

Abstracts for papers, symposia,
roundtables and networking

Adult education in the age of global mobility

7th Nordic Conference on Adult Education and Learning

3-5 May 2017, Jönköping University



Wednesday 3 May

Parallel sessions 15:00

Paper session – In-/exclusion and adult learning

Chair: Martin Hugo, Jönköping University

Establishing Framework for Lifelong Learning in Emerging Economies?

Mohamed Chaib

Lifelong learning as a policy for development is associated with strategic issues such as the importance of merit-based promotion, cross-generational collaborative learning, workplace-related competence development and adult education.

In my address, I intend to review lifelong learning as a potential lever for development in emerging countries. I will focus on the debated question of whether lifelong learning is a strategy designed exclusively for the development of highly industrialized countries and thus leaving the emerging countries primarily restricted to the development of formal educational systems. Many international expert from international agencies such as the OECD, UNESCO and the World Bank are suggesting the later strategy for the less developed countries. Meaning that these countries ought to develop formal education to high performance level before tackling strategies for Lifelong learning. In this sense, lifelong learning is conceived merely as a complementary support for the development of formal education along with e.g. vocational training.

I intend to put the focus on the role of lifelong learning in emerging countries with substantial high financial resources but limited knowledge on how to implement lifelong learning in support for the establishment of knowledge-based economies. Are there any lessons to be drawn from the experiences of adult education and lifelong learning adopted by developed countries e.g. the Nordic ones that can be transmitted to other cultural contexts and social premises?

Habilitating effects of an adjusted education in Sweden for students with High-functioning autism

Martin Hugo & Joel Hedegaard

Research topic/Aim:

The purpose of this paper is to highlight empirical examples of habilitation effects of an adjusted education for young adults with high-functioning autism. Our paper draws upon findings from a project researched - an IT education called the IT-track - which is an example of an initiative that has had the intention to help to break the isolation and exclusion in favor of inclusion. The IT-track started in January 2012 and is founded by The European Social Fund (ESF), Region Jönköping, Höglandet's Coordinating Association and Eksjö Municipality. It targets young people diagnosed with high-functioning autism between 19-30 years old. The IT-track offers upper secondary and university courses in programming, CAD and computer systems, as well as internship experience.

Theoretical/Methodological framework:

- Supported education
- Supported employment
- Sense of coherence

The study is inspired by ethnographic methodology (Hammersley & Atkinson, 2007), where researchers reside within the environments and situations they want to learn about. Data was collected by way of participant observations, natural conversations, research interviews with students and one focus group interview with the staff (van Manen, 1990). The different data collection methods complemented each other and, taken together, provide a rich description of the students' experiences of the IT-track.

Expected findings:

The context of the present study is focused on (i) the students' experiences of the IT-track, (ii) the students' previous school experiences, and (iii) how they relate to their future. The findings involve:

- Identified adjustments at the IT-track
- To get structure in everyday life
- To function better socially with others
- Extended horizons of possibility
- Employment and internship

Relevance for Nordic adult education and learning research:

The findings have relevance for Nordic adult education and learning research due to a prior lack of research into Asperger syndrome and education of younger adults. This paper highlights the need for a better understanding of how environments can be adapted in order to be supportive and contributing to learning and habilitation.

Paper session – Adult learning, professions and working life

Chair: Sylvia Chong, University of Social Sciences

Skills Matter – lifelong learning and skills development in Singapore

Sylvia Chong

In 2014-15 Singapore **participated** in the Programme for the International Assessment of Adult Competencies (PIAAC) conducted by OECD. PIAAC assessed literacy, numeracy, and technology-related skills of adults age 16 to 65. According to the PIAAC data, the Singapore adults' literacy and numeracy skills were below OECD average. A closer look at the data showed sub-group differences. Among OECD participating economies, older Singaporeans aged 45 to 65 scored below average in literacy and numeracy, while the 16 to 34 year olds scored above the average. In comparison, the PIAAC data of the Nordic countries and Germany showed proficiency gaps between the older adults and the 25 to 34 year olds to be small or almost zero.

Research (Acemoglu & Robinson, 2012¹) shows that the expansion of the population's education and skills are key contributors towards the society's economic growth. With the progressive aging of the Singapore workforce that is closely associated with the increased life

¹ Acemoglu, D., & Robinson, J. (2012). *Why nations fail: The origins of power, prosperity, and poverty*. Crown Business.

expectancy and retirement age delays, these age-related differences are concern areas. Importantly, the Singapore PIAAC data also point to a vital need for mid to older adults to engage in lifelong learning so as to remain employable and contribute economically and socially. With technological advancements and stronger global competition, skills upgrading and deepening are essential for Singaporeans to maintain a competitive edge.

Adult learning policies exist in most of Europe. The focus on lifelong learning was re-emphasized with the revised Strategy Europe 2020 ([European Commission, 2010](#)²). The Singapore government views lifelong learning as a key strategy towards facilitating productivity and employability. In 2015, through a national initiative called *SkillsFuture*, initiatives were unveiled to encourage lifelong learning and the enhancement of work skills. One key goal is to “develop an integrated, high -quality system of education and training that responds to constantly evolving industry needs” (SkillsFuture, 2015³).

This paper introduces the Singapore PIAAC data in relation to other participating countries. It also looks at the success of lifelong learning movements in the Nordic countries and examines the promotion of lifelong learning in Singapore through *SkillsFuture*.

Meaningful learning experiences during continuing education process among Finnish physiotherapists - Grounded Theory

Tuulikki Sjögren

Research topic/aim: The aim of this study was to learn which learning experiences were meaningful to the physiotherapists during their continuing education process divided into three phases: at the early stages, in the middle, and at the end of their education.

Theoretical and methodological framework: In Finland learning experiences during continuing education in social and health care have been poorly investigated, especially among rehabilitation. Central Hospital located in Central Finland, University of Jyväskylä and Jyväskylä University of Applied Sciences started a research development project (2012-2015) in collaboration with five local health centers. Project consists of a nine-month education period for physiotherapists (2012-13). The continuing education consisted of 15 ECTS, the main themes being “Clinical skills of examining patients with musculoskeletal disorder (MSD)”, “Evidence-based MSD physiotherapy”, “Skills of counseling”, and “Developing regional and in-house MSD direct access services”. Data were collected via open group interviews of workplace groups (n=6) of 28 physiotherapists (70% women, mean age 44 years). Working places were primary care (68%), occupational health care (21%), and central hospital (7%). The mean duration of working experience in physiotherapy was 18 years, and half of the interviewees had some experience in direct access services. The research method was Grounded Theory (GT) with open coding and emerging design (Glaser, 1967).

Conclusions/Findings: The study resulted in a substantive theory, labelled as “social and process-like learning in adult continuing education”, in which the core categories are 1) “Prerequisites for changing”, 2) “Assessing the benefits of changes”, and 3) “The

² European Commission. (2010). *Europe 2020: A Strategy for Smart, Sustainable and Inclusive Growth: Communication from the Commission*. Publications Office of the European Union.

³ SkillsFuture. (2015). SkillsFuture: Enhanced Internships to Strengthen Students' Learning *at the Workplace*. Retrieved 13 January 2017, from <http://www.skillsfuture.sg/programmes-and-initiatives/enhanced-internships.html>

autonomously regenerating working practices". At the beginning the meaningful experiences were related to good cooperation with teachers, trainers and peer students. In the middle part the meaningful experiences were, in addition to the previous ones, related to good cooperation with co-workers in the work places. At the end the additional meaningful experience was good cooperation with existing networks. The first level of experiences enables changes in the individual level, and the second level of experiences in the community level, whereas only the third level can lead to activities which can lead to independent and continuous workplace development. The education should be sufficiently long and progressive to result in an advanced level of change process of individuals, organizations and of the larger society.

Relevance for Nordic adult education and learning research: The findings of this study can be used at the workplace when continuing education is being planned and its results will be implemented.

Participation in adult education in the Nordic countries: A need for more nuanced hypotheses on competence development in working life?

Tarja Tikkanen

The purpose of this paper is to explore and discuss the implications of the findings of a recent 'twin-study' in the light of theories of lifelong learning (LLL) as well as the 'Nordic model' of LLL. The 'twin-study' comprised of two separate studies, which were identical in all other regards but their target groups. The main research question in both was: to what extent do demographic, individual, job-related characteristics and skills use at work explain participation in job-related learning. Both were built on theories of learning motivation, human capital, and workplace learning, explored in the context of the 'Nordic model'. Finally, both of them were based on corresponding analyses of the OECD's PIAAC-data with the same set of variables. The first study was targeted to well-educated (n=3383) and the second to low-educated adults (n=1172), in both cases aged 45-65 years. The findings have been reported in detail in two previous articles (Tikkanen & Nissinen, 2016; forthcoming). A comparative analysis was carried out of the implications of their findings on theories of learning motivation, human capital, and workplace learning, on the one hand, and the 'Nordic model' of lifelong learning, on the other hand.

The 'twin-study' was a part of the SkillsREAL -research project financed by the Norwegian Research Council. The analysis builds on four main issues, the main findings from the 'twin-study'. Firstly, systematic level differences in participation both among low-educated (gross average 36%), and among well-educated (gross average 73%) were found across the countries. Secondly, in both cases there were clear differences between the countries in the models that explained participation.

Thirdly, the predictors of participation commonly found among general adult populations, appeared clearly less valid for well-educated than the low-educated adults. Among the low-educated their explanatory power appeared almost two to three times stronger than among well-educated. Only in Sweden this difference was very small, although in the same direction. These findings may have interesting implications on theories on LLL, predominantly based on general adult populations. The findings suggest that understanding participation in job-related lifelong learning among well-educated adults may call for different explanations than among general adult population and/or among low-educated adults. Fourthly, the findings – the first and second issue above – gave limited support to a

single “Nordic model” of LLL, regardless of the apparent similarity of these countries, also in regards their educational systems. The paper will discuss these four issues in more details in regards the conventional wisdom on participation in and the ‘Nordic model’ of LLL, and possible consequences for practice.

Learning the hidden silence policy within the police

Malin Wieslander

The Police’s official policy states that one central aspect of the organization is that employees can discuss organizational working tasks and working situations internally (National Police Board, 2011). However, recent research and report on a widespread fear of various retaliations among employees when expressing oneself within the police (Holgersson, forthcoming; Knutsson, 2015; Wieslander, 2016; forthcoming). This ongoing research describes how police employees are learned to silence in interaction with peers and supervisors and through developing knowledge of not just professional service as an officer but also about institutional working conditions. In contrast to formal and official norms and values within the police an informal culture with norms of assimilation, “staying low” and to “shut up” is learned through everyday talk and storytelling among the employees. Through empirical examples from data consisting of field studies and 33 interviews with police officers this paper presents how employees learn and reproduce informal values that condition the conversational and working climate within the organization. Applying Jacksons’ (1968) theory of ‘hidden curriculum’ and ‘curriculum silentium’ (Lien Holte, 2009) to policy in practice the analysis reveals tensions and a discrepancy between the official policy and the hidden policy of the conversational climate within the police. The results are also briefly discussed in relation to the police as a learning organization.

The paper contributes to the field of adult education and learning by combining professional ethics, learning in professions and how formal and informal knowledge is reproduced within an institution. Moreover, it highlights the significance of hierarchical structures in relation to professional learning.

Symposia – Citizenship education and a will to include

Chair: Andreas Fejes, Linköping University

Linköping university

This symposium draws on a larger research project on citizenship education within and beyond adult and popular education. Adult and popular education in Sweden has throughout history been assigned different tasks: compensatory; labour market oriented; and democratic. The relationship between these has shifted over time (see Fejes, 2016). However, the labour market function has come to dominate current discussions on adult and popular education. A focus has been directed at educating citizens’, who can take responsibility for their own life trajectories, become employable and thus also be made responsible for their own failures. Such developments are clearly visible in the way policy document speak about municipal adult education (see e.g. Fejes, 2010; Fejes, 2016), as well as in terms of how teachers and students within municipal adult education describe their work and studies (see e.g. Fejes, Olson, Rahm, Dahlstedt & Sandberg, 2016). The question then is; what has happens to the democratic function of adult education? A similar question can be raised in relation to

popular education, which more and more is forced to find other means of incomes in order to keep up the volume of their educational activities. This is partly due to the drastic decrease in funding from regional counties and municipalities (see Fejes & Nordvall, 2014), but also due to the wider trends of marketisation of adult and popular education (see Fejes, Runesdotter & Wärvik, 2016).

In this symposium, three different ways of problematizing issues about citizenship is introduced. Firstly, the stories of three female migrant women, and their negotiations of belonging to the Swedish social community is introduced, followed by a presentation on the way students at the youth recreational leader program at folk high schools shape themselves as role models. In the third presentation, the role of popular education in relation to digitalisation is historicised and problematized.

Longing to belong: Stories of (non)belonging in multi-ethnic Sweden

Magnus Dahlstedt & Andreas Fejes

2015-2016. More than a million people are seeking refuge in Europe. Across water or over land, children as well as adults are fleeing from war, persecution, and poverty. Thousands of them disappear without a trace or drown beneath the waves. Most of the refugees come from the war-torn Syria (International Organisation for Migration 2015). In several of the member states of the European Union, exceptional policy measures are being taken in order to handle the so-called 'refugee crisis' – intensified border control, the introduction of identity checks at specific checkpoints as well as within the borders of a country, and restrictive rules for the reception of asylum seekers. This precarious situation in Europe raises a number of crucial questions about the state of citizenship and belonging in contemporary Europe, during an age of large-scale international migration in which established conceptions of belonging are renegotiated: Which characteristics, abilities, or values should people have in order to belong to a certain social community? Who is included in the social community and who is excluded?

The aim of this paper is to contribute to an understanding of contemporary processes of negotiations concerning belonging and non-belonging to the Swedish social community by focusing on three individual stories of women who have migrated to Sweden and who, at the time of our interviews, were engaged in studies at either municipal adult education or at folk high schools. Drawing on Yuval-Davis (2006, 2011) work on the politics of belonging we analyse the interviews with attention to those instances in the interview material where students identify themselves as belonging or not belonging to a Swedish social community. The three individual stories thus give body to the wider questions of citizenship and belonging in times of large-scale migration.

The paper is structured according to the following: first, the issue of migration, belonging and citizenship in relation to the Swedish context is elaborated, followed by the introduction of our analytical and methodological approach. Thirdly, we introduce the analysis and the stories of the three women: Maria, Shirin, and Ana. Lastly, we relate the main conclusions to some of the contemporary challenges regarding boundaries and content of citizenship and belonging to the Swedish social community.

Becoming the role model: youth recreation leaders, occupational choice and a will to include

Andreas Fejes & Magnus Dahlstedt

During the last few years, there have been social tensions and escalating conflicts among young people in the suburbs of cities across Sweden. These tensions have introduced an intensive debate about the exclusion of young people. One of the key issues addressed in the debate has been the importance of meaningful leisure time activities in general, and specifically the importance of youth recreation centres, as well as the need to engage workers who themselves have experience of exclusion, and who have managed to break free from e.g. criminal backgrounds, to work with the young people in the suburbs (Ekholm, 2016; Öhlund, 2016). The hope is that they will then act as role models for the young people, thus compensating for what is regarded as a lack of good role models in the suburbs (Dahlstedt & Lozic, 2016). This type of discourse raises questions about who an individual needs to “be” in order to become a youth recreation worker.

The aim of this paper is to analyse the occupational choice of students training to be youth recreation leaders at folk high schools, and how they construe themselves as role models. Drawing on Michel Foucault’s (2007) concepts of subjectivity, discourse and power/knowledge, the article analyses nine interviews with youth recreation students that were conducted within the frame of a larger research project on students’ citizenship activities within and beyond adult and popular education (Fejes et.al, 2016). The analysis focuses on how students identify themselves, and the regularity of their descriptions. We illustrate how students’ ways of ‘being’, i.e. this is who I am and who I have previously been, and students ‘doings’, i.e. this is what I do during my leisure time, intersect with their becoming as role models. The analysis raises questions about the target group of youth recreation work, the role of education and the welfare society, and what happens to the profession when experience of exclusion becomes a central part of ‘becoming’ and ‘being’ a youth recreation leader.

Learning to compute: A genealogy of the digitally literate

Lina Rahm

Informed by Foucault’s writing on genealogy this paper aims to trace the emergence of digital literacy. Historically, new technology has been seen both as a promise of a brighter future, and as a source of worry and fear. Computers are, of course, no exception. The debates about the computer as a threat or as an opportunity, has taken many different forms in many different forums. For examples computers in the 1950s held a promise of utopia, and this idea shifted in the late 60s and early 70s when computers became dangerous. Interestingly, the solutions to this dangerous computer force were often popular education. Popular education about the computer and its societal effects was seen as important because it would allow citizens to control the development (rather than technology controlling it). Voluntary, extensive, stately supported information and education was seen as the most effective way to educate each and every citizen. The ambition that all citizens should take part in this assessment of the new technology, would counter the risk of the technology “running wild”.

What I want to show in this paper is how educational efforts about computers have focused on certain problems and thereby also focusing on some solutions as particularly important. These problem representations make some options visible and hide others. By showing how digitization is a methodical political form of control (which is also cheered on by an eager industry) I want to open up to new possibilities to problematize the common assumptions about the digital imperative and how it could be different.

Roundtable – Making democracy happen: Do we (the Nordic area) need adult educators with special facilitation skills in order to develop democracy, co-creation and inclusion?

Chair: Hróbjartur Árnason, University of Iceland

University of Iceland

The last few years have demonstrated very graphically that Democracy is a value and a method of living together, which can only survive if it is nurtured and protected. In our present times where information is readily available to all and people expect to be able to influence their own fate, societies, organisations and companies will need to find ways to involve those who are influenced by their actions in the creation of solutions and decision-making. One probable reason for feelings of disenfranchisement - possibly expressed by “Brexit” and the election of Donald Trump - can be that many feel that democracy as it has revealed itself during the last 20-30 years has not represented “the people”.

Nordic societies have for years proudly pointed out their democratic lineage to others. However, it seems that in the years to come our societies, institutions and organisations will face an abundance of “wicked problems”, i.e. complex problems to which there seemingly are no obvious solutions and where measures taken risk to rather reinforce the problem in vicious circles than solve them. Such challenges call for creative solutions - solutions that probably can only be found through co-creation involving all stakeholders and decisions which all players experience as democratic and fair. Wicked problems are often of social nature. With humans as interpretive and sense making creatures, this adds ambiguity to the complexity of interaction, making it more or less impossible to design and implement solutions from the outside. Instead, solutions often have to come from the inside of the community, highlighting seemingly new and central aspects of the situation and the context to grasp the point or the elements that may open up for new paths of exploration.

If our societies are to be able to tackle the wicked problems facing us, what competencies does society need? Moreover, what role can adult education and adult educators play in that scenario?

You are invited to take part in a democratic, facilitated roundtable, where we hope to learn how these issues present themselves in the various Nordic countries.

Some of the questions we will discuss:

- How important is a general understanding in society for the role of facilitation skills?
- How do we support transfer from co-creation arenas and learning networks to workplace innovation?
- How can we help organizations to make room and roles for “in-house” facilitators?
- Do we need, and can we create a Nordic base for Facilitation skills?

Contributors and their introductions to the discussion

Erik Niklas Bjurström, Inland Norway University of Applied Sciences:

Positive Deviance Democracy requires delivery and participation. Innovation may help realizing it. Positive Deviance is based on the observation that in every community there are certain individuals or groups whose uncommon behaviors and strategies enable them to find better solutions to problems than their peers, while facing similar or worse challenges. A community-driven and asset-based problem-solving process enables the discovery of

successful behaviors and strategies realized through a plan of action to promote their adoption.

Hróbjartur Árnason, University of Iceland:

Do we need special facilitation competencies when we want to use democratic and creative methods for change and development?

The financial crash in Iceland in 2008 opened up a nation-wide need for a revival of democracy and transparency in the political sphere. However, it has become clear through developments during the last years that few people have ideas about how to facilitate democratic work with small and large groups and even fewer the skills to facilitate such work. I will elaborate on the need for such skills and introduce as an example, one such method - "Die Moderations Methode" - which was conceived to help groups work democratically, transparently and responsibly to solve common issues.

Marianne Sempler AiR – National advisory unit on occupational rehabilitation, Norway (NK-ARR) Co-creation, Open Arena and Facilitation skills

The National Advisory Unit on Occupational Rehabilitation in Norway (NK-ARR) has established a special area of focus for its ongoing operations under the heading of innovation and networks. This is done in order to improve knowledge, develop the practice, and to support readiness for innovation, with the final aim of including more people in working life. NK-ARR uses Co-creation Arenas and Learning Networks as driving forces for workplace innovation. Our largest event is the annual "Work and Health Open Arena" (the 9th this year) its purpose is to support the cross-sectoral engagement in work and health by facilitating co-creation between researchers/academics, service providers, service users and civil servants. The aim is to develop and implement new practices in participant's organizations.

We experience that when all actors in a field engage with their resources and competences within a facilitated event, a group can achieve innovative results. We have seen that the role of a facilitator is essential – and that there is a need for facilitation skills. We therefore give Facilitation courses where participants can acquire knowledge, share experiences, challenges, and train and develop such skills.

For the roundtable, I will share our experiences of co-creation arenas, networks and facilitation as an example for the role of facilitation skills in civil society.

Thursday 4 May

Parallel sessions 08:00

Paper session – Teachers in adult education

Chair: Arja Piirainen, University of Jyväskylä

Being a teacher of low educated adults in a time of societal changes

Helena Colliander

There are rapid societal changes in the contemporary world. In recent years, e.g. globalisation, digitalisation and marketization have changed the conditions of everyday work for many adult educators. This is also the case for teachers in the field of Low Educated Secondary Language and Literacy (LESLLA) teaching. The overall aim of this study is to see how their professional identity formation can be understood in relation to the overall development of the LESLLA teaching field. The focus lays on the exogenous changes the teachers have experienced and how these changes are negotiated by the teacher in regard to their work practice and their local school community. This qualitative study, which applies a thematic analysis, is informed by Situated learning theory and based on interviews with 10 teachers. The tentative findings suggest that there have been many extensive changes in this field, and that changes the teachers actively engage in lead to a development of their practice, whereas other changes rather discourage it. Moreover, the school community seems to play a central part in how the teachers negotiate these changes. The result is significant for better facilitating teacher development in a time of constant change.

Professional identity in an age of marketization

Diana Holmqvist

Marketization in education has become a global phenomenon. The shift to neo-liberal views is not only changing the way in which education is delivered, it also more subtly introduces new discourses and changes the way in which students, teachers and school leaders see themselves and relate to each other (Ball & Youdell, 2008).

Despite Sweden, having one of the most marketised educational systems in the world, research on the topic has mainly focused on external marketization (cf Lundahl et al, 2014, Björklund et al, 2003). Research on its effects on the internal life of schools is limited and has mostly focused on compulsory and upper secondary schools (cf. Lundahl et al, 2014; Holm, 2013; Parding, 2012; Fredriksson, 2009).

There is research on Swedish adult education in general and municipal adult education (MAE) in particular that touches upon the topic of marketization and its consequences (cf Fejes et al, 2016; Bjusell et al, 2015; Sipoz Zachrisson & Assarsson, 2008; Fejes, 2006; Beach, 2004; Lumsden Wass, 2004), but the topic has only drawn limited attention among researchers. This is remarkable, considering that MAE differs greatly in its organization from other education systems in Sweden. MAE is governed through a procurement system, instead of the free school system, where municipalities can employ private companies to carry out education on their behalf. The short nature of such contracts (often as short as two years) makes for a special working situation for teachers, which warrants further investigation.

The aim of my doctoral study is to explore how marketization influences teachers work and their professional identity.

Four MAE providers in two urban municipalities are being studied. The sample consists of one municipality that procures substantial parts of its adult education through tendering from private companies and one municipality that does not. In the municipality that procures education through tendering, the study includes both the municipal provider, as well as two different private providers.

I draw on different forms of data in each of the four locations, such as observations, interviews with teachers and students, informal conversations and documents of different sorts.

The data is analyzed drawing on new institutionalism as a theoretical framework, making visible the role which institutional organization can play in the behavior and identity formation of professionals, based on their conceptions of frameworks, such as norms and routines (Scott 2001).

Teachers' andragogical competencies in Finnish liberal adult education

Anita Malinen & Arja Piirainen

The aim of this research was to find out the andragogical competencies of teachers' in Finnish liberal adult education. We tested Instructional Perspectives Inventory (IPI) developed by Henschke (1989).

We are interested in andragogy as a theory and practice. When we clarified history and philosophical underpinnings of andragogy, we found that concept of andragogy has been used since 1833 (Kapp). We found also an interesting connection between North American interpretation of andragogy and Scandinavian interpretation of Grundtvegian adult education (Warren 1987). Grundtvig highlights reciprocal nature of teaching, which is one of the basic principles in andragogy. The other similarity is the role of the teacher.

We did a systematic literature review from databases of Eric and PsykNet 11/2013. We found 213 articles. After close reading there were 64 relevant articles. Most of them concerned andragogical learning, but some of them concerned andragogical teaching. Most of those articles based on Henschke's questionnaire. He seems to be the first who has tried to operationalize the concept of andragog.

He describes the basic qualities of andragogy as following: teacher's empathy with learners, facilitator's trust of learners, planning and delivery of instruction, accommodating learner uniqueness, teacher's insensitivity toward learners, learner-centered learning process and teacher-centered learning process (Henschke 2014; Moehl 2011). These elements are in reciprocal interaction. We are especially interested in Henschke's holistic approach to see the quality of teaching. The questionnaire describes also well real life teaching situations. The questionnaire was not earlier used in Finland so we first translated the questionnaire and pretested it 2014.

We have tested the questionnaire in different adult education contexts. Our first target group was teachers in the liberal adult education and the folk high school field. The data was gathered in Spring 2014. The survey was conducted by electronic MrInterview- system. We

got answers from 129 teachers (the response per cent was 16,8). The data was analysed by SPSS statistical program.

Our results confirm mostly factors of Henscke's andragogical competencies. Teachers are sensitive and they thrust their students. Most interesting result was the contradiction between student-centered and teacher-centered approach. It is surprising that in the field liberal adult education teachers are teacher-centered although the theory describes just the opposite.

The liberal adult education is unique Nordic way of educating adults. This small study gives hints that maybe the adult education field in practice is not as reciprocal as Grundtvig meant it to be.

The Meaning of Peer Group Mentoring in Teacher Education in the University Context

Terhi Skaniakos & Arja Piirainen

The aim of this study was to promote understanding of peer groups based on the findings of two primary studies; teacher students' and teacher group tutors' conceptions of peer groups. The research question: What was the meaning of peer group in teacher education?

Communal aspects, especially social theories of learning have emphasised the social context and the role of human interaction and collaborative learning and learning communities. In Nordic countries similar ideas have been presented in andragogical thought of learning communities by Grundtvig and Lindeman. The traditional educational context of learning is built on teaching groups. The group is formed by students and there is usually only one person in the role of a teacher present.

In this article we are examining the role of peer groups in higher education. In our analysis these peer groups are formed by both, students and teachers in the context of teacher education. The study is a metasynthesis of the findings of two primary studies; teacher students' and teacher group tutors' conceptions of peer groups. Both of the primary study materials are experience based, the analysis is based on participants' written texts, and the participants have been members of the peer groups for at least eight months, all in a University context. Both of these separately conducted primary studies have focused on the same phenomenon of peer groups, but the context of those studies were different.

As a result, three core categories were found: individual's participation in the group, professional development with others and community enabling sharing and development. The core categories were hierarchically organised and the critical aspects (seeing peers as developers of the profession and the co-creation of learning community) are placed in-between the core categories as a precondition for the next category.

In this study we have recognized how social activity forms places for learning communities in the form of peer groups. They can form a sociocultural environment, a space for different students to learn, even communities of practice. When studying mentoring circles, the same aspects of personal and professional development have been found, but also the communal and organizational development have been identified as significant benefits of mentoring.

The research results can be utilized as a tool of evaluation by the members of a peer group, in order to enhance learning within the group and its community level which is also important in Nordic countries.

Paper session – Models of adult learning

Chair: Cecilia Bjursell, Jönköping University

Mentorship programs – a way to inclusion and diversity at the workplace?

Cecilia Bjursell & Rebecka Florin Sädbom

Mentorship has proven to be a superior way to learn on the job. In an experimental study, a group who participated in a mentoring program was compared to a group who attended a traditional training approach. The participants in the mentoring program increased their leadership effectiveness to a greater extent compared to the group with a traditional approach:

” Generally speaking, our results suggest that the more organizations can move away from one-size-fits-all training toward one-on-one mentorships characterized by trust, the more likely those program interventions will be able to take advantage of the developmental readiness of participants in those programs.” (Lester, Hannah, Harms, Vogelgesang & Avolio, 2011).

One explanation was that mentors could provide individual support to mentees to help them understand and create meaning about their experiences. Another explanation was that mentors could help mentees to formulate their leadership identity (Lester et al., 2011). It has been reported that the traditional education approach has low efficiency when it comes to meeting organizations' needs (Naquin and Holton, 2006). With a traditional training approach, ie. education based on a fixed curriculum that is not adapted to a problem or to an organization, it might be difficult or even impossible to apply what you have learned in your own organization. The reason is the barriers that can be found on management and organizational level: lack of strategic clarity, an authoritarian management style, a politically charged environment and conflicts between functions (Beer, Finn Power & Schrader, 2016). Education and training in mentoring programs are often based on problem-oriented learning in a specific work context. Problem-oriented learning in the workplace, as an alternative to a traditional course, has many advantages, for example that learning is linked to everyday tasks (Frost & Wallingford, 2013). In addition to job-specific knowledge and skills, mentorship may still require further development of critical thinking, social competence and specific knowledge (for example technical skills) that are not available within the workplace.

Participation in a mentoring program can bring benefits for both the mentor and mentee, such as a positive career development and job satisfaction (Hoffmeister et al., 2011; Martin & Book, 2015). Moreover, one should not forget that career development and personal growth often involves learning on behalf of both mentor and mentee; mentoring can help with the understanding of different parts of the business and it can give different perspectives on work-related problems in relation to or beyond the topic treated (Homitz & Berge, 2008). Mentoring programs can be a way to attract and retain staff, increase communication, loyalty to the workplace and performance, and reduce staff turnover (Siegel, Schultz & Landy, 2011). It is a common way to develop leaders in the organization and can influence behavior, attitudes and performance in general (Lester, et. Al., 2011). In this paper, we present a

systematic review of mentorship literature and we discuss the findings in terms of possible contributions of mentorship programs to inclusion and diversity at the workplace.

Adult apprenticeships in retail – Logbook and group-supervision as learning tools in workplace-based education

Charlotte Arkenback-Sundström

Research topic/aim:

The paper investigates the significance of structured logbook and group supervision for the development of mathematics containing vocational competencies in adult apprenticeships in retail.

In the autumn of 2014, I conducted a preliminary study of mathematics containing activities in adult apprenticeships in retail through action research. The study was conducted during twelve weeks in collaboration with a group of shop sales apprentices with the aim to find out what activities in the learning practices at workplaces that could be mathematics containing. Logbook, group-supervision and reflective dialogue conversations was used as research and learning tools. The conversations in the supervision group were structured as a combination of group supervision and study circle (Arkenback-Sundström, 2013). The students aim with participating in the action research project was firstly to discover in what ways the mathematics containing content in curriculum appeared at their workplace. Secondly, to use the logbook notes as starting point for dialogue conversations: in the supervision group at school, with the supervisors at the workplace and in the dialogues (student, supervisor, teacher).

Theoretical and methodological framework:

The Theory of Practice Architectures (Kemmis & Grootenboer, 2008; Kemmis, et al., 2014) is used both as theoretical standpoint and analysing tool in combination with a mathematical framework developed for the study (Mathematics? No, it's all about common sense and the right attitude. A study of mathematics containing activities in adult apprenticeships in retail) Research tools: logbook, group-supervision, observations, workplace shadowing, interviews, sound recording and photo.

Conclusions/findings:

Group-supervision and log book writing continued throughout the apprenticeship under the title "learning to learn in the workplace". The study results show that the structured logbook and group supervision proved, in different ways, to be useful learning tools in the apprenticeship training and contributed to the development of mathematics containing vocational competencies.

Relevance for Nordic adult education and learning research:

The Swedish study circle and systematic reflection has an important role to play in the development of municipal adult education and teaching and learning forms. Changing education and changing practices requires dialogue about the roles and competencies of teachers, students and supervisors.

In what ways, can students, teachers and supervisors participate in VET (workplace training)?

In what ways, can workplace activities be used as the basis for school-based education?

Symposia – New Nordic research and models of integration

Chair: David Samuelsson, Studieförbunden

Studieförbunden

The Nordic Council of Ministers has funded a project to investigate the efforts of study associations, folk high schools and other actors to promote newcomers' integration / inclusion. Within this project, 22 non-formal adult education projects from Denmark, Norway, Finland, Iceland and Sweden have been selected based on the criteria that the non-formal adult education actors themselves have found them to be successful examples. Data on the project has been collected in order to both provide potentially good examples for the development of practice and to make it possible for researchers to analyse and compare the cases. In this symposium invited researchers from Denmark, Finland, Norway and Sweden present their perspectives on the collected cases, their relevance both for the integration and employment activities for refugees in the Nordic countries, and for the understanding of the Nordic tradition of non-formal adult education.

The names of the contributors, titles of their presentations, and their abstracts (each 400 words or less)

PAPER 1

Contributors: Eva-Marie Harlin & Henrik Nordvall, Linköping University, Sweden

Title of the presentation: Popular Education as a method for the inclusion of newly arrived refugees in the Nordic countries

In the wake of the current refugee situation in Europe several of the Nordic countries have experienced challenges when it comes to making newly arrived people fully included in their new society. The importance of as quickly as possible, even during the asylum period, get newcomers into education and work has been emphasized by policy makers. The contribution of popular education, in terms of inclusion efforts, has in all Nordic countries has been extensive. The Nordic Council of Ministers has funded a project to investigate the efforts of study associations, folk high schools and other actors to promote the newcomers' integration / inclusion. This paper analyses 22 such popular education projects – from Denmark (5), Norway (5) Finland (5), Iceland (2) and Sweden (5). Cases are selected based on the that popular education actors themselves have found them to be successful examples. Data was generated through a survey where organizers were asked to describe in detail the purpose, design and implementation of the activities. The activities in these projects primarily includes study activities but also some more work-oriented activities are described.

The empirical material is analysed based on Biestas (2009) division into three main purposes behind education generally: qualification, socialization and subjectification. This three categories of objectives can be seen as partly intertwined, but in different educational activities they are placed in the foreground or the background. This analysis is then supplemented with further analysis resting on the more traditional didactic questions What, How and Why?

The result shows that it was possible, among these 22 popular education activities, to identify purposes that fluctuated between being focused directly on participants' employability –

qualification – to activities that were more focused on getting people to become part of a community – socialization. The methods describe in the various case descriptions also varied, partly depending on audience and purpose but also linked to the character of the organized activity. For those with low education background primarily practical activities such as crafts and culture were organized, while the activities for participants with vocational training from their former homeland rather hold the resemblance of classroom teaching. In most of the reported projects the value of popular education ideas is emphasized. Popular education ideas are thus constructed as compatible with quite different objectives, even with objectives that can be understood as a relatively instrumental versus establishment at the labour market. This differs from a common conception of popular education as referring to more free formation processes, beyond the labour market requirements. Implications of this are discussed in the concluding part of the paper.

PAPER 2

Contributor: Annika Pastuhov, Åbo University, Finland

Title of the presentation: Nordic popular education for newcomers – an analysis of best practices described by practitioners

During recent years, global mobility has gotten new expressions in form of what has been labeled as, among other terms, a refugee crisis, refugee wave or simply the refugee situation. For adult educators in Europe, this situation has posed challenges in order to educate, integrate and include the increased amount of newcomers into their new societies. The importance of fast interventions, even during the asylum seeking period, has been stressed.

Popular education in the Nordic countries has in different ways tackled this challenge and organized activities in order to support the inclusion and integration of refugees. The interest in this paper is to describe and analyse what is understood as good integration or inclusion practices within Nordic popular education. This paper analyses 22 descriptions of integration projects carried out by popular education organizations in the five Nordic countries; Denmark (n=5), Finland (n=5), Iceland (n=2), Norway (n=5) and Sweden (n=5). The data was gathered as a part of a project financed by the Nordic Council of Ministers. Central cooperation organizations in each country were responsible for gathering five cases each as "good examples" of integration practices within popular education. The descriptions were gathered through a survey with ten questions about the purpose, design and implementation of the projects. The data is analysed from a perspective inspired by a discourse analytic approach focusing on the descriptions of entrance into the new society.

The analysis gives an insight into how practitioners within Nordic popular education currently describe their ideals, goals and working methods regarding the inclusion and integration of refugees and other newcomers. The main informing idea in the material builds on a thought that the road into society goes through working life. The training for working life will also pose an opportunity to learn about society and to learn the language. The learning about society is most commonly described as getting to know the culture and its rules. The learning of the language is typically described to focus on communicative skills. Some central ideas of popular education, such as voluntary participation and a starting point in the needs and interests of the participants, are also mentioned and serve a central purpose in several descriptions. At the same time these ideas and their implementation are generally not elaborated on, as if they are considered self-evident and not in need of explanation.

PAPER 3

Contributors: Jorun Stenøien & Christin Tønseth, Norwegian University of Science and Technology, NTNU

Title of presentation: "Opportunity-rooms" for learning and inclusion

This paper discussion is based on descriptions of initiatives from different actors within adult learning, intended to contribute to a better reception of immigrants. The Nordic project "Folkbildning Norden" obtained the descriptions. We take a closer look at the five Norwegian examples and aim to use relevant theoretical perspectives to identify and reflect on the "successful" elements in the various initiatives. Our main question is; in what way might these initiatives provide "opportunity-rooms" for learning and inclusion? Through these examples, we can identify different rooms and recognize learning in various informal contexts. The different examples underline the recognition of lifelong and life-wide learning by linking informal and formal elements of learning - where the "free and voluntary" are tightly coupled with the "useful and necessary". One example contrast the others being a formal and mandatory course for authorization of health workers. Even so, all examples can be seen in relation to the importance of reducing exclusion and create inclusion through involvement, networking, trust, belonging as well as language learning, that increase immigrants social capital in new cultural contexts. We identify a humanistic perspective in the underlying and unspoken aim to make immigrants themselves able to take initiatives and grasp possibilities for creating their own life in Norway. The examples tells us that different "opportunity-rooms" might be important gateways for learning languages, to be included in a network, to learn about Norwegian culture and values and not at least to be able to take initiatives and approach for further inclusion in various contexts such as labour. The examples also allows for a further discussion about possible advantages and potentials of the voluntary sector when it comes to increasing immigrants opportunities for inclusion in the society.

PAPER 4

Contributor: Sissel Kondrup, Roskilde University, Denmark

Title of presentation: Becoming and belonging in a foreign labour market

The paper present the results from an empirical study examining the challenges that prevent or limit ethnic minorities from becoming and belonging as bus drives in Denmark. This entails the challenges ethnic minorities meet in the required formal training in order to become a bus driver and the challenges they meet in the job as drivers.

In Denmark, the bus industry for decades has been an industry with a relatively high percentage of trainees and employees with migrant background. The challenges for becoming and belonging in this industry are expected to be prevalent in industries with less tradition for ethnic minority workers. It is therefore presumed, that an identification of challenges and of ways to address them might be helpful in order to ensure a higher degree of labour market integration. This of cause raises new questions about whether labour market integration in certain industries actually leads to integration or just to a more stratified and ethnic segregated labour market. However, that kind of issues will not be addressed explicitly in the paper.

The study is based on a national (Danish) literature review and an empirical study examining the experienced challenges within the formal training program in two different schools as well as in the everyday work in two different bus-companies. The empirical data is

constructed through observations, interviews and a workshop and the current paper will present the empirical findings.

The results will be compared to the tentative findings from a Nordic project, addressing how Popular education in the Nordic countries organize activities in order to support the inclusion and integration of refugees. In this project, the central cooperation organizations in each country were asked to identify five cases of "good practice". Through a survey with ten questions addressing the purpose, design and implementation of the projects, a description of each case was produced. I will discuss, how the purposes of and the challenges addressed in the popular education programs relates to the challenges for becoming and belonging in a foreign labour market, identified in the Bus-project.

PAPER 5

Contributor: Andreas Fejes, Linköping University, Sweden

Title of presentation: Migration, learning and social inclusion

Current migration patterns in Europe, and particularly the historically high number of refugees coming to Sweden and other member states of the European Union, are challenging in terms of social inclusion. How can refugees and migrants be supported in order to gain access to the labour market and Swedish society more widely? This question comprises a number of policy challenges and institutional innovations not only for the government, regional organizations and municipalities but also for social partners and in a broader sense the civil society. Asylum seekers are facing several challenges and shifting conditions with regard to formal assessment of identity and citizenship, living conditions during the asylum process and thereafter, the relation to local community, social networks and labour market, welfare and if needed caring and curing institutions. From the point of view of the individuals or families, the asylum process is a complex process of life transition and everyday learning of adapting to new conditions.

Adult and popular education has historically been one of the most important tools for migrants' initial language learning in Sweden. With current migration flows, adult and popular education has come to the fore on the political agenda, proposed as a central tool in migrants' inclusion on the labour market and society more widely (e.g. Ministry of Education, 2015). However, and a bit surprising, while there have been a large number of studies conducted, within different disciplines, relating to the learning of migrants as a means for inclusion on the labour market, these studies focus on either adult education (Eriksson 2002; Osman 2007; Kemuma 2000), specific initiatives for labour market inclusion of migrants (Vesterberg 2016), or on education – labour market transitions (Lundqvist, 2010; Behtoui 2013). What is lacking, however, is a more comprehensive knowledge overview and understanding of the role of initial language learning in adult education in Sweden in terms of inclusion on the labour market and society more widely,

In a recently launched research program on migration, learning and social inclusion the aim is to bridge the identified gap in research. More specifically, the aim of the program is to develop knowledge about in what ways, and with what success, different initial language learning practices within adult and popular education serves as tools for migrants' social inclusion. Departing from the concept trajectory of inclusion the focus of the program is to trace and identify migrants' movements across time and place (e.g. education, work), and the conditions making their inclusion more or less possible.

In this paper, I draw on resources from the research program in order to analyse 22 case files of popular education initiatives in the Nordic countries aimed at the inclusion of migrants. More specifically, the aim of the paper is to identify what resources and activities are construed as important in migrants' trajectories towards social inclusion, and what might hinder such inclusion.

Thursday 4 May

Parallel sessions 10:30

Paper session – Adult learning and gender

Chair: Helene Ahl, Jönköping University

The Nordic translation of “Men’s Shed”, a gendered model for adult learning

Helene Ahl, Joel Hedegaard & Barry Golding

Australia has around 1,000 Men’s Sheds – informal community-based workshops, organized ‘bottom-up’, that offer men beyond paid work somewhere to go, something to do and someone to talk to. International research has proven Men’s Sheds to be of great benefit for older men’s learning, health and wellbeing, social integration, and for developing a positive male identity focusing on community responsibility and care.

Men’s Sheds are now spreading rapidly internationally. Men’s Sheds were opened in Denmark in 2015, via a ‘top-down’ adult education initiative sponsored by the Danish Ministry of Health. Denmark has a well-developed infrastructure for adult learning, but as elsewhere, there is a general failure of institutional and community-based adult education to reach some men. Some groups of men are effectively excluded and missing from adult and community education, typically those that would benefit the most from it.

Men’s Sheds in Australia have proven to reach this target group. Identified success factors are 1) the relative absence of women, which for the older men participating in Sheds creates a relaxed, open, and forgiving atmosphere, 2) the focus on informal, practical, and social learning as opposed to formal learning with teachers and a curriculum, and 3) that Sheds are typically organized ‘bottom-up’ which provides participants with a sense of ownership and empowerment. Given that a Danish top-down initiative is actually anathema to the success formula of Shed, this paper asks how the model was translated to a Danish context and if and why similar benefits as in Australia may be observed.

We use a case study approach, using data from the study of the web pages of the Danish ‘Shed’ organizations, from interviews with the central organizer, and from visits and interviews with participants and local organizers at two Danish Men’s sheds. We describe how the idea of the Men’s Shed was interpreted and translated at central and local levels, using institutional theory to interpret our results

Preliminary data indicate that similar positive benefits as in Australia may result, provided no (or very few) women, a stress on local ownership, and that pedagogies are distinctively and deliberately informal, without teachers, curriculum or assessment but involving informal mentoring in men’s communities of workshop-based practice. This is the first Nordic study of Men’s Shed with results of immediate relevance for Nordic adult education and learning.

Interface between Women's Knowledge Systems and Globalism in Northern Kenya: Interrogating Preservation Strategies

Linnet Hamasi

Northern Kenya has been in the backwoods of development since the dominant pastoralist lifestyle has been regarded as a waste of space. As a result of this a lot of indigenous knowledge and especially women's knowledge has been lost rendering the area insecure in many ways. The study will look at how global information is affecting relations, spaces, agency and voice of women in northern Kenya. The study shall be interested in how technology use- phones, sms, emails and other media especially the radio has been shaping, shifting and changing ways in which knowledge is acquired and preserved. There is evidence that knowledge being preserved especially through media scape is favourable to current things and is consumed easily. On the other hand, knowledge that require longitivity in understanding, accumulating and consuming such as food security, medicinal herbs and early warning is not utilized because of its low capital. However, there has been discrimination in consumption of this knowledge as medicinal herbs that treat complicated diseases have attracted more attention compared to other knowledge such as food security. In my opinion these knowledge should reinforce each other. My argument is that all WKS should be presented as important. My study is anchored on Cathrine Oddora- Hoppers who has argued that indigenous knowledge is important and it should be revived and recuperated for posterity. I agree with Amina Mama and Aisha imam that gender studies cannot be complete until we illuminate the women's voices and spaces that have been silenced before. Using Bourdieu's analysis of power relations in the "theory of society" and the normative political power theory, the study will interrogate how these WKS are tapping into globalization and how this is affecting issues of food security, early warning, medicinal herbs, interpretation of climatic patterns, ecological conservation among others. The study will seek to respond to the following questions. In what ways has globalization affected the posterity of the WKS? What can we learn from the best practices to be derived from the cites and spaces of WKS? What is the interface between Indigenous/Western and Local/ Global knowledge in northern Kenya? Among the expected findings will be how to select and preserve this knowledge for posterity, how to share and disseminate the importance of these knowledge and how to create entry points for men to understand these important knowledge structures and institutions.

Key Words: Globalization, Kenya, Women's Knowledge Systems, Posterity

Adult education and learning for marginalised young girls and mothers: Case of Kenya

Joyce Kemuma

Evoking gender perspectives on data collected through dialogue with girls and young women with less than 7 years of formal school learning, and two women who were in charge of a capacity-building project sponsored 90% by Forum Syd, a subsidiary of Swedish International Development Agency (SIDA), and 10% by Swedish women belonging to an international women organization, whose concern among others, is to work for the full participation of women in the world. The organization is also committed to building a world of justice and peace through education and action. The capacity-building project was jointly initiated and carried out by two Kenyan women from the Rift Valley and three women from

Sweden, I being one of them, although the proposal for the capacity-building project sent to Forum Syd was written by Swedish women in the academia including myself.

The aim of the paper is to analyse and discuss adult education learning from spaces of marginality. Data used in this paper was partly used in a paper on Lifelong learning: Possibilities and challenges In Sweden and Kenya presented in a conference at Kisii University, Kenya in 2014. This paper unlike in the one presented in 2014 aims at analysing what it means to be a girl from economically and socially marginalized spaces and what are their chances of participating in meaningful adult education given their ascribed identities as young-women-with-minimal-formal-education, socio-economically-disadvantaged and young mothers and single mothers.

The paper using gender perspective therefore examines, analyses and discusses the impact of gender on these women's opportunities, social roles and interactions as they participated in a capacity-building designed by others dislocated from these girls and women's spaces of marginality. The paper also analyses how these women's identities are used to marginalize them further even by fellow women leaders who claim to work for the full participation of women in the world and for building a world of justice and peace through education and action. Apart from these results, the paper calls for a combination of gender and other perspectives or intersectionality in understanding adult education and lifelong learning from spaces of marginality.

Agency – mature student's way to survive

Jaana Lappalainen

The aim of this paper is to investigate how agency appears in mature students' lives and what kind of agency exists. This is based on the fact that mature students have to combine work, family life and studies, which challenges their lives and also their time management skills.

The theoretical framework of this study is based on the agency theory. This theory suggests that agency is autonomy, power, an ability and a resource to affect own life. But, an individual is not able to make all the decisions freely. Because there exists bounds and relations, it limits agency.

This study is qualitative and an ethnographic case study. The essays are analyzed by using content analysis and narrative analysis.

The data for this study is collected from multi-modal education students. They are mature students who are studying master's degree at a University of Applied Sciences. The master program is 2-year lasting part-time study program, and the extent of studies is 90 ECTS. At the beginning of the studies the students were asked to write an essay on how they are going to combine work, family life and studying.

The results of this study will reveal what kind of agency exists and how students are able to combine work, family life and studies. Furthermore, findings will reveal the issues which will help and, on the other hand, make it challenging to survive at this challenging life situation. The first analyses suggest that there exists both bounded agency and relational agency.

This study contributes for the current literature of adult education and learning research in the following ways. First, mature students in multi-modal education has not been investigated from the agency theory point of view. Second, the number of studies investigating master students at the universities of applied sciences is scarce. Third, this study adds to the adult education research also from the cultural context point of view. Finland is known for equality between women and men which may have an impact on the issues studied in this paper.

Paper session – Knowledge and practice

Chair: Sini Teräsahde, University of Tampere

Understanding and developing translation in the relations of research and practice of adult education

Sini Teräsahde

The aim of my PhD research is to study empirically and theoretically the relations of research and practice, including policy-making, in the field of adult education. The concept of relation was understood comprising connections, communication and collaboration between actors. Theoretically the research rests on the theories of and earlier research results about the relations and function of a university in a society, the classical triangle models of the relations between theory–research–practice and research–practice–policy, and the relevance of research for practice and policymaking. The mixed method research data consisting of a questionnaire, interviews and recorded discussion sessions, was collected in Finland among the practitioners, researchers and policymakers of adult education. The first results of analysis showed that actors consider that there is lack of connections and problems in communication and collaboration between actors because of different operational orientations, interests and language. Practitioners expected informal collaboration, popularization of research and support from research against the budget cuts done by policymakers. The second reading of theories and empirical data is being done based on Bruno Latour's sociology and philosophy grounded on the relations of actors. Latour defines translation as a mediation process between actors that are otherwise independent and uncommunicative. Translation means finding a shared language and interests for acting together. The more distant the actors are, the more translation is needed, that is why it is also beneficial to deploy Latour's idea of the collective making of science, the method of following the actors and the choice of using the language of practice in research. Understanding the significance of and developing the translation between research, practice and policymaking of adult education and collective methods of doing research is inevitable for all the actors, in whatever country, for being able to react on and adapt to global trends like raising mobility. Collaborative action also help to keep alive and update the Nordic and national models and the academic research of adult education.

How can research on creativity inform the practice of Adult Education?

Hróbjartur Arnason

Research topic/aim:

The discourse on adult learning, especially around practical implications for organising learning events, has for a long time been dominated by a vocabulary of transmission. It is

our aim to investigate how research and theories on creativity can inform the discourse and hopefully the practice of Adult Education.

Theoretical and methodological framework:

This is a theoretical study, where research and theories on creativity such as: The creative act, what is creativity, what supports creative activity, creative individuals and group creativity, will be compared to theories on learning with the aim of finding ideas, attitudes and practices which could inform theories and the practice of adult education.

Expected conclusions/findings:

Theories on creativity and theories on learning – especially adult learning seem to have a lot in common. Various practices from the field of creativity are already well nested in adult education practice. Other creative practices could possibly be of value in adult education settings. We expect to find theories and practices which would be useful to adult education and to be able to reason their use relying on a discourse between theories of adult education and theories of creativity.

Relevance for Nordic adult education and learning research:

This is an attempt to further the theoretical discussion on adult learning by visiting an area of research which seems to have a lot in common with learning but not to have influenced it. Most connections, in the literature, between adult learning and creativity or innovation, focus on interests such as “How to increase participant creativity” or “How to educate people for innovation”. In this study we propose to dive to a more fundamental level investigating common threads between creativity and learning in order to move the discourse to new directions. We propose that by speaking more often of adult learning in terms of creativity rather than transmission and reception, learning events will be organized in ways which better suit the needs of adult learners and their expectations today. This also connects in an interesting way with Nordic traditions of democratic participation.

From national policy to local policy: evidence based practice as a dominant idea

Cecilia Bjursell, Charlotte Sjö Dahl & Joel Hedegaard

The translation concept has been frequently used to understand processes of change. When people act to change, they engage in acts of translations. Translation thus surpasses the linguistic interpretation and comprises what exists and what is created (Czarniawska & Joerges, 1996). Change is often connected to dominant ideas to create movement. Dominant ideas are re-shaped and translated into temporary understandings that influence practice. Translation can be needed to reach different professional groups, such as translating into a language (both literal and symbolic) understood by politicians, by engineers, by management, by subordinates, by media and so on (Czarniawska, 2010). In a study of a post-merger process, the managers shared the idea of having one language, not only in terms of national language but also in terms of a shared mind-set (Bjursell, 2007). This was interpreted as a desire for oneness: a feeling of belonging and understanding. Zilber (2002, 2006) has pointed at the attraction of meaningfulness and its ability to energize a shift from one place to another. Translation is thus a complex process beyond forming a new dictionary (again both literal and symbolic). To regard both the need for a shared language and the need for adaption, is necessary to recognize in the analysis of a change process.

This paper will deal with translation from national policy to local policy. Swedish schools are obliged to work evidence-based (vetenskaplig grund och beprövad erfarenhet) and this is expressed in policy papers from the National Agency for Education, a central administrative authority for the public school system, publicly organized pre-schooling, school-age childcare and for adult education. The policies developed by the National Agency are then expected to be translated on the local arena as one step in the implementation process. The idea of an evidence-based practice is in this paper regarded as a dominant idea and we will analyze how different municipalities bring this dominant idea into their own policy work.

Prejudice or fact? Learning about prejudices in school and at work

Malin Wieslander

When police students are educated at school about prejudices working against prejudices are made central for becoming a professional officer serving in a multicultural society. This is stressed in relation to a tendency for officers to develop cynicism towards certain groups in society on the basis of work experience. Analyzing police trainee discourses on prejudice at school and after probationary service, this paper shows how the prejudice discourse of police work shifts depending on institutional and educational context. The analysis is based on field studies at the Swedish National Police Academy and on focus group interviews with police students in the school context (semester 4) and at the end of their probationary service (semester 5). When students have been on probationary service the hegemonic discourse of prejudice is to work on the basis of them. The school is made into an arena of political correctness where utopian ideals of society and modern police work are challenged by the perceived realities of policing. Prejudice as a concept is contested and what is prejudice to others is regarded as experiences and facts useful for policing, hence legitimizing, for example, ethnic profiling. This discourse is reinforced by a surrounding notion of reality based knowledge as a more legitimate source of knowledge, transferred by older and experienced colleagues and supervisors.

The paper contributes to the field of adult education and learning by combining professional ethics, learning in professions and how formal and informal knowledge is reproduced in professional education. Moreover, it highlights the significance of hierarchical structures in relation to professional learning.

Roundtable – New Nordic research and models of integration

Chair: David Samuelsson, Studieförbunden

Studieförbunden

For the first time the number of people displaced exceeded 60 million in 2015. The number of asylum seekers has increased by 78 percent compared with the same period the year before. The large number of people displaced is to the vast majority due to the war in Syria that erupted in 2011.

For non-formal adult educators in Europe including the Nordic countries, this situation has posed challenges in order to educate, integrate and include the increased amount of newcomers into their new societies. The importance of fast interventions, even during the asylum seeking period, has been stressful and a challenge for the whole society.

The Nordic Council of Ministers has funded a project to investigate the efforts of study associations, folk high schools and other actors to promote newcomers' integration / inclusion. The non-formal adult education in the Nordic countries has in different ways tackled this challenge. Within this project, 22 non-formal adult education projects from Denmark, Norway, Finland, Iceland and Sweden have been selected based on the criteria that the non-formal adult education actors themselves have found them to be successful examples. Data on the project has been collected in order to both provide potentially good examples for the development of practice and to make it possible for researchers to analyse and compare the cases. In this symposium invited researchers from Denmark, Finland, Norway and Sweden present their perspectives on the collected cases, their relevance both for the integration and employment activities for refugees in the Nordic countries, and for the understanding of the Nordic tradition of non-formal adult education.

Content round-table:

In this round-table, practitioners, researchers and knowledgeable in various areas of society from the Nordic countries will discuss and focus on the researchers' results from different perspectives as gender, culture, labour market etc.

Contributors, names and titles.

- Inaluk Brandt, NVL network for “Entrepreneurship, entrepreneurial learning and innovation”. CEO in Focus, GL. Perspective: Represents entrepreneurship and CEO in private company, Greenland. inaluk@focus.gl
- Antti Vuentu, “ NVL network for “Entrepreneurship, entrepreneurial learning and innovation”. Team Coach at TAMK - Tampere University of Applied Sciences. Perspective: entrepreneurship, higher education, Finland. antti.vuento@tamk.fi
- Ingegerd Green, “NVL network for “Competence from a labour market perspective”, CEO at Skärteknikcentrum Sverige AB. Perspective: privat and public sector labour market, social partners, competence development in working life, Sweden ingegerd@sktc.se
- Cecilia Stenmann, NVL “Island network”, Education planner at Adult upper secondary college. Perspective: formal adult education, Åland islands. cecilia.stenman@gymnasium.ax

Reservation; more names may be added.

A moderator keeps the conversation and invites the conference participants to be part in the discussion.

- What distinguishes non-formal adult education working methods from other methods?
- What conditions are required for successful integration in different areas?
- What can non-formal adult education and other actors in the society learn from each other?
- What challenges do we have in front of us, in this age of global mobility?

Relevance for the Nordic non-formal adult education

The purpose with this Round-Table is to develop and find the best ways and models to meet and integrate newcomers in our present and future society. Therefore, this gathering and discussion has a relevance for Nordic non formal adult education and learning research.

Thursday 4 May

Parallel sessions 13:30

Paper session – Popular and non-formal adult education

Chair: Jyri Manninen, University of Eastern Finland

Non-formal non-vocational adult education in Europe – is it popular, liberal, civic... or?

Jyri Manninen

Non-formal, non-vocational adult education (NFNVAE) is a low-cost, low-threshold learning activity that generates many benefits for individuals and society. However, it is not properly recognized at the European educational policy, mainly because it lacks organizational structures, clear concepts and definitions and is, therefore, less systematically covered in statistics, research and surveys. This paper seeks to tackle these problems by presenting the results of a genealogical analysis (Manninen, in press), where the cultural practices (what kind of non-vocational courses 8 646 adults in 10 European countries participate) and ideological discourses were analysed (how these 14,063 courses can be categorized and which concepts best describe the political options behind these course categories). The courses were coded into 24 categories and further into three general types of education: civic, liberal arts and basic skills education. When compared to Picon's (1991) political options, 90% of courses serve maintenance and conservation of the traditional ordering of the society, and only 10% aim at peaceful reform to improve the society. Popular adult education courses (in the radical meaning of the term) serving radical structural transformation were not found among these data. The results show that NFNVAE have lost its' historical role as a civic education project, and have been replaced mainly by liberal arts courses which generate many benefits for individuals (well-being, happiness) and for society (social capital, cohesion), but at the same time help to maintain the current ordering and stability of the society by keeping people 'happy' and employable. One might even ask whether NFNVAE is nowadays a part of Adorno's (Adorno & Horkheimer 2007) Culture Industry where enlightenment is used for mass deception? The relevance of the paper for Nordic context is based on the fact that the Nordic NFNVAE system (folk-bildning) is unique and have had an important role when Nordic democratic welfare states were built. However, It is difficult to export the folkbidning system, since it lacks common and clear Anglophone concept, and instead is referred to as 'popular' or 'liberal', which are both a bit misleading concepts, and do not match the nature of actual learning practices. For example, the Nordic 'popular' adult education is nowadays a more or less state financed civic education or hobby related liberal arts system, and therefore differs from Latin American popular adult education, which is a radical, non-governmental movement.

The folk high school – a contemporary educational pathway for Swedish parliamentarians?

Henrik Nordvall & Charlotte Fridolfsson

In this paper, we will examine if and how folk high schools still are used as educational pathways for parliamentarians in contemporary Sweden. In other words, the motivate behind this research is to investigate if, how and to what extent, folk high schools, both in general

and in terms of specific institutions, still could be considered to be an arena for reproduction and fostering of political leaders in Sweden. Questions asked are: is it still possible to locate a "Parliament folk high school group" in the Riksdag? If so, what characterizes the folk high schools' current role as an educational pathway for Swedish MPs? In particular, we focus on aspects highlighted in previous research about "the Parliament folk high school group", such as its political composition, patterns related to specific folk high schools, and how folk high school participation seems to relate to the MPs' overall educational background. The data is mainly based on statistics from the folk high school register at Statistics Sweden, and this is the first time that the register has been used to investigate MPs' educational pathways. In this research, we focus especially on MPs elected in 2010 and 2014. In summary, there are still quite a large number of former folk high school participants in the Swedish parliament (27 percent, 2014). The MPs' folk high school participation took the form mainly of short courses. Over time, the folk high schools have increasingly come to be used by members of the parties on the left side of the political spectrum. The folk high schools are commonly used as meeting places during the MPs' political career, and thus not only as an educational pathway to power, as emphasized in earlier research.

Deliberative Walks – Participatory method and learning process

Peter Ehrström

This paper focus on a deliberative participatory method, Deliberative Walks (DW), as a learning process. DW was first introduced by Ehrström & Raisio 2014. Current research (Raisio & Ehrström, forthcoming) uses two case studies to explore the potential of uniting two different participatory models, one discussion-based (Citizens Jury) and the other more observation oriented (Development Walk). Thus, DW integrates different ways of learning and doing, which makes it possible to grasp the issue at hand in a more holistic way. The priority of the current research is to analyze the role of off-site participation. A combination of outdoor and indoor pedagogics, as suggested for example by Dahlgren & Szczepanski (2004) and Gruenewald (2008), is here also suggested to make deliberations more inclusive, and participation more appealing. The first results are promising.

Deliberative Walks were introduced for citizen participation in an urban setting, but this paper further suggests testing DW as a method also to increase social sustainability and learning processes in transforming ruralities and rural places.

Paper session – Migration and adult learning

Chair: Anja Heikkinen, University of Tampere

From rejection and exploitation to sharing and caring: reactions to 'refugee crisis' in (adult) education

Anja Heikkinen

Discourses on multi-culturalism and trans-nationalism have exploded in educational practices, policies and research. The recent (and still existing) 'refugee crisis' is commonly framed inside these discourses, in positive cases applying their argumentation as justification of inclusive measures towards refugees. The aim of the presentation is to problematize the Euro-centric use of concepts such as globalization, recognition of

(super)diversity, promoting free mobility etc. when reflecting the challenge of refugee to the ideas, policies and practices of education. (cf. Vertovec 2007.)

In my presentation I argue that the (deliberate) failure to make a difference between mobility, migration and refugee in dominant discourses have a fatal effect to the ways in which 'refugee crisis' is addressed in education. To start with, mobility belongs primarily to the policies and discourses promoting globalization, including educational markets and export, migration is mainly approached as a work or labour-market related phenomenon, but refugee is a flee from a place for getting protection.

Reflections are primarily based on experiences and findings in an action group Let's Work Together, which has been joining staff and students from University of Tampere, staffs in regional adult and vocational institutions, reception centres, NGOs and public bodies, and refugees themselves, since late autumn 2015. The empirical material consists of a) documents from activities (such as course reports and learning diaries, plans, memos, correspondence), b) interviews on key actors about the response to the 'refugee challenge' mainly from the perspective of university, c) Master's thesis researches focusing on different aspects of the challenge. References are also made to findings in other national and international experiments and projects.

A few preliminary arguments can be made based on findings

- the refugee is an anomaly in well-functioning Nordic democracy, and should be first defined and controlled by (state) authorities -> educational institutions should not take initiative without official (legal) guidelines and targeted resources, obedience as an apology for remaining silent and inactive
- staffs and students in educational institutions are free to participate in volunteer activities as individuals privately -> actual power structures and deceptiveness of autonomy and ownership among staff and students becomes revealed
- the rights of regular students in educational institutions should be prioritized -> potential of misconduct which may lead to official charges
- refugees, especially without residence permission/asylum status, should not receive exceptional support or 'privileges' (no positive signals) in educational institutions -> nationalism/EU-Europeanism
- educational institutions could and should use the opportunity to pool the excellence among refugees, to select individuals to be skilled and qualified to sectors in demand of labour-force -> justification of exceptional measures through business-economic competitiveness
- the opening of educational institutions (especially academy) is conceived oppositional to their cognitive, theoretical mission -> critical thinking, knowledge-creation and argumentation does not require from encounters with anomalies, or rather is disturbed or endangered

In conclusion, I am discussing, how the 'refugee crisis' might be considered as necessary and constructive incident, which enables and forces educational institutions to spell out and revise the values underlying their policies, practices and conceptions of mobility, multiculturalism and trans-nationalism, of educational opportunities and rights, and of civic and human rights and responsibilities. Could and should educational institutions be spaces for joint questioning of the human condition on the planet earth - indicative in the 'refugee crisis' -, and for sharing and caring for the future of the humankind, and might this imply the right and obligation to disobedience and resistance through education? (Hidalgo 2016.) This may be supported by (disobeying, resisting?) conception of critical thinking and

knowledge-creation as embodied and enacted holistic phenomena. (cf. Fuchs & Jaeger 2009; Engelstad 2016.)

Learning in the wasteland: resilience and resistance through informal learning and civic support in the field of language learning for adult migrants.

Christopher Parson

In a recent public conference (Parson, 2016), I likened the state of the globalised educational 'new order' to the vision of desolation contained in T.S. Eliot's poem, *The Wasteland*. Neoliberal short-termism and the commodification of education, the accelerating pursuit of skills through training to satisfy the demands of a shrinking job market, the exhortations to learn all through one's life contained in discourses published by the OCDE, the EU and others with a vested interest in economic and political discourse on adult education, are so many symptoms of a loss of moral and political compass in the field of adult education. To the extent to which 'education' is under threat of becoming reduced to 'training', particularly in the field of educational work with migrant populations.

My presentation will focus on the importance of recognising the role of informal learning and the significant contribution of volunteers in the field of language learning for adult migrants in Switzerland. Current research into the acquisition of literacy skills in French by allophone migrants (Tabbal Amella, on-going) has pointed to the importance of natural environments and social capital in the form of networks and interpersonal relationships as affording highly significant resources in terms of opportunities and support for informal learning, bolstering the progress made in more formal training sessions.

As the context changes, the availability of such supports and resources varies; unequal degrees of access to these supports affects possibilities for developing human agency and developing specific linguistic competences or aptitudes. Such supports and resources (of hope?) ultimately contribute to integrating the person in a new context, conducive to learning and which create opportunities for multiplying interactions with native speakers and developing linguistic capabilities. Capacity for action is linked to the availability of various supports that help migrants mobilise other resources, such as social/employment networks.

Support found in the structural elements of the environment combine with individual resources generated by experiential capital, which are themselves forged by constraints inherent in the structure of the environment. A recent survey of volunteer involvement in language teaching for adult migrants (Parson, 2013) provided evidence suggesting that without such engagement by civic society, the provision of language learning would be both quantitatively and qualitatively diminished.

Although geographically situated at the centre of Europe, Switzerland is a country that has in common with Nordic states not only size of population but also a long tradition of welcoming refugees that is now under threat from xenophobic and identity-based discourses, paradoxically mobilised as a form of populist resistance to the economic and social effects of globalisation.

Networking – New Nordic research and models of integration

Chair: David Samuelsson, Studieförbunden

Studieförbunden

Background:

For the first time exceeded the number of people displaced 60 million in 2015. The number asylum seekers have increased by 78 percent compared with the same period the year before. The large number of people displaced due to the vast majority of the war in Syria that erupted in 2011.

For non-formal adult educators in Europe including the Nordic countries, this situation has posed challenges in order to educate, integrate and include the increased amount of newcomers into their new societies. The importance of fast interventions, even during the asylum seeking period, has been stressful and a challenge for the whole society.

The non-formal adult education in the Nordic countries has in different ways tackled this challenge and organized activities in order to support the inclusion and integration of refugees. The researchers in this project, funded by the Nordic Council of Ministers, have analyzed 22 descriptions of integration projects carried out by non-formal adult education organizations in the five Nordic countries.

Content Net-working:

This net-working or working-conference follows the round-table-discussion. The practitioners, researchers and knowledgeable in various areas of the society will, together with the participants, discuss and focus on options for developing methods of integration for newcomers. The meeting will formulate a conclusion with success factors for good integration and describe best models for implementation.

Contributors will be participants from the Symposia and the Round-table including researchers, practitioners and experts.

A facilitator will lead the work with methods that focus on conclusions of today's Symposia and Round-table. The main theme is how we best can meet the challenges in this age of global mobility.

- What is required to achieve a society where everyone can be integrated? SWOT analysis (a study to identify its internal strengths and weaknesses, as well as its external opportunities and threats.
- What can we learn from each other, from different areas in society? How can we cooperate to reach this goal?
- What conditions are required? What can we do to achieve the conditions that we need?
- New models for integration, that can be shared with other countries?

Relevance for the Nordic non-formal adult education:

The purpose is to develop and find the best ways and models to meet and integrate newcomers in our future society. Therefore, this gathering and discussion has a relevance for Nordic non-formal adult education and learning research.

Friday 5 May

Parallel sessions 08:30

Roundtable – Intercultural Competence - A Nordic Perspective?

Chairs: Kia Lundqvist & Timo Halttunen, University of Turku

University of Turku

Internationalization and mobility in workforce between countries calls for intercultural competence - to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts. (Bennet and Bennet 2004). Even though Intercultural competence has been widely studied, the definition of the concept remains varied. Another concept, Intercultural Communicative Competence, is used to highlight the communicative behaviors. However, communication is contextualized by the people and their cultural and societal representations. Therefore Intercultural Competence contains also a cultural and social dimension, including behaviors such as open-mindedness, respectfulness, sensitivity and tolerance of ambiguity. Still, language and communication remains an important dimension of the concept. There are e.g. studies on learning English as lingua franca, in order to understand the communicative behaviors non-native speakers use to overcome communicative barriers in making themselves understood and to understand others. Interest in English as a lingua franca instead of English for foreigners turns the focus on intercultural communicative competences such as communicative efficiency over correctness.

The Nordic countries are seen as open societies, defined by their common history and the similarities in languages, values and beliefs. The Nordic countries share values such as the welfare state and a free-of-charge education for all citizens. As relatively small language groups these countries differ from the Anglo-Saxon world as host societies for foreigners. The Nordic people have fought for e.g. equal rights between men and women and have tried to build coherence and belonging between the different groups or communities in the society. However, the concept of Intercultural Competence is heavily dominated by the discourses in English-speaking world as the wealth of scholarly contributions come from the United Kingdom and the United States.

It is proposed to have a round table discussion in the conference to discuss whether there is a common Nordic approach to the concept of Intercultural Competence.

- What do we mean by our own cultural identity in relation to "others"
- How do we facilitate intercultural communicative competence as host cultures?
- How adult education can bridge the diversity between cultural and social contexts?

Participant engagement

The round table is hosted by Kia Lundqvist, (M.Sos.Sc) and Timo Halttunen (M.Sos.Sc), University of Turku, Finland, who present the case of a new Specialization Education model in Finland created for university graduates working with refugees, immigrants or intercultural work environments. After initial presentation the participants are invited to share their views to the questions presented and to define potential research interests on the topic.

Presentation title: Defining Intercultural Competences – Experiences from dialogue between academics and working life

Kia Lundqvist, (M.Sos.Sc) and Timo Halttunen (M.Sos.Sc), University of Turku, Finland

Roundtable – Global mobility, heterogenic learners and the intermediary role of guidance counselling in the development of Higher Education practices and policies

Chair: Katinka Käyhkö, UniPID

UniPID

Global mobility happens in multiple ways, due to a variety of reasons and in many diverse contexts. The students of the European Higher Education Institutions (HEIs) are no longer only national students representing “traditional” ages and social groups. Yet many of the existing educational practices and policies still seem to believe otherwise. As a result the HEIs still contain barriers for many; the system and its structures seem to prioritize certain groups and address only certain learning styles or values. This roundtable highlights the possibilities provided by guidance counselling for an individual learner or study groups but also for the educational institutions and policies in order to better understand “what is going on?” – and to act accordingly.

A group of practitioners and specialists in adult learners’ cross-cultural guidance counselling from three countries and specific areas of Higher Education will provide fuel for the discussions. Their short presentations will include autonomous language learners (e.g. refugees) in Germany supported by counsellors, peers, tutors and coaches, the use of group pedagogies and guidance counselling to facilitate individual awareness and stereotype reduction in Finland and Sweden, and look at the institutional and policy level impact of a national pilot project providing guidance and counselling services for all migrants interested in Higher Education in Finland regardless their resident status.

This roundtable considers guidance counselling as a two-way process, but not only between two or more individuals of equal or different status. If guidance counselling is used in the HEIs only to ease the path of the stumbling students “lost” within the existing system, we are missing something important. The so called “clients’ problems” often reveal practice, institution, system and policy level problems, too. We claim that this information should not be ignored, since it can be used to enhance wider development of the HE. For institutions and policymakers guidance counselling provides the grass-root contact often missed that can hear the important, yet commonly ignored voices of the counselees. It should, thus, be made possible that these crucial messages, so meaningful to their bearers, can go further on in the system and possibly even have an impact on policy levels. This requires acknowledging that the intermediary role of guidance counselling between an individual or a group and the system is also a two-way street.

The participants of this roundtable are called to join the discussion and share their own experiences. Further collaborations may also be planned.

The names of the contributors and titles or short descriptions of their individual presentations:

- Ulrike Burger & Astrid Buschmann-Göbels, Fremdsprachenzentrum der Hochschulen im Land Bremen (FZHB), Germany: Individual counselling in formal and informal learning scenarios in Higher Education - challenges and opportunities
- Juha Lahti, University of Jyväskylä, Finland: Small group counselling as a tool of change and agency
- Catherine Gillo Nilsson, University of Gothenburg, Sweden: Group guidance counselling and workshops facilitating stereotype reduction in Higher Education.
- Marita Häkkinen, University of Jyväskylä & Katinka Käyhkö, University of Eastern Finland, Finland:

Case “SIMHE” – A national guidance and counselling service for migrants as a catalyst of institutional and policy level changes.

Roundtable – Nordic mobility and co-creation – local learning and activity”

Chair: Maria Marquard, NVL

NVL

NVL- Nordic network and Nordic stakeholders have carried out two developmental projects, “Transformative learning circles” and “To-do” seminars, with the aim of promoting entrepreneurial abilities to meet present challenges such as education, inclusion and integration. The connection between Nordic cooperation and local development has been emphasised.

The processes in both projects were practice-oriented, participant driven with a strong focus on co-creation, facilitation and connection to concrete actions and implementation in local working life and contexts. Diversity was seen as a driver. The methods reframed former (Nordic) work with study and research circles and (German) “Future workshop”. An action research design was used for evaluation.

At the roundtable, the NVL network participants and researchers will discuss the experiences and results of the projects in a future directed perspective. An open question is:

“Does this adjusted revival of former democratic and critical pedagogical working methods with a strong emphasis on participant responsibility contribute to individual empowerment and democratic inclusion through promoting diversity, entrepreneurial mindsets and the ability of entrepreneurship?”

1. Overall Nordic /NVL perspective and supplementary to the project presentations
 - o Maria Marquard, NVL Danish coordinator, Danish School of Education, Aarhus University.
2. Transformative learning circles
 - o Antti Vuetu, Team Coach at TAMK - Tampere University of Applied Sciences
 - o Inaluk Brandt, CEO in Focus, GL
 - o Kamran Namdar, associate professor, researcher in the development project, Mälardalens Högskola
3. To-Do Seminars
 - o Sissel Kondrup, MSc, PhD, Advisor at Union of Education Denmark, part-time associate professor, Roskilde university

- Laila Vetterlain, Student, NVL student worker (evaluation)
- Cecilia Stenman, Education planner Adult upper secondary college, Åland.
Member NVL Island network

NVL Transformative Learning Circle – Entrepreneurial Mindset

By Antti Vuentu, Inaluk Brandt, Kamran Namdar

At the presentation general key experiences and results from the pilot project and the evaluation design will be a set of for a deeper and more detailed picture of opportunities and challenges in collaborative and co-creating learning processes where participant initiative and responsibility are pivotal. This will be exemplified by the work in one circle where joint responsibility was central.

The learning circle of Education and Entrepreneurial Mindset was one of the three learning circles in the pilot project. It included members from Denmark, Greenland, and Finland. Participants represented various kinds of expertise in the field of entrepreneurship and entrepreneurship education. Even though the circle began working with a joint collaboration of Danish and Finnish facilitators, the members of the group slowly drifted into collaborative workflow of dynamic facilitation.

Themes shared in the circle included developing schoolwide or even nationwide approaches towards entrepreneurship education, working along different sized enterprises, and personal development. The work in the learning circle was based on an atmosphere of shared challenges, camaraderie and most importantly: trust. Along with the dynamic workflow, shared trust and ambition were key points of enabling fluid conversations and intense debates.

Shared background in facilitation enabled a creation of several working methods. Even though the online meetings were successful and information sharing was easy, the most challenging problems were debated during the meetings in person. Learning logs was a useful way of bringing all participants to same perspective and phase in the process. Shared guiding principles, familiar terminology and a clear structure of presenting stories of various incidences provided the circle meetings with a familiar ground to build new solutions on.

Both collaborative environments developed and the learning circle collaboration progressed. The physical meetings transformed to involve all participants in rather equal way, and the online meetings began to resemble the physical meetings. Beginning with an individually facilitated online meeting with in-depth presentations and learning logs, the circle members ended up with a changing hosting responsibility and online meetings that were concentrated on challenges and critical incidents of two members of the circle. A notable change was made in the content of these online meetings as the focus shifted from sharing experiences towards finding new perspectives and challenging the thought processes of each individual.

Even though the evaluation of the whole process was made by dedicated individuals outside the learning circle it was apparent that some kind of learning or transformation had taken place during the process. Theories and suggestions gained in discussions were keenly applied to daily work routines, new approaches were discussed along with colleagues and clients, networks and contacts were shared and the circle members always left the meetings with a strong sense of support and accomplishment.

To-do. A way to local integration?

By Sissel Kondrup, Laila Vetterlain, Cecilia Stenman, Maria Marquard.

Within the last year, the Island-network under Nordic Network on Adult learning has explored how To-do seminars can be practiced as a method to engage local actors e.g. educational institutions, companies, NGOs and private people both oldcomers and newcomers and strengthen local networks in order to welcome and integrate newcomers (refugees) in the local communities, formal as well as non-formal and informal.

The project has been followed by an evaluation team, focusing on the effects of the to-do workshop on local network formation and whether they lead to actual events. All participants have been asked to participate in a survey regarding their thoughts about the workshops and whether the workshops have led to new contacts or ideas. Furthermore, telephone interviews have been conducted with respondents reporting on whether actual events have been planned as a result of the workshops.

In the paper and presentation we will describe the background of the project and outline the theoretical roots of the method, the “Future workshop” by Robert Jungk.

Furthermore, we will describe the actual workshops and present the initial findings on what kinds of actions took place as a result of the workshops. The aim is to answer the following question: “What are the actual possibilities and obstacles affecting whether To-do seminars can work as drivers for local engagement and networking to support the integration of newcomers.”

Background papers for the projects

At the conference we will have the preliminary evaluation results and a preliminary report draft.

For now:

NVL Transformative Learning Circle – Entrepreneurial Mindset

By Antti Vuentu, Inaluk Brandt, Kamran Namdar, (Maria Marquard)

The past year has presented the members of transformative learning circles with various challenges, opportunities and moments of transformative collaboration. Three different learning circles were established when the work utilizing this tool aiming to transform its members began. This summary is written from the point of view of Learning Circle for Entrepreneurial Mindset.

The learning circle included members from Denmark, Greenland, and Finland. Participants were carefully selected to represent various kinds of expertise in the field of entrepreneurship and entrepreneurship education. Even though the circle began as a joint collaboration of Danish and Finnish facilitators, the members of the group slowly drifted into collaborative workflow of dynamic facilitation where everyone was able to harness the collaborative power of the learning circle.

The participants of the group were required to submit a challenge they were working with and towards which all the collaboration and learning was aimed. Themes shared in the circle ranged from developing schoolwide or even nationwide approaches towards entrepreneurship education to working along with small and medium sized enterprises in order to develop their practices. The ambitious goals were shared in the beginning of the process and work in the learning circle, creating an atmosphere of shared challenges, camaraderie and most importantly: trust. Along with the dynamic workflow that developed naturally between the participants, shared trust and ambition were key points of enabling

fluid conversations and intense debates. All in good spirit and aimed towards exploring the challenges or the individual problems of the participants themselves.

The shared background of facilitation expertise enabled a creation of several working methods, both in person during the circle meetings and online with the help of various applications. Even though the online meetings were successful and information sharing was easy, the most challenging problems were discussed and debated during the meetings in person. Being present with other members was required to achieve the feeling of shared cause and collaborative problem solving in its purest form. The use of learning logs, both on a personal and organizational level, was a useful way of presenting all participants to the same perspective and synchronize the phases of the process. Shared guiding principles, familiar terminology and a clear structure of presenting stories of various incidences provided the circle meetings with a familiar ground on which to build new solutions.

Both collaborative environments, physical and online meetings, were developed as the learning circle collaboration progressed. As the physical meetings transformed into involving all participants equally, the online meetings began to resemble the physical meetings. Beginning with an individually facilitated online meeting with in-depth presentations and learning logs, the circle members ended up with a changing hosting responsibility and online meetings that were concentrated on challenges and critical incidents of two members of the circle. The communication platform changed from Skype to Zoom towards the end of the process, and Word documents along with Powerpoint presentations about the learning incidents were upgraded into logging applications created with Typeform. Furthermore a notable change was made in the content of these online meetings, as the focus shifted from sharing experiences towards finding new perspectives, challenging the thought processes of each individual. The change brought along a growing number of cited studies and theories, old and new.

Even though the evaluation of the whole process was made by dedicated individuals outside the learning circle it was apparent that some kind of learning or transformation had taken place during the process. Theories and suggestions gained in discussions were keenly applied to daily work routines, new approaches were discussed with colleagues and clients, networks and contacts were shared and the circle members always left the meetings with a strong sense of support and accomplishment.

The rhythm, workflow and framework of collaborating in a learning circle were considered useful tools for this collaboration. Clear communication, shared interests and trust, ambition, and willingness to give our best to overcome own challenges along with helping each other out were required for the results to become manifest. However, when the fundamentals were in place learning circles allowed for a creative atmosphere to collaborate in.