



Good practices and multiculturalism in adult education

INTERNATIONAL CONFERENCE IN TRAINING AND INCLUSION

*Adult Education and Experiences
for Employment*

Lisboa 4-6 de julio de 2018.

Universidade Aberta



Pascual Sevillano, M^a Angeles
apascual@uniovi.es

Fombona Cadavieco, Javier
fombona@uniovi.es

García Rodríguez, Marta Soledad
martagar@uniovi.es

Universidad de Oviedo

Theoretical framework

- Horizontal extension of education (Serrate and Pérez, 2005).
 - Equal opportunities
 - Eradication of socio-educational exclusion
 - Features: freedom and flexibility
 - Contributes knowledge, skills, promotes attitudes and promotes social participation.

Theoretical framework

- UNESCO Recommendations (2018):
 - Actions aimed at promoting participation, inclusion and equity: accessibility, autonomy, equity, inclusion, respect for different forms of diversity, multilingualism, qualifications.
 - Equitable access to learning and promote participation.
- Multicultural contexts

Problem and objectives

- Need to respond to the specific needs of adult students. Analysis of organizational contexts and how they influence adult education (Franz, 2017)
- Select good practices in adult education from an international perspective.
 - Good practice: One that is innovative and develops new and effective solutions, demonstrating a positive and tangible impact on improvement, sustainable and maintained over time to society and the economy, and replicable by serving as a model to develop policies, actions and initiatives in other places.

Methodological design

- Multiple case study, non-probabilistic, intentional sampling, based on the narratives of a sample from each of the 4 participating countries.
- The data generated are qualitative, and are descriptions that collect data from a sample of adult teachers.

Sample

- Criterion of convenience
- 4 types of institutions
- Scenario of 4 countries: Portugal, Italy, France and Spain.
- Year 2016
- Portugal: lifelong learning courses
- Italy: Courses for over 16 years
- Spain: Courses for over 16s and PUMUO
- France: ICT training courses for the elderly.

Instrument

- Narrative questionnaire with 30 features:
 - A. Identification data
 - B. Context and Objectives
 - C. Strategies and actions
 - D. Difficulties
 - E. Conclusions

Results

- 50 successful experiences
 - 13 Universidade Aberta (Portugal)
 - 5 CEPIA (Italy)
 - 9 CEPA (Spain)
 - 15 PUMUO (Spain)
 - 8 E-seniors (France)

Results

Table 1. Profile of the students of the courses of Adults

Student's age	Nº cases	Student profile	Nº cases	Educational level	Nº cases
50 a 60 Años	22	Unemployed	29	Secondary education high school	16
60 a 70 years	20	Retirees	27	Higher education	11
30 a 40 years	16	Low qualification employees and housewives	20	Primary education	8
40 a 50 years	16	Skilled workers	20	Vocational training	2
+ 70 years	10	Immigrants	14	Without alphabetize	1
18 a 30 years	7	People with disabilities	6		

Result

Table 2. Thematic of the courses

Thematic summaries of the courses	Cantidad de cursos
General and specific culture of certain subjects	15
Basic skills reading, writing, calculation, use of ICT	8
Practices languages applied to certain specific activities	7
Preparation of qualifications and access tests	3
Basic Professionalization Practices	2
Advanced professional specialization practices	2
Activities geared towards equal opportunities	2

Results

Table 3. Objectives of the courses

Objectives of the courses	Cantidad de cursos
Improve students' self-esteem	35
Improve social integration	25
Improve labor insertion	16
Improve academic performance	12

Results

Table 4. Attitudes generated in the courses

Actitudes	Nº casos
Appreciation of diversity and multiculturalism	60
Motivation for achievement	43
Concern for quality and well done things	41
Teamwork	6
Responsibility for the task	4
Respect standards	3
Leadership	2
Effort	2

Conclusions

- The profile of the students is very heterogeneous, unemployed people, immigrants, people with low-skilled employment, housewives and retired people and are data that can be compared with those disseminated by UNESCO (2016).
- Underlined attitudes such as appreciation for diversity and multiculturalism are linked to one of the frequently mentioned goals of social integration.
- In adulthood we must contribute with education and training to a better society, which allows a better coexistence between people and convert the difference into wealth.
- Encourage people to have a fair and supportive social conscience in the face of social inequalities and counteract the effects that progress and technological development have on certain minority groups.



GRACIAS

Pascual Sevillano, M^a Angeles
apascual@uniovi.es

Fombona Cadavieco, Javier
fombona@uniovi.es

García Rodríguez, Marta Soledad
martagar@uniovi.es

Universidad de Oviedo