CHANGE-ORIENTED ADULT EDUCATION IN THE FIELDS OF DEMOCRACY AND DIGITALIZATION

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Summary

This report describes (1) the theoretical background and frameworks needed to conceptualize the nature of change-oriented adult education, and (2) results of the analysis of change-oriented adult education cases collected for FutureLabAE project.

Altogether 87 cases were submitted, and of those 64 cases matching the criteria of change-oriented adult education were analysed. Of the cases 35 focused on democracy, 11 on digitalization and 18 had combined democracy and digitalization objectives. The results show that the cases seem to address quite well current societal challenges (e.g. migration, equality, active citizenship) and use some change-oriented learning meth-ods listed in the theoretical part of this report (especially dialogical methods). Majority of the cases match the Picon's political option 2 (peaceful reform to improve the society), but only a few are aiming at political option 3 (radical structural transformation).

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Contents

1. Introduction

1.1 The purpose of this report

The main purposes of this FutureLabAE IO1 report is to (1) describe the conceptual and theoretical background of change-oriented adult education, (2) describe results of analysis of change-oriented adult education cases collected for FutureLabAE project, and (3) to provide a theoretical basis for the next steps of the project – planning of seminars and courses.

The report will first summarize some theories and points of view, how the role of (adult) education in society and its relation to individual and societal change has been conceptualized in different theories and models.

In short, there is a continuum with two alternative extreme ends. The other one sees education as a conservative tool that helps to maintain current society and status quo and its role is to help individuals and organizations to adapt in changes. The other end of the continuum sees education as a transformative tool to change individual ways of thinking and behaving, and in some cases to change also the society and challenge the existing power structures, in order to create more just and better world.

Somewhere in the middle between these extreme alternatives, education is seen as a development tool, that gradually and peacefully makes individual lives, communities and society better. These three so-called political options for adult education (Picon 1991) are described in more detail in chapter 1.2

The theoretical part of this report will describe some examples of critical or transformative adult education theories, some frameworks of change-oriented adult education, and some examples of change-oriented teaching and learning methods. After that, the analysis of 64 more or less change-oriented adult education cases collected in FutureLabAE project are presented, to find out how change-orientation can be seen and have been applied in concrete adult education practices.

At the end of the report there are some general observations, conclusions and suggestions as to how change-oriented adult education practices could be developed.

1.2 What is change-oriented adult education?

An important starting point for FutureLabAE project and this report is that (adult) education has always some political aims (Picon 1991; cf. Freire 1985, 12: education as politically subjective action; see also Thomas 1982, 2; Findsen 2007, 545; Čubajevaitė 2015, 146). According to Picon (1991) all education has one of the following political options:

(1) maintenance and conservation of the traditional ordering of the society,
(2) peaceful reform to improve the society, or
(3) radical structural transformation.

Picon describes these in the following way:

*From our historical experience we have learned that the actors involved in adult education do not have a neutral posture. They have ideologies and fundamental interests which they are attempting to legitimize [..] these actors are guided by and support one of the following basic political options: **maintenance and conservation** of the traditional ordering of the society, however unjust and unequal it may be; **reform to improve the system** and make the necessary adjustments for more equity; **structural transformation** leading to a new national order, whether by progressive steps or radical changes through revolutionary processes (Picon 1991, 81, emphasis added).*

The focus in FutureLabAE project is on adult education that aim at political options 2 (peaceful reform to improve the society) and 3 (radical structural transformation). In this report and in FutureLabAE project change-oriented adult education is defined in the following way:

Change-oriented adult education encompasses an approach, philosophy and set of teaching and learning methods that seek to create individual and/or social change. Learners can also move beyond individual transformation to a collective empowerment based on critical awareness, new ways of thinking, and active participation.
This model facilitates a process of conscious realization for learners as they work together taking action, including potential acts of resistance, towards a more democratic, equal and ethical world.

A fundamental question is, how and by whom the need for change (peaceful or radical) is defined. Different theories and models described later in this report address this question in different ways. Common to all is to change individual's attitudes, ways of thinking and behaving etc., and make communities, organizations or world a different and – hopefully – better place.

The need for change can be based for example on experienced or observed inequalities and social problems like undemocratic systems, poverty, gender and economic inequality, social stratification, destructive ways of behaving and thinking, hate speech, lack of media literacy skills etc. Perceived need for change can also be based on political objectives (which are not necessarily "good" or accepted by all people). Need for change can exist and take place at different levels: individual (attitudes, values, perceptions, ways of acting and thinking etc.), communities (structures, equality, democratic systems etc.), organizations (structures, cooperation, participation opportunities etc.) or at society (democracy, equal rights, inclusion, social cohesion etc.).

Change-oriented adult education differs from mainstream adult education provision and policies. In policy documents, political discourse and in common thinking adult education and training are usually seen as rather mechanical tools helping society, organizations and individuals to adapt in the changes caused by external forces and causes.

Education is seen as something that can be used to equip individuals with necessary survival skills.

In the dawn of human kind these survival skills were learning to hunt, make fire and grow grain, and in current society skills like how to use computers and stay employable. Adult education is used as a reactive solution to problems caused by digitalization, populism, globalisation, sustainability etc., and its purpose is to aid to reach more important social, cultural, economic policy objectives (Taylor, Rizvi, Lindgard & Henry 1997, 1-5; see for example Milana 2012; Milana, Rasmussen & Holford 2016). For example, in Estonia in 2005 one educational policy objective was to "improve every-one's capacity and ability to cope with life" (Jõgi & Gross 2009, 224).

At European policy level the Memorandum on Lifelong Learning by Commission (2000) suggested that "Access to up-to-date information and knowledge [..] are becoming the key to strengthening Europe's competitiveness and improving the employability and adaptability of the workforce". A systematic analysis (Milana 2012, 790) of the same document reveal expressions like 'must adapt' and 'cope positively'. In a similar way Council of the European Union (2008) wrote that

"An increased burden is imposed on individuals to adapt their skills in order to remain prepared for future changes".

This kind of thinking is based on conception that natural forces cause changes in the society, and citizens have no say nor possibility to discuss, plan and have an active role in making these changes. Therefore, individuals can only adapt, and are required to learn continuously in order to learn new skills and competencies, in order to maintain their employability. No surprise that Lifelong Learning was defined as a synonym for 'Lifelong Earning' and 'Lifelong Employability' by Longworth & Davies (1996, 64).

Therefore, mainstream education is seen to have a functionalist and selective role in the society: deliver the necessary skills and knowledge to next generations and select individuals to specific roles and positions in the society.

Adult education is used to update the skills needed to create an economically competitive workforce that survive and adapt to changes in the environment, and individuals who perform their 'participatory citizenship' role (Banks 2017) by voting in elections (Field 2002; Findsen 2007, 545; Milana, Rasmussen & Holford 2016). This common conception ignores the potential transformative, change-oriented role adult education may have, and directs strongly the planning of adult education courses, organizational and community development projects and AE programs at state level.

However, there are many adult learning theories, which challenge the traditional and common role of adult education as a reactive and conservative activity (helping adults, organizations and society to adapt in the changes that has already taken place, and to maintain status quo). Instead, they see adult education more as a change-oriented activity, which could – and should – help individuals, communities and organizations to create deeper understanding about societal problems like social inequality, destructive ways of thinking, behaving and doing things, and about the underlying causes for problems, which need to be solved before real development can take place.

In other words, adult education could create new competencies and practices which are a necessary condition for any change and/or development to take place.

This alternative conception that (adult) education can and should also enable changes at individual, community or society level is not new. For example, from the middle of 19th century the worker's movements in many European countries were using adult education to foster better equality and workers' rights in the society (Federighi 1999, 6). Eduard Lindeman (1926) used adult education to change the lives of people living in the slums, and Myles Horton brought the Danish idea of Folk High Schools to USA in 1932 to teach citizenship skills for black minority (Olds 2005).

Majority of the courses and programs matching the Picon's option 1 are not necessarily consciously organized to meet this political option, but in practice they do. For example, the Finnish folkbildning system (translated as 'Liberal' or 'Popular' adult education system; Manninen 2017) is often in festive speech and in policy documents described as an important forum for option 2 or even for option 3 type of adult education, but in practice the majority of courses are liberal arts, which generate benefits that mainly facilitate individual survival and adaptation, and therefore help to maintain and conserve current society (Manninen 2012; 2017).

An interesting and important point from FutureLabAE point of view is that Picon's first political option is often applied without conscious decision. Conservative, not-change-oriented adult education is easier and cheaper to organize, and it is a kind of 'default setting' for courses, adult educators, community and organization developers and policy makers – and also for the adult learners: change-oriented learning processes are more demanding, because it requires questioning of own attitudes, values and ways of behaviour.

Therefore, majority of the mainstream adult education courses and development programs are adaptive and subsequently fail to solve the real underlying problems.

For example,

- basic language training and citizenship education courses for immigrants on how to behave in the new culture are not sufficient to support two-way integration (e.g. Fejes 2019).

- traditional job-seeking courses (how to write a CV, etc.) for the unemployed mainly create competition between the individuals, but more change-oriented courses helping job seekers to become more aware of their own values, aspirations, ways of thinking and behaving might redirect job-seeking activities to a more productive and effective direction (Manninen 1998; Manninen, Árnason, Liveng & Green 2012).

- it is quite easy to try to fix the problems encountered in a hospital by training the nurses how to do their individual tasks better, but it is much more demanding to use change-oriented expansive learning model (Engeström 2000) to go deeper in the hospital's activity system and analyse what kind of system level disturbances cause these problems in the first place.

Change-oriented adult education, therefore, is more demanding and time-consuming approach, that needs to be selected and used consciously. Also, if the programs are financed and organized by some 'power elites' (state, community, organization), their interest is to

maintain status quo (political option 1), unless there is a recognized need to improve the system (political option 2).

Mainstream adult education is therefore only in a few cases change-oriented. Kirchgaesser (2019b) argues that change-oriented adult education initiatives evolve and exist outside the official education system ("renewal from the margins") and often organized by individuals themselves ("do-it-yourself learning spaces"). She writes:

Within institutional frameworks, there seems to be little space for what could be seen as one of the most fundamental purposes of education: enabling people to become critical and creative co-shapers of society, capable of navigating a complex world that is facing unprecedented social and ecological crises. (Kirchgaesser 2019b, 1)

This marginality is one explanation why change-oriented adult learning methods and practices are less known and used. Therefore, the purpose of this background report (and FutureLabAE project) is to describe the principles, methods and advantages of more change-oriented approaches, and why and how these could be used in the fields of democracy and digitalization.

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1.3 Concrete examples of change-oriented adult education

The idea of change-oriented adult education is not just a philosophical and theoretical point of view, but a very concrete and practically important basis for planning and implementing adult education and development programs at individual, organizational, community and society level. There are many examples of change-oriented adult education, as the following historical examples show.

It is important to remember that education is a powerful – and therefore also a dangerous – tool.

For example, in Nazi Germany the whole schooling system was changed and used together with Hitler Jugend organization to educate certain kind of citizens, with well-known results (Pine 2010). Therefore, nowadays schools, training organizations, contents and methods of teaching and trainers are often controlled by the state using national curriculums, funding systems, and permissions to operate. For example, in Finland from 1899 onwards the state has been funding municipal Adult Education Centres, but have forbidden any political agitation in the courses they provide. One additional example of how dangerous education is considered for power structures, is the fierce resistance of education of girls and women by some conservative bodies in developing countries (c.f. the case of Malala Yousafzai).

A very good historical example of change-oriented (but peaceful) adult education was the Nordic folk-bildning system.

The Nordic folk-bildning system was initiated in 19th century by intellectuals (c.f. Grundtvik) and several social movements (c.f. temperance movement, workers movement) to educate the common people so that they can serve as civilised and well-behaving citizens of the state (Kantasalmi & Hake 1997, 354-363; Dahlstedt & Nordvall 2011, 245; Koski & Filander 2013, 585-590; Rasmussen 2014; Holford 2016). Similar programs were launched in many other countries, especially in England, France and Austria (Federighi 1999, 24; Sutcliffe 2014).

Training of common people (working class, farmers) has been a civic education project and a part of reformist social movements, aiming to facilitate the development of a more just and democratic society and fighting against ignorance, educational inequality, alcohol use and social injustice (Manninen 2017).

A few historical examples of a more radical form of education are also available: for example, in France in mid-19th century the working-class adults were provided "mental training through which the working class's mental musculature was strengthened, enabling them to respond to ideas received, challenged the practice of transmitting culturally predetermined content and values" (Federighi 1999, 6).

More recently a good example of change-oriented adult education has been the civil rights movement in the USA which paved way to Martin Luther King and eventually to Barack Obama's presidency.

Especially influential was Myles Horton's Highlander Folk High School (since 1932) which was and still is a civil rights training centre for oppressed people. Students were future activists like Rosa Parks, and also Martin Luther King participated in school activities (Olds 2005).

In the Latin American context radical popular adult education (educación popular; Leher and Vittoria 2016; Kane 2013) was instrumental to the development of a more democratic society. It was a critical, radical and transformative form of politically motivated form of civic action and social movement (Torres 1990; Cadena 1984; Caracata 2000), rooted in the Freirean tradition (Beck and Purcell 2010).

Term 'popular adult education' is confusing, because it is used in Anglophone literature in several different meanings, which differ from each other in many ways.

Flowers (2009, 9-10) names these meanings as "multiple traditions" which use the same term 'popular adult education' to describe five very different AE models: (1) working-class education in the eighteenth and nineteenth centuries, (2) adult education for democracy in the early twentieth century, (3) progressive and radical education, (4) Freire and his "pedagogy of the oppressed", and (5) the Nordic folkbildning system.

It is especially confusing when the state financed and 'peaceful' Nordic folkbildning system is

translated as 'popular adult education', which is more often used to describe radical Latin American adult education, which stands in opposition to state organised and funded adult education, which is seen as a tool for indoctrination by the ruling class (Picon 1991; Kane 2013).

2. Theoretical background

2.1. Theoretical framework

The difference between mainstream and change-oriented conceptions of society (and education therein) is based on different ways how the relationship between society and (adult) education is seen. These can be placed on a continuum with two extremes: conservative and radical (Thomas 1982, 1-2).

The same dichotomy is visible in the model of sociological paradigms by Burrell & Morgan (1979; Figure 1) who named the two dimensions as transformation orientations (radical change) and equilibrium orientations (status quo or peaceful development).

The horizontal axis in Figure 1 is based on the difference whether the theories focus on individuals (idealist-subjectivist orientations) or on communities, organizations and society (realist-objectivist orientations).

According to the model, some paradigms (humanism and functionalism) are based on equilibrium orientations, in other words aim at peaceful development, functional coordination and stability, whereas others (radical humanist and radical functionalist) see radical change of individuals or society as necessary or inevitable.
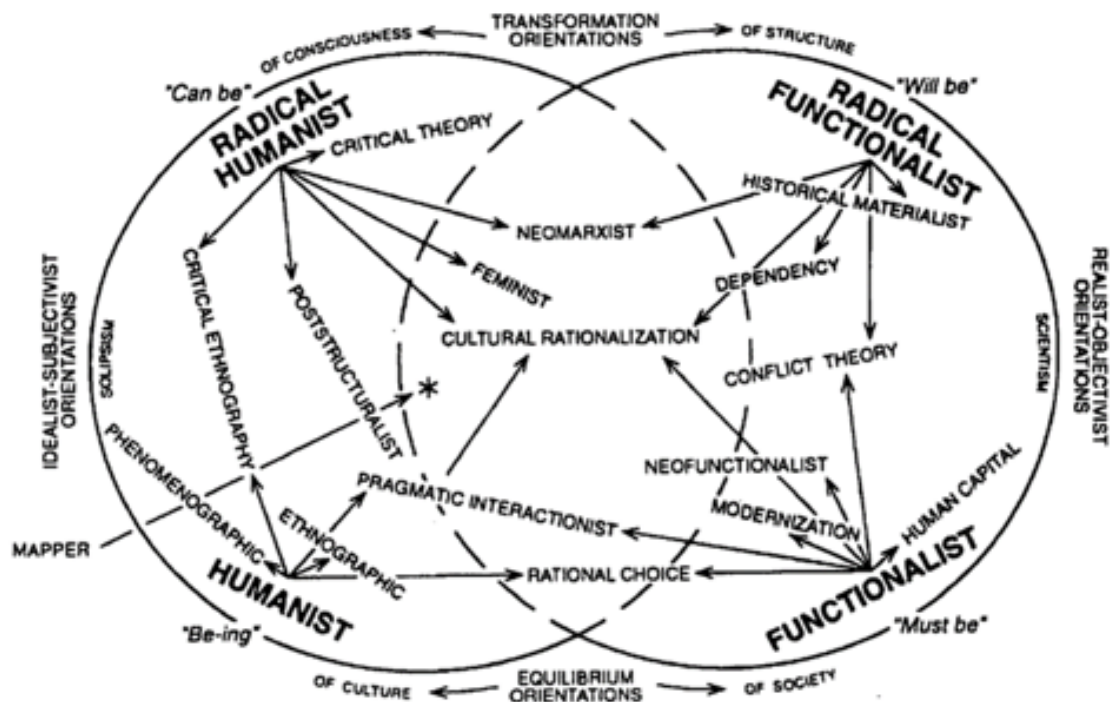

Figure 1 Sociological paradigms suggested by Burrell and Morgan (1979; model from Paulston & Liebman 1996)

The model can be used to compare different adult learning theories and policy objectives (see figure 2). The basic difference is that conservatives want to preserve and maintain the current status quo in communities, organizations and society and give individuals only the necessary new skills and knowledge that do not jeopardize these objectives.

Radicals, on the other hand, want to develop individuals, communities, organizations and society in a more effective way, or even change the status quo, structures and power relations.

This can be done by individuals who engage themselves in deeper learning processes and dialogue with other learners and learn to reflect and critically challenge the underlying assumptions related to their own behaviour, thinking and values, and ways of living and working in organizations, communities and society.

The following map describes how different adult education theories and models can be compared by using the dichotomy of sociological paradigms suggested by Burrell & Morgan (1979; figure 1). The map is a modified and extended version of the one published earlier (Manninen 2012, 75), and a combination of dimensions suggested by Burrell and Morgan (1979; see also Paulston & Liebman 1996) and Manninen (1998). Also, Schuller et al. (2002, 12) used similar dimensions (sustaining vs. transformative) to analyse wider benefits of learning. The four alternative policy

TRANSFORMATION ORIENTATIONS
Radical change as an objective
Role of AE: transformative, change oriented

RADICAL HUMANIST

* Mezirow (transformative learning, change of meaning perspective)
* bell hooks (teaching to transgress)

RADICAL FUNCTIONALIST

* Engeström (expansive learning)
* Freire ("conscientization" → change)
* Lindeman (social change)

IDEALSIST-SUBJECTIVIST ORIENTATIONS
Individual

REALIST-OBJECTIVIST ORIENTATIONS
Society, organization, community

Individual change   *Change in society*

Individual survival   *Social control*

* Knowles (andragogy)

* Skinner (behaviourism)
* Tyler (objective oriented planning)
* Gagne (Instructional technology)

HUMANIST

FUNCTIONALIST

Role of AE: reactive, sustaining
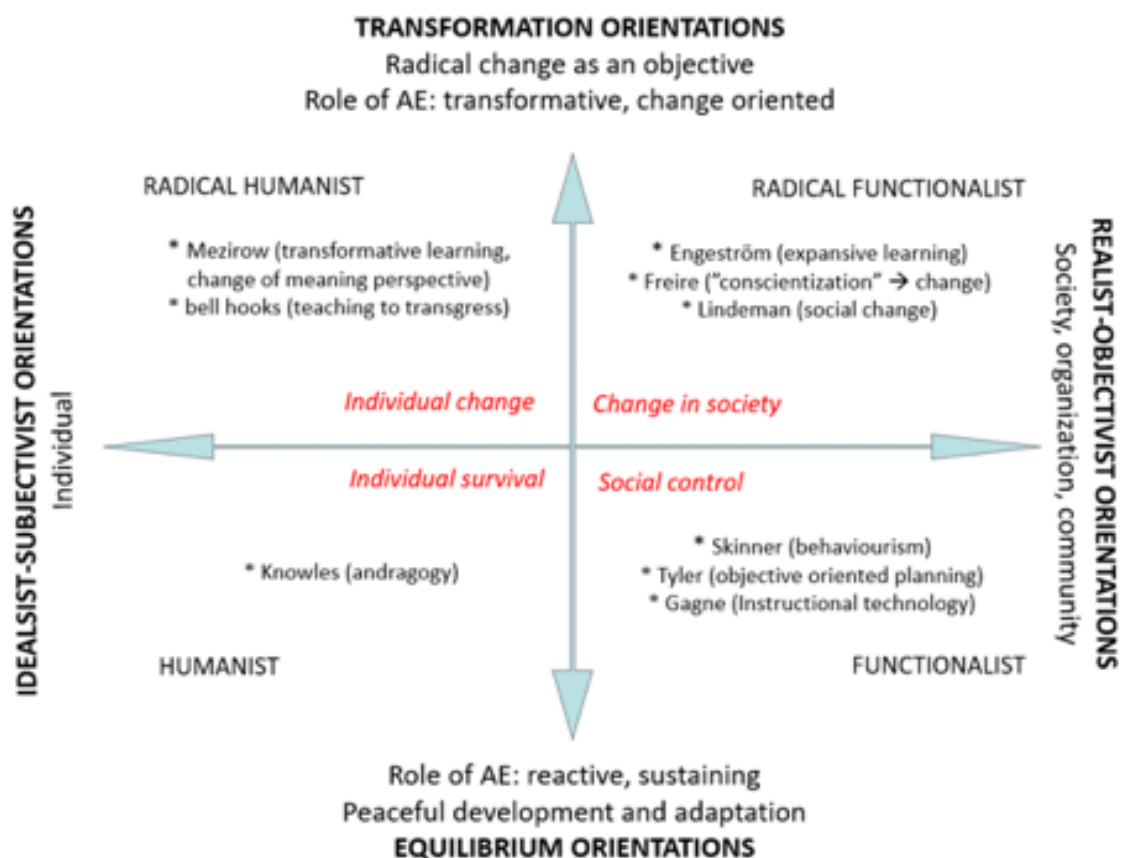Peaceful development and adaptation
EQUILIBRIUM ORIENTATIONS

Figure 2. Mapping of adult learning theories and policy objectives (based on Burrell and Morgan 1979; Silvennoinen 1993; Manninen 1998 & 2012; Schuller et al. 2002).

objectives for adult education (individual survival, individual change, change in society and social control) are from Silvennoinen (1993).

Not-change-oriented adult education can be found in the functionalist and humanist corners. Functionalist adult education uses traditional behaviouristic models which stress the importance of detailed planning, setting of objectives and analysis of "objective" learning needs defined by society, employer or trainer (in one word, by the "rulers"). This leads to problem-based planning, where mainly the acute concrete problems are solved to help the system to maintain status quo. The old behaviouristic models in the map (Skinner 1963; Tyler 1949; Gagne 1987) are just historical examples of what kind of philosophy constitutes the current mainstream adult training approaches, especially in the field of vocational and basic skills education.

Also, Malcolm Knowles' andragogy (Knowles 1968) representing a humanistic model is based on current needs, but the difference to behaviouristic models is that the learners themselves are asked to define their own learning needs. Knowles sees adult learning as a problem-solving process based on the current needs and interests of the learners. The diagnosing of needs is mainly based on self-diagnostic procedures and on felt needs and interests. This makes the model very problematic, at least from the point of view of critical theory, which claims that oppressed individuals may lack critical understanding of their reality and life situation, and especially about the alternatives they have.

Therefore, the humanistic way of diagnosing needs may also become a mechanism for legitimating existing conceptions of worthwhile education, and supports only individual survival

and adaptation, since it lacks the critical mechanisms which could challenge the existing ways of thinking and practices (Tennant 1986). In both corners adult education is seen as a reactive, sustaining activity, which aim is to maintain social control or facilitate individual survival (Silvennoinen 1993).

Change-oriented adult education can be found from the upper corners. Critical humanism and transformative learning (Mezirow 1996; also hooks 2014) can be placed in the radical humanist territory, aiming more at individual than societal change. Thinkers like Eduard Lindeman (1926), Paulo Freire (1972), and Yrjö Engeström (1994) are closer to radical functionalist field, since they aim more at change in community (Lindeman), in society (Freire) or in organizations (Engeström).

A good and concrete example of how the mapping can be used is the analysis on how democracy education and political options (Picon 1991) may be linked is the typology of different forms of citizenship (Banks 2017) presented in table 1. Most civic education courses are based on Picon's political option 1 and on functionalist conception of society, aiming to education for 'participatory citizenship' (to educate active voters). Radical humanist conceptions, on the contrary, would lead to education for 'transformative citizenship' (political option 3), which encourage individuals to take action to implement and promote policies and changes that are consistent with values such as human rights, social justice, and equality, if necessary (cf. Mahatma Gandhi, Martin Luther King). This kind of courses are much more demanding and rare type of adult education.

Table 1. Typology of different forms of citizenship (Banks 2017, 367; part of original table)

Participatory citizenship
Participatory citizenship is exercised by individuals and groups who have been granted recognized citizenship by the nation-state. It takes place when individuals with citizenship rights take actions as minimal as voting to influence political decisions in their communities, nations, and the world to actualize existing laws and conventions. An example of participatory citizenship is the action taken by civil rights groups to enable African Americans to vote after the Voting Rights Act was signed into law by President Lyndon Baines Johnson on August 6, 1965.
Transformative citizenship
Transformative citizens take action to implement and promote policies, actions, and changes that are consistent with values such as human rights, social justice, and equality. The actions that transformative citizens take might - and sometimes do – violate existing local, state, and national laws. Examples are actions taken by transformative citizens such as Mahatma Gandhi, Martin Luther King, Jr., and Rosa Parks that violated national laws but helped actualize values such as human rights and social justice and eliminate institutionalized discrimination and racism.

2.2. Change-oriented learning theories

Many adult learning theories see adult education as a transformative, change-oriented activity. For example, Eduard Lindeman (1926) saw adult education as a tool that should change society. He stressed the importance of general adult education (over vocational education) for personal and societal development, for example by writing that "Adult education begins where vocational education leaves off" (Lindeman 1926, 7). He also suggested that adult education should elevate thinking from the ''bread and butter'' stage (Lindeman 1926, 99) in order to promote personal development and to help create meaning in individual lives. Later similar ideas have been expressed by Paulo Freire (1972; conscientization), bell hooks (2014; teaching to transgress), and Jack Mezirow (1996; transformative learning, critical consciousness and change of meaning perspective).

Change-oriented adult education is not always revolutionary and dangerous, since it includes a range of different theories.

For example, Engeström's theory of expansive learning is relatively widely accepted and used in non-radical contexts such as in organizational and community development projects (for example Engeström & Sannino 2011; Sannino & Engeström 2017; Akther & Dirckinck-Holmfeld 2018).

Some theories are relatively safe for society since they focus on change at individual level (Mezirow's transformative learning; it is also used in organizational learning context, see van Dellen & Cohen-Scali 2015). Some theories simply differentiate superficial and deeper learning as cognitive processes, so that deeper learning can be seen as change-oriented, because it changes thinking and understanding better than simple memorization. In this way for example the Blooms taxonomy of learning objectives (Ander-son & Krathwohl 2001) which is widely used in universities is in a sense change-oriented, since it stresses the importance of deeper learning.

Interestingly almost all relevant change-oriented theories offer a dichotomy, that is based on the difference between conservative and change-oriented learning (compare Illeris 2004, 84), as the following table describes.

Table 2. Some change-oriented learning theories

Context and aims	Theory	Conservative education & learning	Change-oriented education & learning
Society: Radical adult education - aiming to change society and power structures	Lindeman (1926)	Vocational 'bread and butter' education	'Adult education'
Society: Radical adult education - aiming to change society and power structures	Freire (1972)	'Banking education'	'Liberating education' Conscientization
Organization and community: Learning theories for organizational change - aiming to make more effective organizations	Argyris & Schön (1978)	Single loop learning	Double loop learning
	Engeström (1994)		Expansive learning
Individual (epistemological): learning theories for individual change - aiming to changes in attitudes, world view, etc.	Mezirow (1996)	Instrumental learning	Communicative and emancipatory learning
	Sterling (2011)	Conformative learning	Reformative and transformative learning
Individual (cognitive): Learning theories focusing on deeper learning - aiming to better learning outcomes	Bateson (1972)	Zero & proto - learning	Deutero & trito - learning
	Bloom (1956)	Memorization	Comprehension, application, analysis, synthesis

Sterling's (2011) levels of learning are based on the complex theory of Gregory Bateson (zero & proto-learning and deutero & trito-learning), which is described in more detail later in this chapter.

Some examples of change-oriented adult learning theories are described below.

Critical theory and radical adult education

Critical theory is a sociological and philosophical perspective based on criticism of ruling class oppression and inequalities in society. It is the main base (but not the only one) for many change-oriented adult education theories. Critical theory represents the transformation orientations in Burrell & Morgan's model (1979; figure 1 in this report) which see structures and rules of society as enslaving for human beings, who should be liberated from these. Famous thinkers and philosophers in this field are Horkheimer, Marx, Freud, Adorno, Gramsci among others (e.g. Brookfield 2005). In other words, in the continuum of conservative vs. radical (Thomas 1982, 1-2), radical theory represents the latter perception of society. Currently critical theorists have been challenging the neoliberal discourses like "there is no alternative" when economics etc. are discussed at political level.

Radical adult education is a direct application of critical theory (Thomas 1982; Holst 2006). It sees the aim of adult learning and education as a liberator of people from oppression and distorted world views. One common tool is to teach adults critical awareness, because one of the problems is that people "accept as normal a world characterized by massive inequities and the systemic exploitation of the many by the few" (Brookfield 2005, 2).

The purpose of adult education should therefore be to "involve people in critical analysis of the social issues where they address inequalities and injustice" (Foley 1998, 140).

Critical educational gerontology

This a concrete example of how the principles of critical theory and radical adult education show in teaching and learning practices. Mainstream education for older adults (like University of the Third Age, liberal arts, hobby related activities, social and cultural events, health related courses etc.) generate many benefits for participants (Manninen, Sgier, Fleige, Thöne-Geyer & Kil al. 2014).

However, critics say that this kind of mainstream course provision for older adults satisfy only so-called coping (physical fitness etc.) and expressive (liberal arts) needs but fail to satisfy contributive and influence needs such as how older adults could become useful contributors to society and agents for social change (Findsen 2007, 550).

Critical educational gerontology or critical 'geragogy' (compare pedagogy vs. andragogy) refer to approach which is based on critical pedagogy and Freire's model, and aims to emancipate and empower older adults as active and critical citizens able to contribute on their social reality and choices in their lives (Findsen 2007; Formosa 2012; Hachem, Nikkola & Zaidan 2017).

Freire and conscientisation

Emilio Lucio-Villegas (2009, 1) defines Paulo Freire as a "community and cultural worker very committed with literacy as a way to liberating people [which] makes him the most impressive representative of Radical Adult Education". Dialogue is a core of Freire's philosophy as well as a teaching method, which stresses the importance of communication and social interaction so that people are treated as human beings, not as recipients of knowledge.

Dialogue is the starting point for liberating education, which is based on the so called 'literacy method'.

Instead of just learning letters, words and sentences, these are used to help people to build meanings of their own surrounding world. Freire defined the official state educational system as "banking education", which is based on memorizing knowledge and rules, and therefore keeps people in a state of alienation. His alternative was "liberating education" that helps people to say their 'own word / world', to express their dreams, desires, hopes, and to find ways to act on these (Lucio-Villegas 2009, 2-3). Tennant (1988, 140-141) writes that according to Freire adult educator's task is to challenge the learner's perception of reality.

This should enable conscientisation which leads to a critical awareness of the self as a subject who can reflect and act upon the world in order to transform it. Freire argues that oppressed and subjugated people may lack a critical understanding of their reality and see the world as something which is fixed and to which they must adapt.

Mezirow and transformative learning

Jack Mezirow's (1981, 1990, 1996) theory of transformative learning is quite complex with several key concepts. One of its elements is critical reflection of prior experience at individual level (compare Freire, who sees reflection as a collective process; Čubajevaité 2015). This differentiates Freire and Mezirow: Freire sees change as a community process, Mezirow as an individual process. Mezirow has built his learning theory on Habermas's theory of communicative action, especially on his three types of knowledge interests (technical, practical, and emancipatory), which Mezirow used to define three types of learning (Mezirow 1985). Over time Mezirow's terminology of these have varied (Kitchenham 2008, 109), but good terms are:
(a) instrumental (cf. how to use computers),
(b) dialogic or communicative (cf. how other people think and discuss about computers), and
(c) emancipatory or self-reflective learning (cf. how could I use computers for making the society a better place; see figure 2 in this report).

The important point for change-oriented adult education is that instead of teaching instrumental skills, adults should engage in dialogue and discussions (communicative learning) to find out how they and others may think differently and perceive social reality differently, and hopefully reach the level of transformative learning.

Mezirow sees change-oriented learning as a process of "perspective transformation". It is an emancipatory process of becoming critically aware of how and why our presuppositions have come to constrain the way we perceive, understand, and feel about our world. It is the learning process by which adults come to recognize their culturally induced dependency roles and relationships

and the reasons for them and take action to overcome them (Mezirow 1990).

This kind of 'problem posing' (cf. Freire 1972) makes problematic our taken-for-granted social roles and expectations and the habitual ways we act and feel in carrying them out (Mezirow 1981, 6-7; 1990, 14). Reflective consciousness refers to ability to critically evaluate the representational models of reality which act as guides to actions. One of the key concepts and the starting point for transformative learning is a "disorienting dilemma". Dilemmas can be for example disruptions in life course (cf. divorce, unemployment), reflective observations of how some people think differently (becoming aware about own ways of thinking), or informal or organized com-municative learning situations which challenge their own interpretation of the world.

Disorienting dilemmas occur when people have experiences that do not fit their expectations, or do not make sense to them when perceived through current frames of references.

Engeström and expansive learning

Yrjö Engeström's (1987; 1994; 2000; Engeström & Sannino 2011) theory of expansive learning aim at changing the so-called activity system (within an organization or community).

Expansive learning is a collective process based on detailed analysis of contradictions (problems, disruptions) within the activity system (actors, community, division of work, use of tools, rules, and objectives).

This approach has its origin in activity theory (Vygotsky 1978). According to activity theory, development of organisations and society is a dialectical and historical process, where contradictions produce changes (dialectical materialism). By critically studying these dialectical processes the learners can anticipate the changes and the next developmental phase of the organization or community. The learning needs are based on these objective changes-to-be, and the purpose of learning is to facilitate and enable these changes, by changing ways of working and organizational structure. When individuals learn, they always not only change their cognitive structures, but also redirect their action in the world and subsequently change the ways of working within an organization or community.

Thus, learning involves both information processing and concrete action.

According to Engeström (1994, 43), expansive learning is not based on pre-defined learning contents and tasks (as is the traditional training model) but is rather a long-term process of redefining the objects, tools and social structures of the workplace.

Sterling's extension of Gregory Bateson's levels of learning

Gregory Bateson's complex theory of levels of learning started to develop in 1940's and is therefore based on behaviourism. The idea is quite simple: learning at levels zero and I are basically conditioned reactions to stimulus, and learning at levels II and III include higher order cognitive processes. There is also level IV, but this "probably does not occur in any adult living organism on this earth" (Tosey, Visser & Saunders 2012, 297; they provide also a complete list of Bateson's levels of learning). Bateson's theory has developed over time, and the concepts have gained different format and meanings. For example, terms deutero & trito-learning came later in use and have influenced many fields from psychotherapy to organization development theories (see Visser 2003). In the field of adult education, Bateson has especially influenced organizational learning theories, for example "single, double and triple loop learning" in Argyris & Schön's model (Tosey & al. 2012).

An interesting application of Bateson's theory are the 'three orders of change and learning'

described in the following table. They are based on Bateson levels of learning and applied for the purposes of sustainability education (Sterling 2011; Blake, Sterling & Goodson 2013).

The table suggests that if learning occurs only on cognitive level (for example, learning how to manage the concrete voting process at poll station) it generates only first order change, and makes the individual a better skilled voter (who remember to bring the ID, queue in correct lines, write the numbers correctly in the ballot). Second order change require learning at meta-cognition level and leads to changing assumptions (for example about the political system and functions of democracy) and "doing better things" (for example, participating in discussions with politicians before making any decisions about who to vote). Third level change require epistemic learning, which leads to paradigm change and transformative outcomes (for example, seeing the possible flaws in current political system and – perhaps – starting a collective action to change it towards a more democratic system). Becoming a 'transformative citizen' suggested by Banks (2017) and described earlier in this report (chapter 1.2, table 1) require third level change and epistemic learning leading to paradigm change.

Table 3. Three orders of change and learning based on Bateson levels of learning (Blake, Sterling & Good-son 2013, 5352)

Orders of change/learning	Seeks/leads to	Can be labelled as
First order change Cognition	Effectiveness/Efficiency	"Doing things better" Conformative
Second order change Meta-cognition	Examining and changing assumptions	"Doing better things" Reformative
Third order change Epistemic learning	Paradigm change	"Seeing things differently" Transformative

These orders of change and learning offer a good tool for FutureLabAE project, since they can be used to analyse different adult education programs aiming at development of democracy or sustainable and democratic digitalization, in a similar way as Blake & al. (2013) analyse sustainabil-ity education in their article.

2.3. Examples of transformative learning methods

These change-oriented adult education theories described in previous chapter share quite similar learning and teaching methods and practices. Common features are methods that facilitate dialogue, interaction with others (especially with people who have different views and background; compare Mezirow's communicative learning), seeing things in alternative ways, challenging the existing conceptions and attitudes, sharing of experiences, critical reflection, becoming aware of own and other people's attitudes, beliefs, values, and perspectives, and doing things differently. Some teaching and learning methods that can be used to promote change-oriented learning processes are described below:

- **Serious games** (Connolly, Boyle, MacArthur, Hainey & Boyle 2012)

Serious Games are computer or video games that are not used (solely) for pure entertainment, but are designed to include an educational component, in this case awareness raising, critical thinking skills etc. (e.g. learning how to recognize fake news, understand how attitudes develop, etc.).

- **Social sculpture** (Kirchgaesser 2019b)

A participatory arts-based learning method based on Shelley Sacks' 'Creative Strategies' approach and a 'Connective Practice for Mind-Shift Work' theory of change. It enables participants to come to new insights by exploring theory and new thinking in and through practice, using creative, participatory enquiries informed by Joseph Beuys' 'social sculpture' proposals, and Paolo Freire's education for democracy pedagogy (https://universityofthetrees.org/).

The method is based on the idea that through art methods individuals have a chance to develop a sense of agency and become a creative co-shaper of their lives and society, by transformation of their inner state to change the outer state (Kirchgaesser 2019a and 2019b; https://www.artistsofsociety.com; https://universityofthetrees.org/news/2019/social-sculpture-academy).

- **Photovoice** (Akther & Dirckinck-Holmfeld 2018)

The photovoice technique is based on the idea that people participating a course or development project are given cameras and asked to take pictures about their own life, living conditions, hobbies etc. It is also a research method that can be used in participatory action research, but also a participatory learning tool enabling community change by helping the whole community become active and engaged and allows all voices to be heard (Akther & Dirckinck-Holmfeld 2018, 64).

In Akther & Dirckinck-Holmfeld´s (2018, 72-73) study photovoice technique was used to improve digital literacy and ICT skills in a rural area of developing country environment. Photovoice enabled the participants to share experiences and the challenges they face in their lives.

The objective of photovoice workshops was to widen the understanding of the potential role of ICTs in participants' everyday life and practices. The photovoice technique helped the participants to express their experiences and skills. It was also suitable for extending ICT knowledge and cross the boundaries in individual and organizational level.

- **Fishbowl** (https://en.wikipedia.org/wiki/Fishbowl_(conversation))

A more dialogical and democratic version of panel discussion. Instead of having named few people (experts, people in power positions) in front talking and rest of the audience listening, the Fishbowl method allow all to take part actively and contribute in the discussion.

Similar potentially change-oriented learning and community development methods are for example **Participatory action research** (PAR; Kemmis, McTaggart & Nixon 2013), **Liberative walks**, a method where people are brought together in dialogue concerning the important decisions affecting the quality of life in their communities (Raisio & Ehrström 2017), and **Change laboratory**, a method used in organisation development projects based on expansive learning and activity theory and (Sannino & Engeström 2017).

There are also many arts-based (Clover 2006) and other similar methods that have been generated outside mainstream adult education system. Some examples are given by Kirchgaesser (2019b, 7; see also https://www.artistsofsociety.com for more detailed information about the cases) who provides the following list of 'DIY learning spaces'.

Table 4 Change-oriented 'DIY learning spaces' (Kirchgaesser 2019b, 7)

The intuitive Story, a time-travel roleplaying game involving the use of one's intuition;
Earth Forum, a social sculpture dialogue practice and multi-stakeholder process;
Moving School, a range of educational projects aimed at 'learning from the future';
Mycelium, a creative thinking game for learning to deal with wicked questions;
Deconstruct Education, an initiative to bring more awareness to issues of representation in the Danish curriculum;
ThoughtBox, holistic teaching materials for "learning how (not what) to think);
FarmAbility, a care farm for people with learning disabilities and autism;
Vakrēšana, spaces for learning from each other by engaging in respectful dialogue;
Kaospilot, a half private half state-funded design and business school with a curriculum co-created by students
Utopia Working Group, a gathering of socially engaged creatives for mutual inspiration

In addition to methods described above, Banks (2017, 372 – 374) lists some **concrete teaching methods** that can be applied to develop transformative citizenship skills. These include methods like Culturally Responsive and Culturally Sustaining Pedagogy, Civic Action Programs (participatory action research, service learning etc.) and Ethnic Studies Teaching.

2.4. Summary

Figure 3. is a modified version of the genealogical map (Manninen 2017). It shows how the conservative worldview (Thomas 1982; Burrell & Morgan 1979) sees adult learning as an adaptive process and serves Picon's (1991) first political option (maintenance and conservation of the current society).

Some examples of that kind of non-formal non-vocational adult learning practices are basic skills courses (using the typology suggested by Alan Rogers 1996, 21) for adults who lack these for some reason (for example migrants, school dropouts).

In a similar way, liberal arts serve the political option of maintenance and conservation of the current society and social order, by keeping individuals happy and employable (Findsen 2007; Manninen 2012, 2017). Change-oriented worldview can be similarly linked to Picon's political options, either on the more peaceful reformist option or to radical structural transformation.

The figure suggests that civic adult education usually aims for reform to improve the system peacefully. Structural transformation requires more radical adult education activities, which

| Orientation (Manninen 1998) | Political options (Picon 1991): | Adult learning practices: | Course types: |

Adaptive or proactive — Maintenance and conservation — programs leading to acquisition of basic skills (targeted at culturally disadvantaged social groups) — BASIC SKILLS EDUCATION

liberal arts, learning activities for the pleasure of intellectual growth and knowing for its own sake — LIBERAL ADULT EDUCATION

Change-oriented — Reform to improve the society and system — adult education for democracy and citizenship — CITIZENSHIP EDUCATION / COMMUNITY EDUCATION

Structural transformation — radical, critical, transformative and politically motivated form of non-governmental civic action and social movements — RADICAL POPULAR ADULT EDUCATION
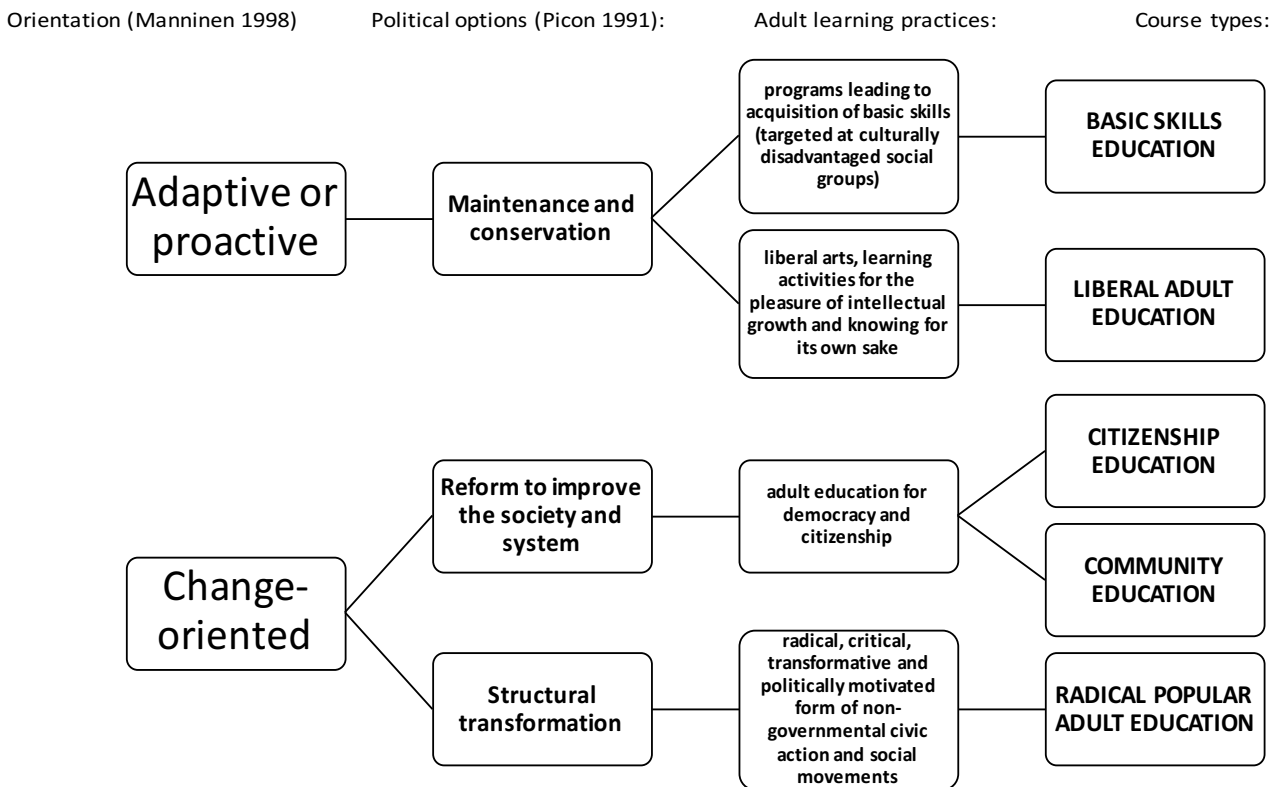
Figure 3. Examples of how political options are linked to adult learning practices (based on Manninen 2017).

help adults to become aware of the ''ruling class indoctrination''

It is important to remember that the linkage between political options and course types works only when the courses are organized in a traditional way, without conscious change-oriented elements.

For example, typical basic skills courses only help adults to adapt in the current society and life situation, but if they are organized using for example Freire's literacy method, they become change-oriented and radical courses. In a similar way, civic education courses usually focus on educating adults to become active voters and follow the rules of the society (participatory citizenship), but civic education could also take a more radical role and aim for transformative citizenship (Banks 2017). Also, liberal arts courses using for example Photovoice method helping the participants to become aware of their reality can become a change-oriented learning process, and community education programs can be organized in several alternative ways, even so that they lead to adaptation instead of development.

Table 5 summarizes the main concepts of different learning theories described earlier in this report. It also shows the link between individual learning (Mezirow, Freire, Bateson) and potential changes in the community, organizations or society.

It seems that the theorists agree that bigger changes (named as third order change, double loop or transformative learning or transformative adult education) require deeper learning (which are named as emancipatory, liberating or trito-

learning). And, in a similar way lower level learning leads to no-change, adaptation and 'conformative' (Sterling 2011) outcomes.

Table 5. Summary of theoretical background

		NOT CHANGE ORIENTED: Maintenance and conservation of the traditional ordering of the society	CHANGE ORIENTED TYPE 1: Reform to improve the system	CHANGE ORIENTED TYPE 2: Structural transformation
Individual level (learning)	Mezirow	Instrumental learning	Communicative learning (becoming aware of attitudes, ways of behaving and thinking; reflection)	Emancipatory learning (change in meaning perspective; critical consciousness)
	Freire	"Banking education"	"Liberating education", Conscientization	
	Bateson	Zero and proto-learning	Deutero & trito-learning	
↓		↓	↓	↓
Community/organization/society level (development)	Sterling	First order change (cognition, effectiveness); *Doing things better* (conformative)	Second order change (metacognition; examining assumptions); *Doing better things* (reformative)	Third order change (epistemic learning; paradigm change); *Seeing things differently* (transformative)
	Argyris & Schön	Single loop learning	Double loop learning	
	Engeström		Expansive learning	
	Schuller	Sustaining adult education	Transformative adult education	
	Vocabulary	*Inclusion, integration, adaptation, skills, employment*	*Emancipation, critical reflection, change, development, equality, awareness, dialogue, transformation.*	

The table also gives some examples of the vocabulary typical for adaptive and to change-oriented adult education documents (curriculums, course descriptions, policy documents etc.). For example, some cases, which were submitted to FutureLabAE-project as examples of "change-oriented adult education" but were dropped from the analysis, described the courses in the following way:

The main objective is the learning of the language in its forms of reading and writing, as well as cultural specificities of the country, seeking to foster the social *inclusion* **of the trainees [...] acquire knowledge favourable to daily living and** *employability.* **[...] aims to support the social** *inclusion* **of refugees and immigrants [...] giving them the necessary tools to** *integrate* **into our society. This App will help the younger unemployed to present a C.V. more attractive to facilitate the** *integration* **in labour market.**

3. Analysis of cases collected for FutureLabAE project

The aim of the case collection in the FutureLabAE project was (1) to collect different cases (courses, materials, learning tools etc.) on change-oriented adult education on democracy and digitalization, and later (2) to build an online resource centre where these cases are available for adult educators, planners, policy makers and other actors who wish to develop change-oriented adult learning activities on these themes. A case collection form was created (both paper and online version; Appendix 1) and basic definitions of change-oriented adult education were provided (table 6).

Table 6. Examples of different types of potential cases

POLITICAL OPTION (Picon 1991)	DEMOCRACY	DIGITALIZATION
2: Reform to improve the system and make the necessary adjustments for more equity.	*Courses etc. trying to make citizens more active so that the current society becomes even more better. For example, community development initiatives to activate people to take care of their own neighbourhood.*	*Courses enabling adults to become active and proactive actors of their "digital life". For example, user-oriented ICT-development projects where people can participate and contribute on planning of new systems and tools.*
3: Structural transformation leading to a new national order, whether by progressive steps or radical changes through revolutionary processes.	*Courses aiming at fixing the still unsolved problems in the current society, even by more radical (not necessarily by violent) means. For example, women's rights, climate change.*	*Courses for "digital activists" who want to break the current digital order dominated by the few global companies (Facebook etc.) and to develop more equal and people friendly digital society.*

The aim was to collect different types of cases: courses, seminars or webinars, informal learning practices, (community) development programs, training and learning methods, learning tools and materials. Table 7 shows a mapping how the submitted cases were categorized according to (1) Picon's political options and (2) FutureLabAE case topics. See also the short description of the cases in Appendix 2.

Table 7. Mapping of cases

POLITICAL OPTION	TOPIC		
	DEMOCRACY	DIGITALIZATION	DEMOCRACY + DIGITALIZATION
2: Reform to improve the system	About Us!; Campus Demokratie; ChangeMake; Collaboratio Helvet-ica; Colombia Casa Kolacho; Co-munityFac; CriticalLit; Curdemo; DoS; FreeFM; Hetz; Kollektiv; Me-diaLit; Mehr Sprache; Old is the new young; OPA_ZH; Our Election; PartyBud; PriBA; RestPrac; Space-lab; Timeout; TravLeader; UPA_G; Verein Ute Bock; ZIVAK; State of democracy; Ubunto; Culturights; SDGAdvocate; DevEducation	Badnews; Darknet; VHS_ZH; DigiEssi; Digitale Kompeten-zen; DoNot; mediascrew; Serlearningtool; Todigi; Digital divide; iHaus digital; 123Click; Homo numericus	#somtu; Baztapp; ClickAge; DigLab; DigPassport; EMI; Fake_VHS_ZH; HealthMediaLiteracy; InterGen; Letters for life; MediaED; Not in our town; POLKIT; School for democracy; WASKIT; Watchinfo; Conspiracytheories
3: Structural transformation	ARC; Critical participation; Darklit; Euforia		

3.1. Descriptive statistics

The purpose of this chapter is to describe the results of the thematic analysis of the change-oriented cases. It became apparent that there are both similarities and differences in the collected cases. Table 8 gives a general overview of what kind of adult education cases were submitted and analysed.

Table 8. Types and topics of cases submitted in FutureLabAE case collection

	SUBMITTED (87)	USED IN ANALYSIS (64)
TYPE:		
Course	19	15
Seminar or webinar	9	6
Informal learning practice	19	17
(Community) development program	8	6
Training & learning method	3	2
Learning tool (game, digital app etc)	8	6
Material (article, report, other document)	22	13
TOPIC:		
Democracy	41	35
Digitalisation	14	11
Democracy & digitalisation	32	18

Target groups of the cases were diverse as shown in table 9. The most common target groups were: 1) low qualified, 2) broad public and 3) young people and students, named as future changemakers. Many cases act at multiple levels so more than one target groups were identified, for example:

Community inhabitants, districts, community associations. (EMI)

Direct and indirect target groups were not coded separately in the analysis.

Table 9. Target groups

Opinion leaders (9)	Media	2
	Volunteers	1
	Leaders, doctors	4
	Policy makers	2
Future changemakers (15)	Young people	12
	Students	3
Educators (12)	Teachers/educators	10
	Schools	2
Active citizens (8)	Active citizens	8
Ethnic minorities (13)	Refugees, migrants, ethnic minority	13
Broad public (18)	Public	13
	Adults	4
	Children	1
Organizations (5)	Employees	3
	Organizations	2
Specific area or community (11)	Specific area / people	9
	Rural area	1
	Community	1
Specific gender (5)	Women	4
	Men	1
Low qualified (18)	Dropouts / low education	4
	Marginalized groups	4
	Not enough information / skills	6
	Older people	4

In the next table the methods used in the cases are presented. Almost all methods involved social interaction in some form - either online or face-to-face. In digital methods, such as platforms or games, the interaction did not necessarily play a very significant role. However, the importance of sharing information was often visible. The most common methods were discussions and use of digital tools.

> *The idea is to fill the gap between generations, offering everyone a place where they can meet, discuss and learn from each other. (Old is the new young)*

> *Rennaissance numérique is the platform of dialogue, creation of ideas for society support... Encourages pacific dialogue between internet users with the support of arguments and real facts. (Serlearningtool).*

The collected cases demonstrate also the versatility of methods. The richness of methods seemed to be related to the target groups which also varied. In practice, for example, if the target group of the case were low qualified groups (marginalized groups, lack of skills) the methods used were typically concrete and practical.

> *The project promotes basic skills (reading, writing) based in life of the adult people and the objective of the workshop is the learning through the real life of each adult (life contexts). (Letters for life)*

On the other hand, more demanding methods, such as debates, were typically utilized with more educated target groups, or these methods were practiced together with more traditional ones. However, the focus was still on expanding participant's own thinking, perspectives or participation.

Table 10. Teaching and learning methods

Digital tools (18)	Social media / Internet participation	3
	Platform for a group	8
	Voting / opinion sharing	3
	Digital empowerment	3
	Game	1
Arts-based methods (4)	Art project	4
Best practice - methods (13)	Demonstration	3
	Projects	2
	Real life - cases	8
Peer to peer (9)	Tutors	4
	Users are "judges"	1
	Learning together	4
Dialogue (10)	Create spaces for dialogue	6
	Dialogue evenings	1
	Scriptless	1
	World Café method	1
	Restorative practice	1
Discussion (22)	Discussions	15
	Seminar	3
	Meetings	4
Storytelling (6)	Storytelling	6
Reflection (4)	Reflection	4
Workshops (12)	Workshops	12
Social labs (2)	Social labs	2
Traditional methods (7)	Lecture	1
	Course	6

Table 11 represents the types of the cases. The most common types were courses and materials or tools. Also, events, media visibility and workshops were used to enable change-oriented action.

> *The event consists in political and cultural meetings to provide citizens with all the necessary tools to become more proactive and engaged in the democratic decision making of their own community. (Curdemo)*

The target group of the case had a clear impact on the type or action. If the target audience was broad public, activities were organized in ways they can reach a larger audience. If the activity was targeted to a specific group, the courses, workshops and other social events or projects were the key elements to support development processes.

Table 11. Types of cases

Course (22)	Course, training	22
Workshop (13)	Workshops	11
	Seminar	2
Event (3)	Event	3
Dialogue (8)	Dialogue, social events, hub	8
Network (6)	Art projects	3
	Network or group	3
Media and visibility (11)	Documentary series or radio	3
	Platform / webpage	7
	Promotion	1
Social media, games (4)	Digital sharing	3
	Game	1
Materials and tools (13)	Materials	8
	Tools	5

The contents and topics of the cases are shown in tables 12 and 13. The analysis revealed that active citizenship plays a significant role in the context of change-oriented adult education. These topics also illustrate three apparent trends. First, there seem to be a need to Influence the public debate especially in the (social) media. It seems that the fake news and hate speech is increasing and citizens' media literacy skills are inadequate. Secondly, the concern about the current state of democracy is common across Europe.

> *The core idea of this event was originated by the alarming observation of democratic crisis: lower and lower rate participation in political elections, voting choices leaning towards ex-tremist parties, mistrust towards politics. (Curdemo)*

Lastly, Europeans are searching for new ways to manage the challenges of migration and refugees better. There are questions about values and tolerance, but also about civic knowledge and engagement.

Table 12. Contents

Immigration (15)	Cultural exchange (instead of xenophobia)	5
	Diverse society	6
	Immigrants participation in a society	4
Tolerance (8)	Understanding	5
	Awareness	3
Dialogue (13)	Dialogue	13
Knowledge (5)	Knowledge	5
Public debate (24)	Influence on the public debate	7
	Facts	5
	Fake news or information	12
Literacy (12)	Literacy	12
Critical thinking (16)	Critical thinking	16
Competence (7)	Professionalism	7
Democracy (16)	Political participation /voting)	7
	Develop democracy	9
Active citizenship (50)	Participation (area / community)	14
	Member of a society	6
	Slef-esteem / find your own path	4
	Empowerment	8
	Digital skills	8
	Other skills	10
Society (21)	Educational question	7
	Community development	6
	Employability	2
	Community "spirit"	1
	Freedom	1
	Peace	2
	Culture	1
	Values	1

A more detailed analysis of specific topics show that problems related to equality and environmental issues are the top worries, there are also some cases which focus on several other challenges.

Table 13 Specific topics

Equality (gender, generations, social classes, etc.)	10
Environment & sustainability	6
Security on the web	3
Human Rights	2
Migration	2
Racism	2
Religion	2
Abortion rights	1
Human trafficking	1
Discrimination	1

Table 14 represents the pedagogical approaches used in the cases. The table gives an overview what theoretical frameworks were mentioned in the case descriptions. However, the pedagogical approach was not specifically defined in all cases. Only in 23 cases the pedagogical approach was clearly presented:

> The model of language teaching developed in Vienna called "language growth", Freirean and other approaches propagating autonomous learning. (DoS)

In many cases a specific pedagogical approach was not used. It seems that many change-oriented activities were so needs-based that the actual problem itself dominates the field work. Behind the method or concrete work there might be a theoretical base, but it was not mentioned or recognized. Table 14 describes the methods that were mentioned in the case descriptions, using the concepts and names the informants themselves used.

Table 14. Pedagogical approaches

Freire	6
Critical pedagogy	6
Others (Gramsci, Fiskin, etc.)	6
Pedagogy of empowerment	5
Popular education	3
Transformative learning	2
Feminism	2
Spivak	1

Because adult education vocabulary is fuzzy and theoretical terms are often used in different ways, it should be noted that the themes in the above table are overlapping. For example, 'critical pedagogy' is a general concept that covers at least Freire, transformative learning and pedagogy of empowerment. Paulo Freire seems to be the most common thinker mentioned in the descriptions, but there are also some less known thinkers. Gayatri Chakravorty Spivak (born 1942 in India) is a postcolonial and feminist critic and literary theorist.

In her writings she discusses especially about postcolonial condition and the position of subalterns (Britannica Academic 2019). Antonio Gramsci (born 1891 in Italy) was one of the most famous theorists of modern Marxism. "Among the ideas he developed are the role of the intellectual in culture and politics and the concept of hegemony" (Goodman 2017, 140). James S. Fishkin´s (born 1948 in USA) main research interests and studies are focused on democracy and public opinion. He has developed a practice called Deliberative Polling which constructs hypothetically how citizens' opinions would change if they become better informed (Stanford 2019).

FuturelabAE

change oriented adult education

3.2. Examples of change-oriented adult education cases

The following short descriptions and analysis show some examples of change-oriented adult education cases. They were selected for deeper analysis based on how clearly change-orientation can be seen, and so that the selected cases provide different types of examples.

Case 1: **Badnews**
An example of a serious game, where the game user takes on the role of fake news -monger. It demonstrates in an entertaining way, how fake news are manufactured, what is the logic behind them and how easily they gain popularity. The game makes people think more how fake news are created. The instruction describes the idea: "Drop all pretence of ethics and choose the path that builds your perso-na as an unscrupulous media magnate. But keep an eye on your followers and credibility meters. Your task is to get as many followers as you can while slowly building up fake credibility as a news site. But watch out: you lose if you tell obvious lies or disappoint your supporters!"

The Badnews game is developed by the DROG, which is a multidisciplinary team of academics, journalists and media-experts. They conduct research, give talks, offer workshops and educational programmes and create innovative tools that help people build resistance to disinformation.

Comments: The case is a good example on how serious games (Connolly & al. 2012) can be used to help people to understand how fake news develop and spread in social media.

Case 2. **Curdemo**
This case is located in the region of La Drôme in France. There have been common concerns about democratic crisis: for example, lowering rates of participation in political elections, the rise of extremist parties and a lack of trust towards politics. Thus, an annual event is organized in the area: "Inhabitants from all ages are able to participate in discussions, conferences, workshops and theatre plays about the subject of local democracies. The event consists in political and cultural meetings to provide citizens with all the necessary tools to become more proactive and engaged in the democratic decision making of their own community."

Curdemo is organized by City hall of Saillans. The pedagogical approach of the event is named as 'popular education' but clearly not in the radical meaning of the term (Flowers 2009; Manninen 2017), more in the sense of "education for the people". The events are held in open spaces like parks and the objectives are to improve practices exchange, learn in debates and share a different kind of perspectives about democratic participation. There is a need to reinvent democracy and raise its position in the community.

'Popular education' is used here to describe a method where dialogue, reflection and more active participation are essential. It seems that organized events are well designed, but the atmosphere is quite informal. As they describe: "Even though most of the activities are designed in a trainer-participant logic, a significant importance it is given to the psychical space". Examples of the events include theatre plays and workshops, and the events are easily accessible, so the organizer is lowering the threshold. There are three key perspectives in this example: 1) when the target group is quite broad (all inhabitants of the region or the city), the action itself should be brought close to people 2) the environment or a space have influence on a target group (for example who will participate), and 3) there is a link between dialogue and (political) participation.

Comments: The case is likely to develop 'second order change' in Sterling's typology (table 3 in this report) and may lead to reformative outcomes (doing better things), but do not generate third level change and 'transformative citizenship' (Banks 2017). Instead, it seems to strengthen 'participatory citizenship' and is therefore a valuable development project, but not radical or transformative.

Case 3. **Old is the new young**
Old is the new young focuses its work on a group of older women. The objective is to increase the participation and intervention in their own neighbourhood and in society. "Grandma Came to Work is an intergenerational creative hub, were social and emotional bonds are knitted in the local community and where elderly people can be themselves. The idea is to fill the gap between generations, offering everyone a place where they can meet, discuss and learn from each other."

This case demonstrates that everyone has talents and aspirations, they just need to be nurtured. Old is the new young –project utilizes, for example, handicraft workshops in their practical work. The goal is not only to preserve culture, but also to renew it – life stories and wisdom are seen as part of an immaterial culture: "craft and art workshops, team building actions, personalized guided tours, cooking experiences and events were elderly people are the gatekeepers of all this knowledge." (Fermenta 2019; http://www.fermenta.org/).

Comments: It seems that the case satisfies in the list of needs of the elderly (Findsen 2007, 550) mainly the so-called expressive (liberal arts) needs, but in an innovative and more visible way, by making handicrafts and skills of the elderly visible for other people. In this way it also fulfils the contributive needs (valuing and sharing the skills and knowledge of the elderly). But it is not clear, how much the 'culture renewal' match the definition of the influence needs (how to become useful contributors to society). In this way the case represents a kind of 'peaceful' development approach, not radical geragogy (Formosa 2012). However, the example raises important social issues. Firstly, the aging of the population, especially in industrialized countries, raises questions how older citizens could become more active in the society and for the society. Secondly, loneliness as an economic and health issue is a matter of direct concern. In this example, "hub" as a concept is seen as a solution for the challenge.

Case 4: **TravLeader**
This collaborative programme was a five day course designed for members of an ethnic minority group. During the event leadership skills and advocacy were improved. "It sought to lift the whole community by building and recognising capacity within the group, for the group. Role models were self-identified and provided with methods and tools to advocate for the needs of their community. Leaders from the broader Irish society group were brought in to share their experience and this helped to build the social capital and networks of the participants."

This concept is designed by Dearbháil Lawless and training developed by Dave Dunne for Exchange House Ireland National Travellers Service. The development of the individual utilizes the whole community so the change in individuals also changes the community for the better. This is a strength-based action which builds leadership within the ethnic minority. The action is focused on future community leaders and change makers.

Comments: The example highlights how the community is developed by training the individuals. The aim is to find the talents and competences of the individuals for the benefit of the community. On the other hand, it is also about sharing good examples and successes and finding new role models and leaders. The community members will influence their own society, so the change happens from the inside out. From this perspective there are characteristics of change-oriented adult education where the aim is to develop communities of ethnic minority.

Case 5: **HealthMediaLiteracy**

The health media literacy project aims (1) to use the professional knowledge of future doctors to enable them to be more active in the civic society, (2) to improve the dialogue between medical professionals and common people and thus increase trust between them, and (3) help people separate the evidence based medical science from health claims that can be harmful. In short, the medical students have been trained to be health related media literacy agents. In practice, the project provides future medical professionals with better skills to discuss and write about medical science using a language that common people understand. The project trained medical students in dialogue and popular writing skills so they could better respond (for example in social media) to common and false health beliefs, which are not based on science. For example, the students wrote popularized science articles tackling the popular health claims on the project website along with other medical experts and in conversations with people in health cafes (Time Out -method). 30 medical students took voluntarily part in the pilot course. They were trained for 30 hours in communication, dialogue, writing, media processes and source criticism. The students founded Vastalääke ("counter medicine") association to fight false medical beliefs. The association will continue educating people about what kind of health claims to believe, and how to practice critical thinking when reading blogs and news about health. The project has encouraged active citizenship of the medical students, and thus they will help in fighting harmful health beliefs in the society. This sort of training is fully lacking in their formal training.

Comments: The idea of the project is innovative and based on a real problem. There is a gap between experts (in this case medical doctors) and common people on how medical questions are discussed in (social) media. The project will give experts new skills on how to communicate with common people and distribute clear research-based information about health-related questions.

Case 6: **Medialit**

Media Literacy Ireland is a network of interested parties working together to promote media literacy across Ireland. They provide seminars with guest speakers to increase awareness and understanding in engaging with the media. They believe that media literacy is the key to empowering people with the skills and knowledge to understand how media works in this changing environment, to interrogate the accuracy of information, to counter unfair and inaccurate representation, to challenge extremist views and, ultimately, to make better informed media choices. This network seeks to address the rise of fake news sources, provide information on 'dark ads' and build critical thinking skills for engaging with the media. This is a protective and sustainable approach using education as a tool to inform and equip vulnerable people in society who may lose their voice in democracy due to being targeted by funded conservative campaigns and media bots.

Comments: this is a large-scale national project and network with many different activities related to media literacy.

Case 7: **Darklit**

This series of events aims at fostering the discourse on critical literacy in Austria (and Europe). Based on debates about critical adult education and literacy with the aim of developing a new perspective on literacy work. The debates are targeted to literacy trainers and theoreticians, and deal with Freire, Spivak and other critical theoreticians. It also includes ethnographic research on literacy work with migrants. This series of events constitutes the only critical platform for literacy work in the country and a bastion against neoliberal changes in the field.

Comments: This case is very close to radical adult education by asking critical questions about how literacy and basic education can be at the same time a process of empowerment and adaptation. Even though it is a theoretical discussion series for researchers and trainers, it can raise awareness of how literacy education could be organized in alternative, change-oriented ways. It is also linked to network Kritiche Erwachsenenbildung (critical adult education), which offers good materials and examples of what change-oriented, critical adult education can be (see http://kritische-eb.at/ wordpress/).

Case 8: **Letters for life**
This community intervention project aims to promote the literacy, empowerment and social inclusion through workshops with low skilled adult people. The project promotes basic skills (reading, writing) based in life of the adult people and the objective of the workshop is the learning through the real life of each adult (life contexts). Based on Paulo Freire's pedagogical method.

Comments: Learning contents for literacy courses are based on the real-life context of the participants (literacy for digital, functional, with and for the Media, family, for health, cultural, social and political issues), and therefore follows the principles and methods of Freire. The learning objectives include equal opportunities for learning, empowerment, development of self-esteem and self-efficacy, social participation and intergenerational learning opportunities.

Case 9: Euforia
"Euforia – from Inspiration to Impact" is an NGO based in Switzerland. Euforia describes themselves as "We are an innovative, youth-driven NGO based in Switzerland with a community of volunt'heroes in over 20 countries across three continents. Combining non-formal education and transformative learning methods we empower people and organizations to embark on their own changemaking journey. Our key strength is to create safe spaces where people realize their own potential, find solutions and become transformational leaders." (https://www.euforia.org/). Euforia offers two types of activities: learning opportunities for individuals (with a focus on informal learning and experiential groups) and programs for organisations. The learning objectives focus mainly on promoting skills to initiate and implement change processes. Methodologies mentioned are radical collaboration, transformative trainings for changemakers, change management programs, safe spaces for experimentation, informal meetings, mentoring, workshops, self-organised groups, intergenerational leadership etc. Euforia strives to "co-create a global movement that unleashes the potential of people. We enable them to take action for a more just society in which people respect themselves, others and the envi-ronment." Euforia wants to create "a future oriented, collaborative working culture".

FuturelabAE
change oriented adult education

3.3. Summary and observations

The observations based on case collection process and analysis of cases are listed below.

- The submitted cases seem to address current societal challenges quite well (top three are equality, environment and sustainability, and security in the web)

- The cases seem to use some transformative learning theories and methods listed in chapter 2, but in most cases the case descriptions and background materials do not explicitly mention and describe these in detail.

- It seems that AE practitioners are not always familiar with change-oriented adult learning theories and learning and teaching methods listed in chapter 2.3. Therefore, there is a clear need to raise awareness of these existing tools in adult education organizations, associations and other potential actors, as well as among policy makers.

- Even though specific models were not clearly mentioned or used in the cases, it seems that dialogue and discussions are often used as teaching and learning methods, and these can potentially facilitate communicative and transformative learning (Mezirow) or liberating education (Freire).

- Most cases match the Picon's political option 2 (peaceful reform to improve the society). Closest to political option 3 (radical structural transformation) is Darklit-project, which is based on radical adult education.

It seems that the cases can be divided into three types:

1. Individual change as an objective ➜
Improve personal skills / knowledge, affect people's way of thinking, increase interest in participation. Some cases are aiming at individual change, hoping that it will later lead to changes also at community or society level.

2. Community change as an objective ➜
Typically, there is a group of people whose position or competences need to be improved (immigrants, low qualified, older people, potential change makers etc.) so that the whole community develops.

3. Change or development of society as an objective ➜
Solving the broader challenges, such as changing public opinion, solving problems like hate speech and fake news in social media.

Table 15 shows how the cases differ depending on which levels (individual, community, society) they are working on, and how their target groups, methods, types and topics differ from each other.

Table 15. Comparison of cases at different levels

	Individual	**Community**	**Society**
Target groups	Active citizens Ethnic minorities Low Qualified Specific Gender	Educators Organizations (employees, etc.) Specific Area or community	Opinion leaders Future changemakers
Methods	Arts-based methods Peer-to-Peer Discussion Reflection Workshops Social labs	Dialogue Best-practice Methods Storytelling	Digital Methods
Types	Courses Workshops	Events Network	Media and visibility Social media, games materials and tools
Topics	Critical thinking Literacy Knowledge	Active citizenship Dialogue Competence Tolerance	Society Democracy Public debate Immigration

FutureLabAE

change oriented adult education

3.4. Suggestions for FutureLabAE courses and seminars

Next steps in FutureLabAE project are based on regional seminars, webinars and online courses on change-oriented adult education. The aim is to make the idea, theory and methods of change-oriented adult education more visible among practitioners, adult education organizations and policy makers. The following suggestions should be taken into account when planning these activities:

- Make sure that 'change-orientation' is understood correctly in the planning process and the idea is communicated properly to course and seminar participants
- Make use of the theories and methods listed in this report when planning and organizing the courses and seminars; for example, some learning methods listed in chapter 2.3 can be used in seminars and courses as well
- Use good cases collected for the project as examples, and add some local cases for better contextuality

Also, the following philosophical questions should be discussed:

- Is radical change always a good solution? If not, in what kind of situations it is needed?
- On who's values the need for change is based?
- Who decides whether the "society" is good or bad, and whether radical change is needed?

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Appendix 1. FutureLabAE case description form

Type of resource: [ ] Course [ ] Seminar or Webinar [ ] Informal learning practice [ ] (Community) development program [ ] Training and learning method [ ] Learning tool (game, digital app etc.) [ ] Material (article, [research report], other document)
Topic: [ ] Democracy [ ] Digitalisation [ ] Democracy & digitalisation
Name of the resource in original language (title of the material, name of the course or webinar etc):
Translation of the name of the resource in English (if needed):
Short acronym for the resource (based on the name of the course, seminar etc.; for example "Lib-walk" for a course which is based on Liberative Walks method):
Short description of the resource (main idea etc):
What makes it "change-oriented":
Target groups:
Learning objectives (if relevant):
Pedagogical approach (if relevant and possible: a description of what kind of learning theories and pedagogical models are used):
Summary, if the resource is a material:
Links to additional information online (and/or list of publications if available):
Resource develop by (organization, person etc + country):
Contact person for the resource (if available; name, email, telephone):
Resource collected by (FuturelabAE partner's name & organization):

FutureLabAE
change oriented adult education

Appendix 2. Change-oriented adult education cases used in the analysis

Full descriptions available in FutureLabAE resource database

Acronym for the case	Short description of the case
Kollektiv	**A place for critical educational works addressed to migrant women**; das Kollektiv offers literacy course, preparatory courses for external school leaving exams, cultural events, political activities concerning feminist issues of migrants Theoretical work on critical education and literacy. Organization of conferences and authoring of books and political grassroots work Teacher training courses in cooperation with other feminist/migrant NGOs Cooperation with universities
About Us!	Over a period of two weeks the diversity of the city of Zurich shall be made tangible and celebrated with artistic projects and activities supported by the city's residents. A diverse program will invite all citizens from all over Zurich to join in. **The heart of these intercultural weeks are the community arts projects, which are chosen through a public call.** About Us! Zurich Intercultural organizes these intercultural weeks in the city during odd-numbered years in September. In between, events shall take place at regular intervals in Zurichs neighbourhoods, inviting people to engage with Zurich's diversity.
ARC	**The ARC is an inclusive campaign that fought for abortion rights in Ireland.** They aimed to be representative of the most marginalized and vulnerable groups of women in Irish society by placing a particular focus on their stories and their involvement in the campaign. This learning practice provided free and factually correct information, materials, workshops, during the REPEAL the 8th movement and referendum in Ireland in 2018.
Campus Demokratie	Campus Demokratie is a **national platform that aims to promote political education and participation throughout Switzerland and thus strengthen democracy.** It connects people and organizations, offers courses and events and provides an online information platform and carries out projects to promote public dialogue and democratic values.

FuturelabAE
change oriented adult education

Acronym for the case	Short description of the case
ChangeMakers	Change Makers Donegal aims to **raise awareness of local and global development issues with adults across County Donegal.** We have done this through a range of activities, including workshops, accredited learning, ETB tutor education, community arts projects, horticulture and environmental projects and more. The range of workshops we now offer is extensive and includes Climate Justice, Fashion and Consumerism, Gender Equality, Women's Reproductive Rights, Human Trafficking, Maternal Health, Human Rights, Environmental Workshops (bees, seeds and water), Zero Waste, Fairtrade, Migration and Refugees.
Collaboration Helvetica	This non-profit association wants to **create spaces for open dialogue, experimentation and collaboration to create the Switzerland we want to live in.** Their work is related to Sustainable Development Goals (SDG) and aims at creating new ways of working and living together. The activities are: Dialogue Evenings, Social Labs (journeys to bring together unlikely allies), Community Platform (where people can contribute resources or hand in projects related to SDG)
Colombia Casa Kolacho	Context: As a part of the learning cities movement, the city of Medellin in Colombia has been recently awarded with the Learning City recognition by the UNESCO. Along with other 8 cities around the globe, they have shown exemplary progress to promote education and lifelong learning at the local level. Long-time ranked as the most dangerous city in the world, Medellin was caught to an endless violence, crime, drug trafficking history. But today Medellin has made education and innovation the milestones of its future: in 2013 it won the Wal Street Journal and Citi City of the Year award, and, in 2016, the Lee Kuan Yew World City Prize in recognition of its efforts in tackling the myriad of urban challenges Casa Kolacho Local initiatives such as Casa Kolacho-generated by local young people- promotes through hip hop, rap graffiti and break dance an alternative way of living and behaving. **This non-profit organization runs hip-hop workshops for youth from disadvantaged neighbourhoods in the west of the city, which it funds by organizing tours to the hillside communities of La Communa 13.** Through the anecdotes narrated by inhabitants, the graffiti tour in La Communa 13-longtime considered as one of the most violent places in Medellin- shows the urban-social transformation this place has experienced.

Acronym for the case	Short description of the case
ComunityFac	**WRDA works regionally to advance women's equality and participation in society in Ireland.** This programme provides training for women within communities to directly support other women within their community. The women are recruited from geographical areas that have been identified as areas of low uptake of the screening awareness, often disadvantaged and rural areas. They have gained experience over the years in designing training that is as accessible as possible, considering facilitation methods for women adult learners who have been disengaged from formal education, the timings of training sessions and impact on caring responsibilities, length of course and providing childcare and travel costs. Once trained the Community Facilitator's deliver to a range of community groups, including many that are located in areas of deprivation serving socially marginalized groups.
Critical participation	Within the framework of Youth college Vienna an initiative by the city of Vienna that started in 2016 there is one course that focuses on the individual "integration" needs of young people. **The course addresses issues such as values, discrimination, racism, religion, cultures and gender.** The issues are addressed in a way that questions and "problems" the young people raise are discussed. The course is meant to be a counter measure to the – at the time of writing – compulsory courses on "Austrian Values". Some outcomes of this course are artistic objects dealing with the above mentioned issues (see below).
CriticalLit	**This seminar aims to address the issue of false news and scare tactics being used in the current political climate against vulnerable groups unhappy with the current Governing structures.** It will provide a learning opportunity to recognize and build understanding in the areas of critical understanding and critical literacy challenging fake new.
Culturights	Cultural rights appeared in international treaties as a source of rights and obligations since the Universal Declaration of Human Rights of 1948 (art 22). **The Culturights training allows to check the correct application of the theory of the cultural rights to the cultural, social and political grounds.** It proposes a certain number of keys for the interpretation of these rights, with the aim of allowing the evaluation of their effective fulfilment in the territory and the everyday life of the community. This "effectiveness" of cultural rights concerns all fields of society and involves both cultural and social workers, and all levels of power.

Acronym for the case	Short description of the case
Curdemo	Social, political and cultural event that takes place every year in the region of La Drôme in France. Hosted by the city hall of Saillans in the region of la Drôme in France, **inhabitants from all ages are able to participate in discussions, conferences, workshops and theatre plays about the subject of local democracies.** The event consists in political and cultural meetings to provide citizens with all the necessary tools to become more proactive and engaged in the democratic decision making of their own community.
Darklit	This series of events aims at **fostering the discourse on critical literacy in Austria (and Europe).** So far three events have taken place (documentation available)
DevEducation	Development Perspectives mission is to **contribute to lessening poverty, inequality and climate change** through transformative education and active global citizenship
DoS	This material aims at **providing methods and activities for learners in German as a Second Language Courses** who can neither read nor write in German (or Latin script)
Euforia	Euforia describes themselves as an **innovative, youth-driven NGO based in Switzerland with a community of volunt'heroes in over 20 countries across three continents.** Combining non-formal education and transformative learning methods we empower people and organizations to embark on their own change-making journey. Our key strength is to create safe spaces where people realize their own potential, find solutions and become transformational leaders.
FreeFM	**Pop-up radio station focused equality, access and inclusion in adult education**: 'At the heart of FREE THOUGHT FM is a 30-day live broadcast of conversations in the gallery between the artist Garrett Phelan, invited FREE THINKERS and members of the public. These conversations will open up the critical and often hidden issues of class inequality and inequality of access to education in the Dublin region.'
Hetz	Fostering **feminist education**

Acronym for the case	Short description of the case
MediaLit	Media Literacy Ireland is a **network of interested parties working together to promote media literacy across Ireland.** They provide seminars with guest speakers in an effort to increase awareness and understanding in engaging with the media.
Mehr Sprache	The project (2012 – 2014) **aimed at migrant women who were learning German as a Second language and aimed at comprehensive participation in society.** This was done by offering German courses with specific content: environment and society and the production of a Catalogue for "Wissenstransfer zu Nachhaltigkeit in MigrantInnencommunities", (transfer of knowledge for sustainability for migrant communities). Additionally workshops for economic basic skills were offered by "Miteinand er Lernen - Birlikte Öğrenelim".
Old is the new young	Grandma Came to Work is an **intergenerational creative hub, were social and emotional bonds are knitted in the local community and where elderly people can be themselves.** The idea is to fill the gap between generations, offering everyone a place where they can meet, discuss and learn from each other. As a result, they create unique handmade products and experiences of local immaterial culture and tradition.
OPA_ZH	As part of the intercultural weeks of the city of Zurich, radio broadcasts will be produced live, in which **people who are not allowed to vote discuss current political topics and thus have their say.**
Our Election	Our Election is democracy education activity developed by Finnish Network of Multicultural Associations, Moniheli. The goal of the #KaikkienVaalit campaign is to **promote the participation and influencing of immigrants in the Finnish society.**
PartyBud	The participatory budget is a **measure for the development of urban projects in partnership with the inhabitants.** It enables them to participate in the organization of their city and their neighbourhood by carrying out projects that they have created and selected.

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change oriented adult education

Acronym for the case	Short description of the case
PriBA	This framework was the basis for all projects and courses for basic skills and "Basisbildung" funded by the national and regional governments under the umbrella of "Initiative Erwachsenenbildung" from 2011 to 2019. The principles are strongly oriented on the works of Freire, Gramsci and partly Spivak. **It puts the learner at the centre of all pedagogical work with three main learning field**: languages, ICT and maths.
RestPrac	Restorative practice is a **social learning method that supports democratic decision making and shared responsibility** through participatory learning and improved communication among participating members.
SDGAdvocate	**The SDG Advocate programme will offer 26 active citizens an opportunity to become one of Irelands SDG Advocates through this innovative project.** This training course will allow the advocates to deepen their understanding of the United Nations (UN) Sustainable Development Goals, represent the project internationally and lead transformative change in Ireland.
Spacelab	An open youth training programme that aims at **empowering young people who are above compulsory schooling age and need "orientation" on continuing schooling, further training or life in general.** Until recently young people could just show up for the "open training" and would receive € 10 per day if they stayed. After " open training " they could attend "training" in one of the four centres: design, girls, nature or creativity.
Timeout	Timeout is a new way to **generate and have constructive public discussions.** Timeout was launched by Sitra and Demos Helsinki and has been created together with various organisations and experts by trying out different methods all around Finland in 2017.
TravLeader	**A collaborative programme designed to support members of an ethnic minority group with their leadership skills and advocacy.** This course took place over 5 days and supported capacity building by recognising and building upon leadership within the Traveller community, and supporting future Traveller representation in leadership and advocacy roles in Irish society.

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Ubunto	Launched in 2010 to **undertake informal educational activities aimed at young people with leadership profiles from disadvantaged backgrounds**, the UBUNTU Academy aims not only to provide training in leadership so that these young people can be agents of change within their communities but also to develop and strengthen service models benefiting the community and entrepreneurship, drawing on the influence of figures such as Nelson Mandela, Gandhi, Martin Luther King, Aristides Sousa Mendes, Sang Suu Kiy and Desmond Tutu.
UPA_G	**This project promotes reflection, explanations and practical work on rights and the active citizenship of foreigners residing in Geneva.** 41% of the population of Geneva are of foreign origin. Through various activities, the project offers answers, which are adapted to the target group, and invites people to think about active citizenship. The Albanian folk high school acts as an interface between the Swiss society and the Albanian diaspora and opens its doors to all other not-mother tongue communities in Geneva.
Verein Ute Bock	Initially a residential accommodation for young refugees based on the initiative of a single woman who as an ex - social worker decided to get active for refugees, **now a network of volunteers with flats and houses for refugees and a centre for education** that offer German as a Second language course, Farsi, English and cultural and sports activities
ZIVAK	**This project offers training and orientation for people intending to create voluntary work initiatives.** The course contains training in special areas such as organisation, communication as well as elements of reflective work for volunteers on their initial ideas, in order to refine them up to a point at which they are feasible. Additionally, the projects proposed by participants are linked to existing organisations and initiatives in order to safeguard sustainability

Acronym for the case	Short description of the case
DIGITALIZATION	
123Click	This 1,2,3 click website has been designed as a **family media education tool** in response to the increasing use of digital media by young children, their parents have many questions about how to supervise and support that use, and the lack of guidance and tools specifically dedicated to these issues for the 3-6 age bracket.
Badnews	In this game user takes on the role of **fake news monger.**
Darknet_VHS_ZH	**The digital underworld creates politically important freedoms** - and it leaves laws in the void. The course shows the contradictions of the digital underworld. Course duration: 2 hours
DigiEssi	**DigiEssi-project organised courses for the staff in liberal adult education.** The aim of the courses was to improve the staff's ability to teach, provide guidance and understand the special needs of the students, and plan training that is accessible to all. The courses also aimed at increasing the use of digital and mobile technology in liberal adult education trainings and thus improving the students digital skills as citizens.
Digitale Kompetenzen	This material aims at **developing digital competences together with migrants in a way that includes experience based learning and digital empowerment** because it aims at lowering the threshold for migrant women to use information technologies in an emancipated way. The activities use a real - life situation as a starting point for work on the specific topics.
DoNot	Do Not Track is a **personalized documentary series about privacy and the web economy.** This documentary series explore how information of every person is collected and used. Every two weeks, they release a personalized episode that explores a different aspect of how the modern web is increasingly a space where movements, speech and identities are recorded and tracked
Homonumericus	Tous Homonumericus is a **program of informal workshops dedicated to the stakes of the numeric communication intended to people that suffers of a numeric gap** (elderlies, socially excluded, suffering of low disabilities). During a whole day, they discover the common ways to use numeric tools but beyond the technical skills, the point is to think on the ways by which the numeric environment challenges the society. The final objective is to empower people by emphasising their critical skills and awareness toward the numeration under economic, political, social and technical perspectives.

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change oriented adult education

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mediascrew	Finnish national broadcasting company YLE **created digital learning tools to teach media literacy.** They took eight real life media cases resolved by Finnish Council of Mass Media (CMM) and created videos of them. Learners will be invited to first read the good practice guidelines for journalists created by CMM and then watch the videos and tick a box "did the media screw up or not".
Serlearningtool	**Online tool helping users to manage hate speech in social media.** Aims to provide citizens and civil society with arguments, facts, experts advices and media resources in order to pacify discussion. Seriously addresses the most common subjects of hate speech such as racism, xenophobia, LGTBphobia, anti-Muslim,sexism.
Todigi	**The project trains people with disabilities and special needs in digital tools by organising digiclub activities.** Part of the project is to develop peer digital support services, where people with disabilities teach each other. Digital long distance support services are developed with the aim to enable people with disabilities to live independently. Project is also enlarging peoples social life circles by creating virtual discussion forums (virtual digiclubs) for them.

Acronym for the case	Short description of the case
	DEMOCRACY & DIGITALIZATION
#somtu	Any member of the **Facebook group #somtu shares link for a discussion that is currently taking place on the mainstream Facebook page** or site and is predominantly in the group. Others who have time and space and consider it important can join the discussion. We use #somtu in all our comments.
Baztapp	Baztille is an **online tool created for French citizens willing to reinvent democracy.** Everyday Baztille ask users opinion about a specific issue so they can vote for the best solution of their choice. The solution that gets the most votes will be defended by Baztille. Baztilles candidates are presented at all elections. Once elected they have only one commitment: apply all decisions taken by users through votes.
ClickAge	It is a project that **aims to promote digital inclusion through the provision of equitable access to digital technologies** and the development of digital skills to access, select and appropriate information and to communicate or interact securely on the web.
Conspiracytheories	conspiracytheories.be/ (English version) and theoriesducomplot.be (French version) is an **online tool that includes 20 videos and one pedagogical booklet** (64 pages, available in French and soon in English) available for free access. It is a training tool for educational workers (teachers and educators) who would like to animate or teach about conspiracy theories from the perspective of media literacy.
DigLab	**Swiss people and young refugees learn storytelling with their smartphones.** They show their perspectives on Zurich with video installations in various public places.
DigPassport	**Through gamified and informal Digital Skills workshops, participants are challenged to explore the democratic, critical thinking and creative potential of the internet and earn digital badges**, online micro-credentials (Gibson et al, 2015) based on the Open Badges standard. Earned badges become available on an online portfolio, the "Digital Skills Passport", allowing skills to be shared across the web, on social networks or included in a Résumé, while boosting employability skills and digital citizenship.

Acronym for the case	Short description of the case
EMI	**Training course for inhabitants in the region of Toulouse in France**, led by la Ligue de l'Enseignement- biggest association in France that deals with education, training, culture and communication. This training aims at producing a local opinion/information newspaper, with a philosophical approach of the citizenship concept. This training course was created as part of the national French program called éducation aux medias (education to medias) coordinated by the Minister of Culture
Fake_VHS_ZH	Aim of the course is to **identify fake news, to demonstrate methods of manipulation and to show reliable resources** in www. (Course duration: 4 hours)
HealthMediaLiteracy	**The project trained medical students in dialogue and popular writing skills so they could better respond to common and false health beliefs, which are not based on science.** The media literacy project aims firstly to use the professional knowledge of future doctors to enable them to be more active in the civic society and on the other hand help people separate the evidence based medical science from health claims that can be harmful.
IHaus Digital	**This material aims at developing digital competences together with migrants** in a way that includes experience based learning and digital empowerment because it aims at lowering the threshold for migrants to use information technologies in an emancipated way.
InterGen	The DCU Intergenerational Learning Programme is part of the School of Education Studies. It began in 2008 to **engage older people from the wider community and DCU students in teaching and learning together in a third level environment.** It started with a small number of classes on Saturday mornings, where older people were joined by DCU student volunteers to learn basic ICT skills, and gradually evolved, through engagement and dialogue.
Letters for life	This community intervention project aims to **promote the literacy, empowerment and social inclusion through workshops with adult people.**
MediaED	The media literacy project **strengthens the professionalism of Palestinian journalists and other media workers and increases their understanding of media practices and media literacy skills.** The project provides Palestinian journalists, NGO workers and public sector employees means to produce and critically evaluate information about events in the region.

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change oriented adult education

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Not in our town	Platform for citizens and organizations to **share in the promotion and development of tolerance in Banska Bystrica.** The aim of the platform is to promote and develop the tolerance of diversity through social, cultural and educational events.
POLKIT	Policy Kitchen is a method developed by foraus - Forum Foreign Policy to **generate concrete solutions for urgent foreign policy challenges.** Policy Kitchen is based on a digital innovation platform and physical workshops, so-called Policy Cooking Days. Committed to the bottom-up principle, Policy Kitchen enables the participation of a wide variety of thinkers in the political process. Based on pilot projects in Switzerland, Policy Kitchen connects the international "Open Think Tank Network" and other actors. This enables comprehensive transnational cooperation in relation to global challenges. The vision is to use this method to strengthen democratic participation in international politics.
School for democracy	The School for Democracy training program was built on years of experience, when we realized that **systematic work in the field of education, and thus cooperation with schools, is crucial to addressing the threats of growing extremism and radicalization among young people.** The program is a synergistic link between formal and informal, sensitive and modern, interactive and effective grouping of all the good that education can bring.
WASKIT	**Training kit for young bloggers, social media activists, community managers, moderators, aged 18 - 30, with proven capacity to mobilise young people online.** This material wants to provide them information about online hate speech, fake news and how to counteract them in order to have haters free profiles.
Watchinfo	As part of the media education strategy from the French government, Les veilleurs de linfo is the new training course developed by La ligue de l'enseignement- with the support of the Ministry of Culture. La ligue de l'enseignement is the **biggest association in France that deals with education, training, culture and communication.** Composed by 6 training sessions, this course aims to train young people and adults living in a context in which fake news, conspiracy theories are generating observable drifts.

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