

Adult Education and Social Inclusion

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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 unemployed:
 - 35,4% get a job immediately after the training
 - 29,7% still had a job after 1,5 years
- Trainings on-the-job:
 - 10% bis 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 & Connecteness:
 - 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, skype, 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