Adult Education and Social Inclusion

Workshop at the Voksenpædagogisk træf 28.9.2011
Copenhagen
Heike Kölln-Prisner
Hamburger Volkshochschule
Adult Education Center in Hamburg, Germany

Head of Department of Basic Education and Third Party Projects
H.Koelln-Prisner@vhs-hamburg.de
Why me?
Member of an EU-project
EDAM
Education against Marginalisation

Coordinated by University of Maastricht, 2009-2011
Danish partner:
Voksen Paedagogisk Center
Who is it for?
A. Adult Education and Social Inclusion: what is the relationship?

- Social Inclusion INTO Adult Education
- Social Inclusion WITHIN Adult Education
- Social Inclusion AFTER Adult Education (as a result of AE)
A. Adult Education and Social Inclusion: what is the relationship?

- Social Inclusion INTO AE is a question of money, access, regulations, support structures, counselling, barriers ... = organisational level!

- Social Inclusion AFTER AE is a question of certificates, offering chances, flexible job markets, "open doors" ... = society!
A. Adult Education and Social Inclusion: what happens within?

- The project EDAM looked into the conditions of promoting Social Inclusion via AE: what helps, what is an obstacle?

- A research in 8 EU-countries, asking almost 1000 persons that are “marginalized” about their assessment of self and society before and after a course
4 categories of Social Inclusion

- **Participation:** voting, go to the doctors, take part in community activities, go out for dinner, be a volunteer

- **Connectedness:** get to know new people, stay in touch with friends, talk to neighbours

  = *social aspects*

- **Internalisation:** feel good for oneself and know oneself, ability to reflect on oneself

- **Activation:** to deal with one’s every day life, show initiative

  = *individual aspects*
Results?

- **EDAM:**
  - Activation and Internalisation: 44.2% increase
  - Participation & Connectedness: 37.4% increase

In comparison:

- Trainings for long time unemployeds:
  - 35.4% get a job immediately after the training
  - 29.7% still had a job after 1.5 years

- Trainings on-the-job:
  - 10% to 20% of all participants claim to use the content of the learning in their everyday life
What part of the learning setting has an influence of Social Inclusion?

- **For both scales: Transfer possibilities**
  - The more opportunities are presented to transfer the learning outcome into life, the more likely it is that Social Inclusion is enhanced.

- **Activation & Internalisation:**
  - Most important is the support of teacher

- **Participation & Connectenness:**
  - Learning content and the learning activities themselves
A good practice example in Germany

“Computer-Frühstück for the Elderly” (60-83 years)

- Open programme, pay-as-you-come basis, everyone learns what s/he wants to learn, the facilitator in the background helps if necessary
- But social surroundings and atmosphere: coffee, common start, social exchange
- Participants see this programme as a way out of isolation, use social media to connect (facebook, skyping, blogging), start having social relations to others, first “bond” between 2 members, always open for new ones
Questions, remarks, dilemmata??

- Is AE always a motor/helper for Social Inclusion?
- How does Social Inclusion and Education for special target groups go together?
- What is the role of the teacher/facilitator?
- What would you like to discuss?
- Which good-practice examples do you know of?
Other products of EDAM

- A toolkit for policy makers
- Criteria for good practice and examples
- An evaluation platform with more than 60 different instruments
- A training course delivered by VPC

You can find everything on the website:
www.socialinclusion.eu