Fifth Nordic Conference on Adult Learning

Overview of sessions with abstacts

Session a	## Blended learning in vocational training. *Henriette Duch (HEDU), Lene Mark, Hanne Wacher Kjaergaard*
H001 Tue. 10:30-12	In relation to the theme of the conference, this project is an example of theory having an impact on practice. When using blended learning as a facilitator of differentiation, teachers need to develop new routines and to acquire new pedagogical knowledge. Four different types of vocational schools have experimented with blended learning as a way of dealing with problems faced in their students' theoretical and practical training and the interplay between these. A large part of this has involved the need for differentiated teaching as will be illustrated through selected cases. The foci of the cases are: • How can students be part of school-based teaching and learning during periods of practical training? • How can authentic practice be brought into school-based practical training? • How may blended learning assist and support students who are otherwise challenged in terms of meeting the prescribed competence goals? Methodologically, scenarios have been employed as a tool for defining the practice-related problems teachers meet in their practice and describing ways in which blended learning may present solutions. Subsequently, the solutions have been made more specific and contextualized and have been tested. Evaluations of teachers' learning has been carried out through observation and dialog so as to estimate the degree to which blended learning can provide a possible solution to some of the challenges of vocational schools in Denmark and so as to assess the role of context in terms of blended-learning implementation. The project is inductive in its approach, inspired by grounded theory, and thus no fixed theoretical framework has been laid down in advance. Theoretical approaches have been discussed and developed along the way. Preliminary results indicate shared, cross-contextual experiences among teachers despite the different types of training and problems involved at the four schools: • Blended learning challenges teachers' view of the relation between theory and practice. Tacit pedagogical knowledge is verbalized. • Teachers' habitual dialog with places of practical training is challenged as continuous communication becomes essential to allow for blended learning also in periods of practical training • Blended learning changes work and teaching routines more than teachers had imagined • Differentiation becomes both natural and necessary • Blended learning causes the teacher role to change and increasingly teaching ways to utilize the new options - based on students' individual needs. This requires new routines so that students may benefit and competently choose and use the new offers.
Session a	## Problem based learning as a cultural tool for health and safety learning in a multi-national company *Søren Henrik Adam, EVA PETERSSON BROOKS*
	The general background of this study is an interest in how cultural tools contribute to structuring learning activities. The specific interest is to explore how such tools co-determine employees' problem solving actions in health, safety and environment (HSE) training activities in a multi-national company context. Theoretically, the research takes its point of departure in a socio-cultural perspective on the role of cultural tools in learning, and in a complementary interest in the role of communicative framing of learning activities. Over the past few decades, the realisation of the situated nature of human actions has become an important premise for the study of learning. In the perspectives on learning as situated (Lave and Wenger, 1991), the context of human action has come to be considered as a constitutive factor of human knowing. Contexts constitute resources people use for framing (Goffman, 1986; Kress, 2010) their actions. The contexts of this study imply an understanding of different cultural systems and how they produce social conventions and operate to provide meaning to HSE training activities (Hofstede, 2001). In the research reported here, the focus is on how employees learn to organise HSE actions in the context of using Problem Based Learning (PBL) applied as a cultural tool (Wertsch, 1998). More specifically, our interest is in how PBL promotes adult learning by drawing on learners' experience and involving them in reflective and social processes in the given context (Yeo, 2007).

	The empirical material consists of video and interview documentation of employees participating in HSE training applying PBL. Interaction analysis (Jordan and Henderson, 1995) is used as an approach/method. The aim of interaction analysis is to identify how the participants use resources in the complex social and material context they (inter)act in. An assumption in interaction analysis is that verified observations are the best empirical material for generating analytical knowledge about learning. Expected findings argue how PBL to a significant degree frames the HSE learning practices. Furthermore, PBL can be used to structure problem solving through participation and negotiation. In this way, problem solving emerges through experience situated in specific practices rather than through abstract knowledge. The practice included in this research is a multi-national production company, which over a period of extensive growth and several organisational changes, has not managed to secure adequate safety culture. Safety implementation processes traditionally involve a large amount of training; which is associated with reduced productivity for the time spent on training. Therefore, the company in question wants to find ways to implement more efficient HSE training programmes applicable in different cultures
Session a	## Intersubjectivity in Entrepreneurial Education ### Timo Nevalainen
	I will present a work in progress study of prevalent ethical discourse related to entrepreneurship education in the context of policy-making in Finland and in the European context, and its implications from the perspectives of 'entrepreneurial self', and intersubjectivity and morality in Habermasian sense. The main hypothesis in my paper will be that focusing exclusively on the 'objective' reality of economic competition and the individual subject as an 'entrepreneurial self' with by no means an easily definable relationship to community and society, the discourse of entrepreneurship education is effectively excluding the intersubjective moral perspective from educational policy, undermining the basis for developing meaningful intersubjective relationships between actors in the context of education and imprisoning education and renewal of within the logic of calculative instrumental reason and economic competition. In my paper, I will also attempt to interpret one possible answer on the question of how entrepreneurship education can be redefined to account for a more viable, holistic view of a full embodied, conscious and situated human being as a goal of education, based on philosopher Lauri Rauhala's phenomenological notion of human being and my own experiences of dialogical and communal forms of entrepreneurship education as a team coach (lecturer) in Tampere University of Applied Sciences' (TAMK) Proacademy special unit for entrepreneurship studies. One of the goals of this re-interpretation is to enable and support a more pluralistic view of possible 'entrepreneurial selves', intersubjective lifeworld and the ethics of infinite possibilities and responsibility in relation to entrepreneurship education. The empirical part of this preliminary study consists of a discourse analysis of relevant European and national level (Finland) policy documents, project documentation and teaching materials in the field of entrepreneurship education and ethnographic observation and interviews of BBA students and coaches in TAMK Proacademy. This preliminary study will constitute a part of my ongoing PhD research in Education & Society doctoral programme in University of Tampere.

Session b	## Erosion of theory and practice in adult education? ### Anja Heikkinen
H206 Tue. 10:30-12	The legacy of analytical philosophy is not popular in any social or human sciences. However, conceptual clarity is not one of the assets in discourses of adult education. Concerning the topic "a theory of practice", one may wonder, whether there in fact is any theory, or any practice, which is distinctive for adult education (or learning!) discourses. Could it be that as a consequence of a long-standing affection to constructivist psychology and sociology, and of ambition to gain recognition as a serious academic discipline, adult educationalists have willingly given up reflections about distinctiveness of their field? My assumption is that what adult education theories and researchers like to call theories are in fact normative constructions, which support certain programmes or agendas in academic, professional or political practice. As an example we might discuss "theories" on adult educators. There are studies about their tasks, job profiles, and careers etc., mainly based on accounts of experiences from selected groups of informants. It seems obligatory for any study to make informants to evaluate their position and activity: what are the challenges, what would be the ideals. Researchers may develop ideal-typical constructs from their findings, but almost with no exception these build on implicit, underlying normative assumptions about what an adult educator should be. When such "theories" are "applied in practice", in fact they are used as normative criteria for example to train adult educators, to manipulate their professional identities, and to make self-judgements. Similarly, "theoretical" discourses on communities of learning, "learning as a practice" etc. may build on some qualitative accounts from informants. Their main function seems, however, to provide agendas for organizing appropriate "learning" or "learning environments". The purpose of my talk is to question, whether empirical methodologies and findings building on analytical and realist philosophies would be worth taking into account in attempts to make sense of theory-practice-relations in adult education research. A few cases are used as examples for discussion.
Session b	## Cogenerative learning and research - heterogeneity and reflective leadership ### Robert Skaresund
	The purpose of this presentation is to describe and reflect on some of the complexity and its inherent challenges for community based research and cogenerative learning (Elden & Levin, 1991). Following theories of adult learning (i.e. Freire, 1970; Bateson, 1972; Schön, 1983; Kolb, 1984; Engeström, 1987; Ellström, 2005), which places great emphasis on reflection as an important prerequisite for the balance between adaptation and development-oriented behavior, the dynamic processes of reflection are not fully satisfied in relation to the labor market´s constant pursuit of cost-effective and innovative problem-solving activities (Senge, 1990). The complexity of learning, and especially regarding the process of reflection, tends to be trivialized by giving emphasis to simple and generalizable skill development efforts. Researchers from University West in Trollhättan, Sweden, are currently participating in an ESF-funded project on work-integrated learning and reflective leadership. The project, Learning in Working Life (Swedish acronym LiA), includes 10 local municipalities and involve over 600 managers and 10 000 employees. LiA aims to support the development of reflective teams and learning organizations, where the employees have the possibility to influence their own learning process. The focus on learning is participatory- and reflective group processes within and between activities in the workplace, and the methodology is based on the notion that work-integrated learning is enabled in an environment where different perspectives and experiences can meet. University West's role includes developing a Research Centre with a focus on learning in the workplace as well as the organization of follow-up research during the project. The research questions being studied are: - How are durable learning structures being established? - How is participation and co-creation encouraged (empowerment)? - How is leadership shaped and developed? A goal is to develop an interactive research- and learning process in which empowerment and reflective meetings are prerequisites for cogenerative learning. In a learning environment, we consider it important that all employees are involved in their own and in their organizational development

Session c **H001** **Tue 13-14:30**	## How can dialogue enhance the learning experience of older adults (45+) in Higher Education? ### Chris McAllister, Poulter, Grace The proposed presentation represents an attempt to encourage discussion of on-going research into the interface between Critical Educational Gerontology (CEG) and Academic Literacies (AL) theory and their impacts on pedagogic practice in teaching academic writing. CEG encompasses critical social gerontology and feminist, political economic and humanistic discourses, thus creating a lens through which the complex obstacles faced by older adult learners in Higher Education (HE) may be viewed. An academic literacies (AL) approach confronts these complex obstacles by making the requirements of academic writing explicit; encouraging a dialogical approach which demystifies the essay writing process. We propose that the conflict created by uncritically accepted academic assessment practices can only be resolved when this is recognised and challenged through teaching framed around 'dialogues of participation' emerging from the confluence of these two theories. This has been particularly productive when applied to the teaching of academic writing to older adults engaged in Tertiary Lifelong Learning (TLLL). We have found that engagement in critical dialogue gives our learners a voice; this is particularly true for those whose previous educational experience may have been discriminatory, disrupted, disadvantaged, at odds with traditional educational practice or very diverse. For this group of students the challenges of academic writing can be the root cause of their alienation and academic failure. Our findings propose that although university teachers may frame their critique of student academic writing and consequent poor achievement around what they describe as structural, linguistic or technical transgressions, they are often criticising the ways in which their students use writing to construct and frame meaning. The presentation provides an analysis of our previous and past practices and qualitative research, indicating how we arrived at our current position. Our on-going research projects focus respectively upon (1) reinterpreting adult and TLLL theory and practice in relation to older lesbian, gay, bisexual and transgender (LGBT) learners' experiences and (2) the learner identities constructed for older adults currently engaged in TLLL in HE.
Session c	## Learning in later life and the U3A movement in Norway ### Sigvart Tøsse In 1991 the United Nations declared some principles for older people concerning independence, participation, care, self-fulfilment and dignity. Since then, lifelong learning increasingly has been defined as a strategy and a political commitment of learning for all from cradle to grave. In this paper the focus is on the rationale for older people's participation in lifelong learning which from the 1990s has been repeatedly stated in a number of policy principles and documents from UN and EU. In the first part of the paper it will be argued that the implication of these political and educational endorsements of later life learning is to extend the area of adult education beyond the concepts of pedagogy and andragogy into the inclusion of the adjacent gerontology disciplines. Probably a disciplinary platform of a new kind of educational gerontology is needed? The points of departure for this discussion will be the demographic changes, research on the wider benefits of learning for elderly as well as life span theory and research which include the third and fourth age. The second part of the paper deals with the Universities of the third age (U3A) which since the 1970s have become an international movement. U3A is here taken as a prime example of a great cultural and educational activity in which older people continue their own self-directed lifelong learning. Based on a mapping of the Norwegian U3As and similar senior learning institutions or associations the paper presents the first results of a research project on the implementation and the development of senior learning associations in Norway. The study demonstrates that approximately 80 associations have been established. They are found all over the country and meet a wide range of the elderly's demand within the fields of education, culture, health, travelling and learning of ICT.

Session d	## How can active citizenship be learned? **Annika Turunen**
H206 Tue 13-14:30	Active citizenship can be considered best learned through activity – influencing and taking part in decision making – and learning for activity – learning about democratic institutions and processes. According to another view on learning active citizenship, it is vital to develop both critical thinking and empathy towards others. Active citizenship can also be thought of as first and foremost a collective and collaborative activity and consequently best learned in interaction and cooperation with others. A functioning democracy needs active citizens. In the Nordic countries, liberal adult education (folkbildning) has traditionally had the role of providing knowledge and skills for active citizenship. In my doctoral thesis, I am asking whether this role is important in the everyday activities of folkbildning today. How active citizenship is learned or can be taught is a complex question. In the end, what a functioning democracy is considered to be determines what active citizenship is and how it should be learned. One of the central questions in my thesis is thus how active citizenship can be learned. In this paper, I explore different views on this matter.
Session d	## The next step? **Bruce Spencer**
	After the writing of the new constitution, arresting the bankers, refusing to pay bankers' debts or agreeing to IMF conditions what is "the next step" for Iceland? What can adult education bring to a discussion of alternative ways forward? This presentation will discuss the idea of drawing on adult education's long association with issues concerned with community building and promotion of economic democracy – a democracy that can exclude "foreign investment" and "external shareholders" and draw on workers' savings, ingenuity, knowledge, and ownership of the means of production. Is it possible to build on what has happened to date by having a broader popular (adult education) discussion about future economic development – to develop a kind of "popular economics?" – can we learn from an earlier Antigonish co-operative movement in Canada, and from the current, and to date successful, mini-economy of Mondragon worker-owned co-operatives? This paper will draw on research carried out for a new book on Work and Learning (currently with the publisher) as well as other work on community development – it is intended to provoke discussions rather than provide any definitive answers. It will attempt to build on what has already been achieved in Iceland in response to the crisis, on Nordic traditions of equity, social democracy, and adult education practices such as study/research circles and folk schools. We think the paper proposal links directly to the conference theme of "A Theory of Practice" we acknowledge that the issues we raise are probably already under discussion but hope to bring a sympathetic outsiders perspective that will contribute as Icelanders continue to develop their own theories of practice.
Session d	## Why LLL should be moved to the central stage of the system of education **Jón Torfi Jónasson**
	The paper will argue that many aspects of adult education should be transferred from the peripheral to the central stage of education in the Nordic countries, even though the general argument has a much wider application. This would mean that the rhetoric of lifelong learning would be taken seriously and implemented as the core of the system of education. The point of departure is professional education but the argument extends to all work related education and education for citizenship. The paper will be in four parts. I. In the first we will briefly argue that the premises for our current system of education are largely outdated and describe what new general perspective must replace the older one. II. In the second part we will present theoretical underpinnings for the LLL perspective, derived from three categories of arguments. The first will focus on change, i.e. how changes along at least four dimensions are becoming increasingly important, i.e., changes within any job (such as technological changes), increasing changes of jobs among the population in general, quite dramatic changes in cultures among employees and how change can most fruitfully be orchestrated from within the workplace. The second focus, the pedagogic focus will note that there are motivational, developmental and pragmatic reasons why incremental changes related to the tasks at hand are most likely to become

	tools of thought and action. The third focus is the professional (or expert) focus, where it will be noted that developing any skill takes time and is most often situation specific. III. In the third part of the paper various obstacles to system change will be noted, in particular that the current system itself resists change. IV. In the fourth part a necessary system change will be outlined, where some pragmatic suggestions for change will be made.
Session e	## Managing learning in management ### Christian Tang Lystbæk
H001 **Wed 10:30-12**	This paper describes and discusses how a Batesonian framework can be applied to the organization of learning in management. Such a framework can highlight both key elements and possible dilemmas. In the organization of management learning. Several years ago, Bateson identified "the logical categories of learning" (Bateson, 1972). More recently, this analytical framwork has been developed by, amongsothers, Qvortrup (Qvortrup, 2004). This paper develops this originally Batesonian framework even further and applies it to the organisation of a partnership on management learning amongst 2 Universities and 7 Municipalities in the western part of Jutland, Denmark. The partnership is called UniQ. It was initiated in 2007, following a reform of the municipality structure in Denmark, which made management and management learning a key issues for the (new) municipalities. The partnership involves several educational programms for managers as well as ideas and initiatives to support the managers in "applying" this and continuing their learning in their management practice The paper will argue that the this theoretical framework can highlight key elements in management learning practice, such as the facilitation of different "levels of reflection" in the application of different "learning arenas" in management learning. But, the paper will argue, the theoretical framework also highlights some of the dilemmas that arise when different levels of reflection and different learning arenas are being mixed, making laerning in management a both fruitfull and frustrating experience to the organizers and the participating managers. Hence, the relevance of this paper to the conference theme is both its development of a theoretical framework to understand and organize a learning practice, but also its pin pointing of the key elements and possible dilemmas in this.
Session e	## Producing subjects in beauty school advertisement – a question of gendered knowledge and consumerism ### Eleonor Bredlöv
	This article focusses on private adult education for the beauty industry, and explores the production of student subjects in beauty school advertisement. In Sweden, as in other parts of the world, the beauty industry is expanding rapidly. This is noticeable also in the education sector, where new unregulated private schools for adults are starting up. The participants of these schools pay a course fee, for example 98 000 SEK for a six months course in "Beauty therapy". Other subjects of these courses are for example "Skin therapy", "Make up" and "Hair styling". Around one third of the fee is paid in order to finance products used in the course, and the schools are often connected to a specific brand. This creates a strong link between the beauty industry and beauty education. The beauty industry in general shapes our conceptions of beauty, and educational arrangements in general can be described as cultural arenas where ideas about "race"/ethnicity, gender and difference are reproduced and maintained (Mohanty, 2003). The factors described above highlights the importance of examining the field of private beauty education. Furthermore, this is an unexplored field of research. Drawing on Judith Butlers notions of subjectivation and performativity, beauty education advertisement and information material, which includes course descriptions, homepages of schools and facebook pages connected to these schools, are analysed. Of special interest is how the participants are produced as both consumers of beauty products and treatments and as sellers of these and how such subject construction can be understood in terms of femininity.

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Session e	**Finnish teachers' experiences of internal and external evaluation as a tool for development** Päivi Atjonen
H001	Educational institutions have widely faced numerous expectations to evaluate their educational and staff-related practices based on the concept of 'quality assurance'. Finland is well-known as a country that promotes mutual trust between educational authorities and highly educated teachers. Therefore, evaluations have not been viewed as very threatening but rather have been seen as tools for improvement. However, gradually increasing evaluative pressures have raised the topics of control, pedagogical autonomy, and true boosters of teacher/school development into the discussion. RQ: What kinds of experiences do comprehensive school teachers have of internal or external evaluation that is focused on their school as a community? The data were gathered by means of a questionnaire designed for teachers of comprehensive schools dealing with their experiences of school-focused evaluation. Teachers were asked to describe a good and a bad experience of evaluation, which was focused on their own school and was initiated either internally (by a head teacher or by teaching staff itself) or externally (by local or national educational authorities). A sample of 126 teachers completed and returned the questionnaire. A descriptive, mainly qualitative approach was used to analyse the data to address the main research problem. 67 % of respondents described positive experiences of school-focused evaluation, and 62 % reported negative experiences. As a whole, 33 % had either negative or both negative and positive experiences, and 44 % reported only positive experiences. Female teachers were more critical than males, but differences did not emerge in relation to school level, teaching experience, or school size. Among the most satisfactory experiences of school-focused evaluations were increased common discussions among teaching staff, the discovery of new targets for improvement, and development discussions between head teacher and teacher. Teachers complained most about bad implementation of evaluations and that evaluation results were ignored. The results of the main thematic categories will be qualitatively analysed in detail in the full paper at the 5NCoAL conference. Relevance to conference theme The presentation deals with the balance between two aspects of evaluation: On the one hand, the theoretical aspect is that evaluation in the framework of quality assurance improves educational practices. On the other hand, teachers complain in practice about losing their pedagogical autonomy and working in an atmosphere of mistrust, which would not promote their professional development or motivation as teachers.
Session f	**Teaching judging and judging teaching in teacher education.** Birthe Lund & Lars Lindhart,
H206 Wed 10:30-12	Research topic The concept of professional judgment and how to develop this within teacher education is the core focus in this paper. The aim of teacher education in Denmark is to qualify the students for a specific profession as teachers in the Folkeskole (the primary and lower secondary school). The teacher education is often criticized by students and politicians that theory and professional practice are not linked successfully and, consequently, the teacher education is often changed, recently brought about by competence-based curricula. It is therefore relevant to gain new knowledge about how teacher education may influence the professional judgment and influence the concrete practice. Since educating professional judgment is value-laden, and there are disagreements about the role of the school and the understanding of the ideal teacher, values and moral issues deserves serious attention. However the change in teacher education has brought about competence-based curricula for separate subjects to be evaluated, and it is to be discussed how this will affect the foundation for professional judgments. Is the sum of these partial competences adequate? Theoretical and methodology framework The actual study is based on international research in teacher education, learning theories , didaktik, educational philosophy as well as a Ph.d. study (Lindhart 2007), a qualitative study of three student teachers' education and subsequent 1½ year of practice as teachers in primary and lower secondary school. (Expected) conclusions/findings According to this Ph.d. study the teacher students' values are governing how they participate in the teacher education programme, choose assignment groups and interpret the content of the specific courses and of the teacher education programme as such. Accordingly, the values are framing the

	students' overall acquired learning and their subsequent actions in practice. Consequently, it is of importance that values are tematised in the teacher education programme. Given that the teacher's ability to assess a situation is crucial for how she acts, how she perceives children, frames the situation and defines the problem, interprets the role of the teacher, and consequently her appearance as a teacher, judgement is a prerequisite for teacher competence.
Session f	**Changes in teaching habits reported by folk high school teachers after having the opportunity to watch themselves teach on video** **Eva-Marie Harlin**
H206	The study I will present examines changes in teaching habits reported by folk high school teachers after having the opportunity to watch themselves teach on video. It is a longitudinal study in which 43 student teachers participated in the first step during their teacher education. When the student teachers saw themselves teaching, they were surprised by certain habits and wrote that they wanted to change them. Two years later, eight of these teachers video once again recorded their teaching. Data was collected by qualitative interviews held on each teacher's workplace, the folk high school where they were employed already during their teacher education. The interpretation and analyse are based on pragmatic philosophy and Mead's concepts "I" and "me". The idea is that when the teachers watch the video from their own classroom they have the possibility to see their "I" acting. Without this tool it is problematic to make this distance to yourself. The teachers do self-reflections and self-reports based on what they see on the film. In the interviews, the teachers interpret their "I" and thereby talk about their "me". It becomes clear that the majority of the teachers in different ways have changed their habits. It is not only a question of new habits but also of the refinement of previous habits. Four categories of changed habits are presented; Shift in the opportunity to speak in favour of the participants; Reduced service orientation; Reduced control and Building relationships.
Session f	**How and why teachers try to make students think** **Jonna Lappalainen**
	In my research project I examine how university teachers make students think. What kind of thinking is rewarded and practiced in higher education? Is it a kind of thinking that will be useful for the student in a future profession or is it a way of thinking that primarily is useful in academia? Might some forms of thinking not be recognized or accepted? I study the teachers' practical knowledge: how individual academics actually proceed in their teaching to stimulate and activate students' thinking. Their practical knowledge I investigate through a certain form of writing courses that has been developed at the Center for Studies in Practical Knowledge at Södertörn University. In these courses the participants reflect, individually and in groups, and with help of theoretical literature, on specific concrete professional dilemmas related to the students' thinking. Parallel to these courses I study different philosophical views of what thinking is (e.g. Plato and Hegel), and various philosophical critical analysis of the traditional views of thinking (e.g. Hannah Arendt and John Dewey). This conceptual investigation meets the empirical material both as course literature in the writing courses and as tools in my analysis of the documentation from these courses. The analysis will hopefully display what understanding and what visions of thinking thus manifest themselves in their practical knowledge. By taking departure in the individual teacher's practice (rather than to assume general formulations of effectiveness and results) and at the same time set high philosophical and pedagogical requirements of the written formulations of their practical knowledge, these writing courses can generate deep insights about the own practical knowledge and the prejudice that might affect the views on and the work with students' thinking skills. The expected result of my project is to develop a deeper understanding of how university teachers actually work with thinking, and a deeper understanding of the ideas that characterize what we understand with thinking today.

Session g	**From working life into higher education** **Per Andersson**
H001 **Wed 13-14:30**	In Sweden, a relatively high number of students have a background in working life before entering higher education. Measures have also been taken to widen admission among adults with working-life experience. The admission to Swedish higher education is governed through a two-step selection system. Firstly eligibility is assessed through varying measures, to secure that students have the ability to take the course or program in question. Secondly, if there are more eligible applicants than study places, a selection process is undertaken based on partly other measures. The focus of this paper is the first step, eligibility, and particularly applicants who were employing the 25:4 scheme, a measure for eligibility that was introduced to widen access to higher education in the 1970s, and which is now abandoned. The scheme meant that an age of 25 and 4 years work experience were main criteria in an alternative track for basic eligibility. The aim of this study is to analyse choices and trajectories in relation to higher education among 25:4 applicants, and their experiences of factors that could influence their choices. Thus, the study concerns theories on adults' participation in education, which are related to a case from the practice of Swedish higher education. The analysis is based on a follow-up survey distributed to a sample of 25:4 applicants from the autumn admission round of 2008, the last admission round when the decision to abandon the 25:4 scheme still had not had any influence on applicants' opportunities. The results identify patterns of application, admittance, completion of studies, and drop-out, in this group. Particularly, applicants' experiences of choice and drop-out are focused upon. For example, it is shown that almost 90 % were admitted to their first-hand choice, which means that eligibility was central to be able to be admitted. Further, it is shown how the importance of a course is influenced by its value in terms of working-life opportunities, but also how individual knowledge interests and family situations influence the choices of the applicants.
Session g	**Job training and developing further competences for workers in elementary schools other than teachers.** **Hidur Betty & Valgeir B. Magnússon**
	1. Job training and developing further competences for workers in elementary schools other than teachers. 2. We know that there is class division between different jobs within the elementary schools, like teachers, assistant teachers and school aids, canteen workers, janitor ect.By analyzing the needs of the workplace as a whole there is more likelyhood of finding common ground in workplace training and common direction. Each job is important and every staffmember has in common the welfare of the student. 3. Within workplaces there are different groups of workers with different educational needs and background. In this case we would research the elementary schools with focus on different groups of staffmembers. Teachers, school aids, assistant teachers ect. How is is it possible to unite staffmembers and establish more stable cooperation in continuous learning within the workplace and job training. Our research topic is: What is needed for the worker in the elementary school to conceive himself as a part of the school community? 4. It is important to develop a learning community within the workplace, learning and personal development is integrated in the staffmemebers identity. If there are groups of staffmembers that are left out there is an imbalance that can lead to discrepancies when it comes to a wholistic approach in developing a learning community. 5. In many workplaces some groups of staffmembers have the conception that the workplace is indifferent towards their career development and their feeling is that they are left out when it comes to continuous learning and job training. By analyzing the different needs of the workplace it is possible to make a more united approach. 6. Our main target is to work with people that have not finished secondary education or other formal training. Since 2009 we have effectively worked with the elementary schools in our area north Iceland, coordinated training programmes and need analyzed the schools in connection with the demand for training. This approach has proven very successful and visible positive changes and progress within the the workplaces are to be seen.

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Session h	## Can distance education support rural development ### Hróbjartur Árnason
H206 **Wed 13-14:30**	During recent years policy makers and local municipalities have put much faith on increased education and better access to education for inhabitants of rural areas. This faith has led to new programmes, new methods and new institutions offering educational programmes for people who live at the periphery of the Nordic countries. In this presentation I will offer a reflection on this trend based on information presented at six recent symposia on the effect of distance education on rural communities held at key points on the periphery of six of the seven Nordic countries during 2011-12. The data from presentations at the symposia will be summarized, systematized and put in connection with recent research in the area, in order to reflect on whether investment in this area seems to be giving the effect hoped for and what might be done in order to increase the effect of these various projects.
Session h	## Adult education and social capital in local communities ### Palle Damkjær Rasmussen
	In the paper I will discuss the development of general adult education in the peripheral areas of Denmark and focus especially on strategies for linking adult education to local communities. Over the last 15 years the population in the rural districts in the peripheral areas has declined, whereas it has grown significantly in the rural districts close to the large cities and in the metropolitan area. Compared to Denmark as a whole the rural districts have the relatively highest proportion of children and older people and an educational profile dominated by unskilled workers and persons with vocational training. I will argue that adult education has important potential for the peripheral areas. Whereas full-time education often attracts young people to the centre areas, part-time education for adults is an opportunity for learning that can be combined with and strengthen the competences for work and everyday life in the local community. Adult education programs may also constitute social spaces where learning is combined with experience sharing and expansion of social networks. The paper will draw on empirical studies of locally embedded adult education in West Denmark. The case is courses in basic information technology skills organized as flexible learning, especially through combining teaching with organized independent study. This allows adult learning to be situated in the local community even though it is located at considerable distance from the nearest adult education centre. The theoretical framework will draw on (but also criticise) theories of social capital as developed by Putnam, Bourdieu and others. The argument is that such types of locally situated adult education contribute to the development of relevant skills but also to shared knowledge and meaning among the adult learners.
Session h	## Educating for decolonization: Interculturality in the Andes ### Robert Aman
	The thrust of this essay is to study how interculturality, as a path to decolonization, is being articulated and understood among indigenous alliances in the Andean region of Latin America. Empirically, the analysis is based upon interviews with students and teachers from local academic courses on interculturality in Bolivia, Ecuador and Peru. Although interculturality and intercultural education are common features also in Western educational rhetoric, the imposition to learn from indigenous movements have failed to attract any substantial interest in the West (cf. Deere & Leon 2003; Patrinos 2000). To illustrate this further, Robert Young (2012) argues that indigenous struggles seldom are regarded as a central issue even within postcolonial studies, a disjunction related to the use among indigenous movements of paradigms not easily translated to the Western theories and presuppositions commonly used in

this scholarship (Young 2012). Given this picture, there are strong reasons for engaging seriously in a discussion about the proposition for interculturality to break out of the prisonhouse of colonial vocabulary – modernity, progress, salvation – as it lingers on in official memory; and there are also good reasons to problematize the universalizing claims that have characterized Western philosophy in the implicitly assumed epistemological hierarchies.

In this paper, I will focus specifically on visions of decolonization in terms of retrieved languages, reinscribed histories, production of knowledge; beginning the essay with an elaboration of the logic of domination as rooted in the modern/colonial world – here referred to as coloniality. Shortly thereafter, with reference points drawn from the work of Walter Mignolo and his notion of delinking, I introduce the theoretical backdrop that guides my analysis. In the major part of the paper, I develop an argument for interculturality to be understood as inter-epistemic based on knowledge produced beyond the discursive order of Western educational systems.

References

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