing in education (especially in low and middle income countries) in cost-effective, equity-oriented and inclusive ways. UIS specially proclaims to address cultural bias and contextual differences through such assessments and ensures inclusiveness through standardisations.

Research and empirical evidence related to learning assessment like PISA and PIAAC however highlight the fact that despite all claims in favour of addressing diversity issues through standardised formulations, diversity is mistreated and sometimes even ignored. This becomes especially problematic when such indicators are promoted as the basis for policy formulations and funding in sensitive policy areas like education with long term impact.

This paper analyses GAML and its formulations to analyse how adequately it deals with the challenge of accommodating diversity across cultures. Since GAML is a comparatively new initiative, not much research is available regarding the same. However, it is important to produce research and discuss the initiative in detail to ensure that it does not lead to exclusion and imbalance in development against which it is created. Research is also required to ensure that the objectives of inclusion and sustainable development are not forgotten amid all the technicalities of measurement and diversity is addressed, included and adequately dealt with.

CULTURAL DIVERSITY EMBEDDED IN THE KEY COMPETENCES FOR LIFELONG LEARNING: A COMPARATIVE STUDY OF EU POLICY RECOMMENDATIONS

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Shalini Singh

The national education systems within the EU are still supposed to develop a more or less specified national identity. However, the nation-building aim is no longer dominant in comparison with the 20th century.

The EU recommendations for key competences reflect a move towards an *inclusive* approach. This implies increasing openness towards the cultural diversity in all EU member states.

This paper is a comparative study of selected transnational policy documents. The EU adopted a recommendation of eight key competences for lifelong learning in 2006. Some years later, the description of these key competences was revised and finally adopted by the European Council in 2018.

Comparison reveals that the EU approach in relation to key competencies has drastically changed. For instance, the Social and Civic Competence (key competence 6) targeted at nation-building in 2006 has been replaced by Citizenship Competence targeted at shaping a European identity in 2018. Similarly, Cultural Awareness and Expression (key competence 8) has the same name but remarkably different content in 2006 and 2018.

This paper compares the EU approach reflected in 2006 and 2018 policies in relation to the following research questions:

- 1) How and why has the EU policy approach changed between 2006 and 2018?
- 2) How are the education systems in EU member states recommended to handle cultural diversity in alignment with the EU approach from 2006 and 2018?

ASSESSING PROFESSIONAL COMPETENCIES OF ADULT LANGUAGE EDUCATORS IN TEACHING GERMAN AS A SECOND LANGUAGE IN CULTURALLY AND LINGUISTICALLY DIVERSE CLASSROOMS

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Moritz Sahlender
Josef Schrader

The rise of immigration in recent years has posed a challenge to the German education policy, the education system, and its actors. Today, culturally and linguistically diverse classrooms are the norm in all sectors of the education system. The linguistic and cultural diversity of learners does not only require an adjustment of existing didactic concepts but also places new demands on the professional competencies of adult educators. This applies in particular for adult language educators teaching German as a second language (GSL) in integration courses for migrants and refugees, in which learners acquire basic German language skills and basic knowledge about Germany's legal system, culture, and history.

Because (additional) qualification requirements for teaching GSL in integration courses have been established only recently, at present there is a lack of reliable information about GSL educators' professional competencies. An interdisciplinary research project including experts from Adult Education, Language Didactics, Empirical Educational Research, (Educational) Psychology, and (Computational) Linguistics aims at investigating the professional competencies of GSL educators teaching in integration courses provided by institutions of adult education. The project started in April 2019, includes several partners from (inter-) national universities and non-university research institutions, and receives competitive third party funding for three years.

The proposed paper presents the concept of the research project, the design of the planned empirical study, the instruments for assessing the professional competencies of GSL educators, as well as sample analyses of selected interactions between educators and learners in integration courses. The project focuses on the assessment of theoretical and practical knowledge (e.g., content, pedagogical, and pedagogical content knowledge), the professional vision (e.g., noticing and interpreting classroom situations), the abilities of self-assessment, as well as the professional attitudes of adult GSL educators. Educators' use of language and their interactions with the learners in the classroom will be assessed based on videotaped lessons, combining innovative approaches from computational linguistics such as algorithms for analyzing the complexity of oral language with proven methods such as discourse analysis. In order to assess their professional vision, theoretical knowledge, and attitudes, GSL educators will be asked to evaluate videotaped real-life teaching samples and to answer standardized test questionnaires and interview questions.

Perspectively, the findings of the research project could be used to develop qualification and training programs to foster and support the professionalization

of adult language educators teaching GSL in culturally and linguistically diverse classrooms.

A STUDY ON THE DEVELOPING CULTURAL COMPETENCE OF ADULT EDUCATORS ENGAGING IN INTERGENERATIONAL LEARNING: A COMPARATIVE CASE IN ASIA

Yi Byung Jun

Archanya Ratana-Ubol

Chamapat Sithi-Amnuai

The gap between generations has been increasingly publicized according to demographic, social and economic trends worldwide. Intergenerational learning has been viewed as a social vehicle to increase exchange in resources and learning among older and younger generations through various ranges of planned activities (Hatton-Yeo & Ohsako, 1999). Its concepts and practice have been growing across America, Europe, and Asia for several decades in various forms and scales. However, there has been reported challenges for intergenerational practice that has the potential to produce negatives if not well managed. Good practice is necessary to avoid problems and achieve positive outcomes (Springate, Atkinson, & Martin, 2008). In this context, the discourse of adult education onto intergenerational learning is still at the peripheral area, the loose term and implementation need clarity over the concepts, as well as ways to develop cultural understanding among ages for practitioners to promote intergenerational learning into practice should be pointed out (Springate, Atkinson, & Martin, 2008; Hatton-Yeo & Ohsako, 1999; Franz, Sheunflug, 2016).

Moreover, the discourse of cultural competency in the US and intercultural competency in Europe point out the importance of understanding culture differences in the field workers such as the areas of health care, counselling, training programs and migration work (Yi Byung Jun, 2016). For example, a culturally competent model of Campinha-Bacote (2009) proposes a model of practice to work effectively in cultural differences between nurses and patients. Same as in adult education, to promote intergenerational learning into practice, the adult educators are to work effectively under the problem area of culture difference among learners (Manheim, 1929&1952; Bourdieu, 1983). However, there is not much study addressing on how adult educator can develop cultural competency to promote intergenerational learning.

The purposes of this study were 1) to investigate process of cultural competence of adult educators engaging in intergenerational learning in Thailand and Korea 2) to compare similarities and differences of cultural competence in adult educators between two Asian countries and 3) to compare the discourse of cultural competence between Western countries and findings from Asia. This study was a qualitative research. In phase 1, key informants are adult educators in 5 working areas selected by purposive sampling which were 1) community activity leaders 2) museum educators 3) adult educators from non-government organization 4) public community educators in rural area and 5) public community educators in city areas. Data collection used narrative interview method consisted of 3 sub-sessions: 1) main question 2) additional questions and 3) targeted questions. In phase 2, compare similarities and differences of cultural competence of adult educators based on result from phrase 1. Then, in the final phase, compare the

discourse of cultural competence between Western countries and findings result from phase 2. Data were analyzed by using content analysis.