

**THE PEDAGOGICAL FOUNDATIONS  
OF LARISSA'S CITIZENS'  
UNIVERSITY (LCU)**

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**Scientific Responsible of Larissa's Citizens' University**

The educational activities of the Citizens University in a way that they can function as focal points where people can meet, communicate, learn, and participate in democratic dialogical processes and thereby perceive and challenge the problematic assumptions they have embraced, become more self-reliant, open to diversity, and interested in public affairs.

We are aware that a large number of adult learners, and mainly members of the vulnerable groups face inherent constraints, in undertaking initiatives regarding their learning choices and actions, which, in turn, could reinforce their capabilities pertaining to active participation in society.

In the first phase of a liberating educational process adult educators should, if necessary, take the initiative and define the learning goal and strategy. What is equally important, though, is that the educators conduct is not perceived as reflecting an arbitrary or even authoritarian intention to impose their own ideas on the learners.

Suggestion of a framework of guidelines that are addressed to emancipatory adult educators:

- An adult educator should progressively reduce the learners' dependency on him or her.
- An adult educator should examine his or her students' learning capacities and avoid creating learning designs that might be asking them to move at a rate that would be unsustainable for them.
- The learning process should be imbued by *recognition*.
- An adult educator should attempt to establish a supportive, meaningful and empathetic learning environment
- Humility and openness of educators are essential within this process.
- Finally, the value judgments of educators themselves are open to criticism and reevaluation.

Concludingly, the challenge for adult educators is to initially assist their learners and, then, progressively, enable them to rely on their own strengths so that they may eventually make their own way in critically dealing with the subject-matters at hand.