



***ESREA Policy Studies Seminar 3:
Study of adult education in different political contexts and
the impact of political context on research into adult
education***

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Outline

❑ Introduction

- ✓ The embeddedness approach as a way to go beyond the opposition “structure – agency”
- ✓ The embeddedness of adult education (AE) practices and policies
- ✓ Nancy Fraser’s three dimensional scale of justice.
- ✓ Aims of the presentation

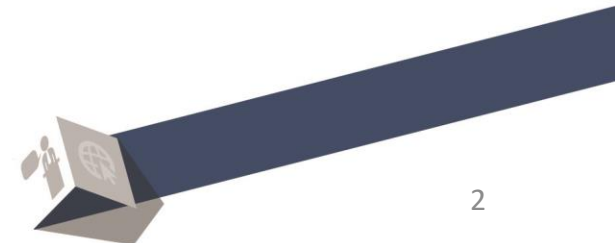
❑ AE in different political contexts

- ✓ The social embeddedness of the accomplishment of AE as a common good in different political contexts
- ✓ The embeddedness of the influence of inequality in access to AE on generalised and institutional trust in country's democracy regime

❑ The impact of political context on research into adult education

- ✓ Paulo Freire: the different faces of the educator and philosopher
- ✓ For whom and for what do we study AE: the division of labour in studying AE – professional, critical, policy and public theories of AE

❑ Concluding remarks: AE and democracy





Introduction (1)

The embeddedness approach as a way to go beyond the opposition “structure – agency”

- ❑ The embeddedness approach goes beyond the ‘structure vs. agency’ opposition and provides a framework to account for both the constraining and enabling effects of social environments on different phenomena situated within them.
- ❑ *“Actors do not behave or decide as atoms outside a social context, nor do they adhere slavishly to a script written for them ... Their attempts at purposive action are instead embedded in concrete, ongoing systems of social relations”*
(Granovetter, 1985, p. 487).
- ❑ Different aspects of embeddedness: historical, structural, cultural, cognitive, and political. Political embeddedness indicates the importance of power relations and the legal framework of society in shaping social phenomena.





Introduction (2)

The embeddedness of AE practices and policies

- ❑ Our analyses are based on the assumption that AE' practices and policies are embedded in different social contexts.
- ❑ Adult learning systems “are deeply embedded in society” and are “conditioned by the broader economic, social and cultural systems in which they are embedded” (Desjardins 2017, p. 21, 23).
- ❑ Nancy Fraser’s three-dimensional scale of justice: redistribution, recognition, and representation (Fraser 2003; 2009).
- ❑ Three types of opportunity structures/obstacles that impede people’s struggle for justice and empowerment – *economic structures* that deny people “*the resources they need in order to interact with others as peers*”, “*institutionalized hierarchies of cultural value* that deny them the requisite standing” and *institutional rules and practices that hamper people’s participation in decision-making processes*.





Introduction (3)

Aims:

Against the above background we will discuss:

- The social embeddedness of the accomplishment of AE as a common good in different political contexts, more concretely, in societies characterised with different levels of democracy.*
- The embeddedness of the influence of inequality in access to AE on generalised and institutional trust in the democracy regime of a given country.*
- For whom and for what do we study AE: the division of labour in studying AE – professional, critical, policy and public theories of AE?*





The social embeddedness of the accomplishment of AE as a common good in different political contexts

The question if AE itself can be defined and is implemented as a common good significantly differs from the question of what kind of private, public, and common goods are produced by AE.

- ❑ Conflicting arguments over whether AE can be defined as a private, public, or a common good:
 - ✓ there is a clear trend in all countries towards the privatisation of AE,
 - ✓ fewer public resources than private ones are invested in training,
 - ✓ the role of the state seems less important than that of companies and families

VS

- ✓ Population ageing, the changed demographic structure of contemporary societies, and the new and sometimes unpredictable requirements of the labour market have considerably increased the demand for AE as well as its social role.





Dimensions of AE as a common good

The extent to which AE is accomplished as a common good in a given society reflects its:

- ❑ **Accessibility** – the ability of people from all backgrounds to access and benefit from AE on a reasonably equal basis.
- ❑ **Availability** – relates to resources (both institutional and individual) which are suitable for AE and enable people's participation in it,
- ❑ **Affordability** – captures the cost of adult education in relation to people's financial means and the support they receive to overcome obstacles to participation in AE,
- ❑ **Social commitment to AE** – refers to the engagement of various actors (public, private, institutions of civil society, religious organisations) in the provision and funding of AE.

AE is a common good when it is accessible to a growing number of people and when policies have been implemented to reduce inequalities in and barriers to its access.



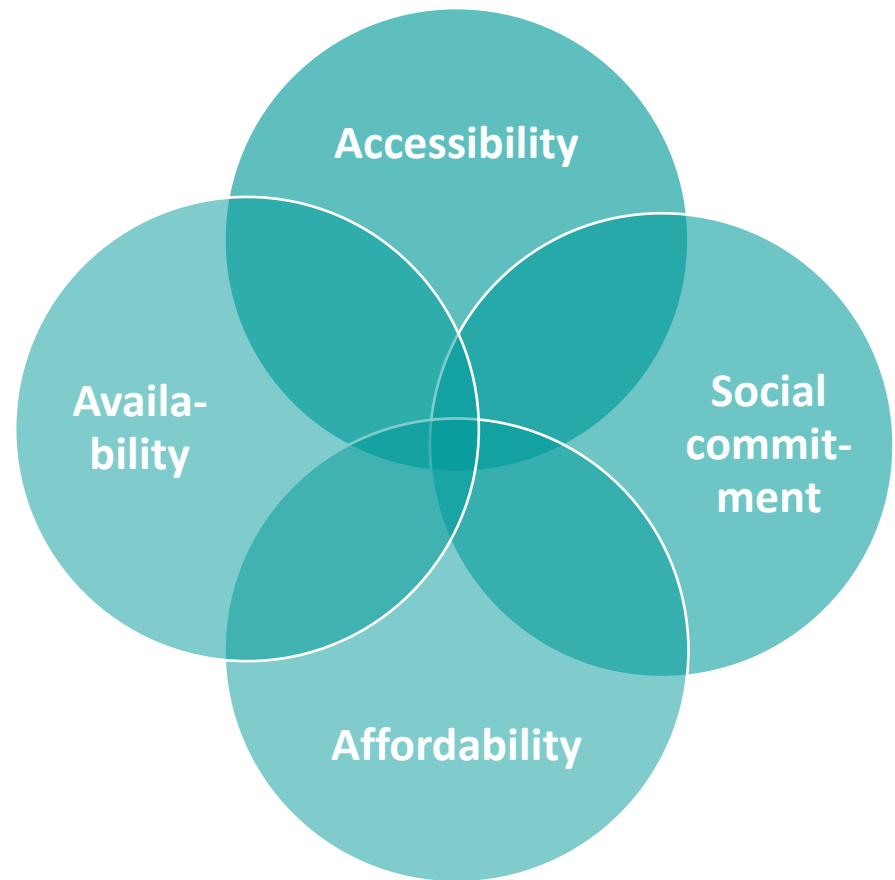
Data, index calculation, and indicators

Data

- ❑ Adult Education Survey 2016;
- ❑ Labour Force Survey 2016;
- ❑ European Values Study 2017 &
- ❑ Continuing Vocational Training Survey 2015.

Index of Adult Education as Common Good (IAECG) –

- ❑ calculated following Lessenski (2016) methodology. →
- ❑ captures the extent to which AE has been realised as a common good in a given country and comprises indicators referring to four dimensions of AE: *accessibility, availability, affordability, & social commitment*
- ❑ ranges between 0 and 100.
- ❑ assigned equal importance to each one of the four dimensions (25%) and equal weight to each indicator within a given dimension.





Accessibility

Measures

- ❑ **Participation rate in education and training (last 4 weeks)** among adults (25–64) as of 2016
- ❑ **Index of equality of participation** – calculated as the ratio between the predicted probabilities of adults (25–64) with low and medium-level educational degrees (ISCED 0–4) and those of adults (25–64) with higher education, multiplied by 100 - based on data from the LFS in 2016.



Availability

Measures

- ❑ **Distance to place of education** – % of adults (25–64) who did not report ‘Training took place at a distance hard to reach’ as an obstacle to participation in lifelong learning.
- ❑ **Distance learning** – those who reported that any of the most recent formal education activity, 1st, or 2nd non-formal education activity had been organised as distance learning.
- ❑ **Suitable offers** – % of adults (25–64) who did not mark ‘No suitable education or training activity (offer)’ as an obstacle to participation in lifelong learning.
- ❑ **Access to information** – % of adults who reported they had access to information on learning possibilities
- ❑ **IT equipment** – % of adults (25–64) who did not report ‘No access to a computer or internet for distance learning’ as an obstacle to participation in lifelong learning.



Affordability

Measures

- ❑ **Enterprise expenditure on continuing and vocational training (CVT) courses** – cost of CVT courses as % of total labour cost;
- ❑ **Acceptable cost of education** – % of adults (25–64) who did not report ‘Training was too expensive/ Cost was difficult to afford’ as an obstacle to participation in lifelong learning
- ❑ **Employer’s support** – % of adults (25–64) who did not report ‘Lack of employer’s support’ as an obstacle to participation in lifelong learning



Social commitment

Measures

- ❑ **Engagement of various institutions with payment** – % of adults (25–64) who had partial or full payment for the first randomly selected non-formal education and training activity during the last 12 months paid by their employer or prospective employer, public employment services, or other public institutions
- ❑ **Engagement of various institutions with provision** – % of adults (25–64) who reported institutions other than formal education or non-formal education and training institutions as providers of their first randomly selected non-formal education and training activity during the last 12 months
- ❑ **Trust in the education system** – % of people who answered ‘A great deal’ or ‘Quite a lot’ to the question ‘How much confidence in: education system’
- ❑ **Requirement/obligation of participation** – % of adults (25–64) who selected ‘Required by the employer or by law’.



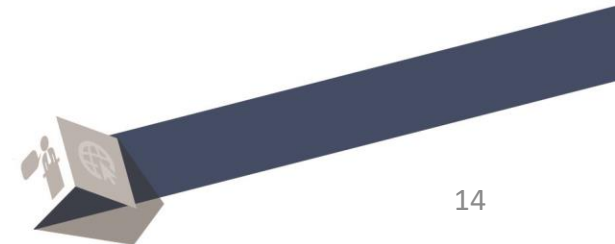
Index of AE as a common good and its four dimensions (score and rank) for 21 countries as of 2016

Country	IAECG	Accessibility	Availability	Affordability	Social commitment
Denmark	70.52 (1)	89.14 (1)	68.07 (1)	82.96 (1)	41.90 (6)
Norway	60.61 (2)	71.20 (5)	65.00 (2)	60.50 (5)	45.73 (5)
Sweden	60.01 (3)	83.05 (2)	57.79 (5)	52.15 (9)	47.06 (3)
Netherlands	57.21 (4)	71.93 (4)	59.32 (3)	57.07 (6)	40.52 (8)
Finland	56.79 (5)	78.93 (3)	58.25 (4)	49.10 (12)	40.90 (7)
Estonia	52.41 (6)	50.76 (8)	57.53 (6)	65.49 (3)	35.87 (11)
Slovenia	48.91 (7)	47.74 (11)	54.92 (7)	66.85 (2)	26.12 (20)
Czech Republic	48.26 (8)	47.32 (12)	48.43 (13)	63.21 (4)	34.08 (15)
France	48.08 (9)	55.71 (7)	52.22 (9)	54.87 (8)	29.53 (18)
United Kingdom	44.17 (10)	57.50 (6)	46.10 (15)	26.60 (21)	46.49 (4)
Austria	43.83 (11)	49.46 (9)	51.28 (10)	42.74 (15)	31.84 (16)
Italy	43.46 (12)	36.61 (16)	48.34 (14)	48.42 (13)	40.46 (9)
Hungary	43.08 (13)	40.64 (13)	33.34 (21)	51.00 (10)	47.33 (2)
Slovakia	42.63 (14)	27.72 (19)	40.46 (17)	50.59 (11)	51.76 (1)
Spain	41.09 (15)	37.33 (15)	50.41 (11)	38.51 (17)	38.11 (10)
Germany	40.40 (16)	49.12 (10)	53.30 (8)	27.66 (20)	31.51 (17)
Croatia	40.17 (17)	38.94 (14)	42.22 (16)	43.72 (14)	35.80 (12)
Poland	38.55 (18)	24.58 (21)	49.55 (12)	56.49 (7)	23.57 (21)
Lithuania	36.35 (19)	35.07 (17)	40.32 (18)	41.24 (16)	28.79 (19)
Bulgaria	33.71 (20)	31.87 (18)	33.97 (20)	33.88 (19)	35.10 (13)
Romania	33.55 (21)	25.40 (20)	36.81 (19)	36.96 (18)	35.03 (14)

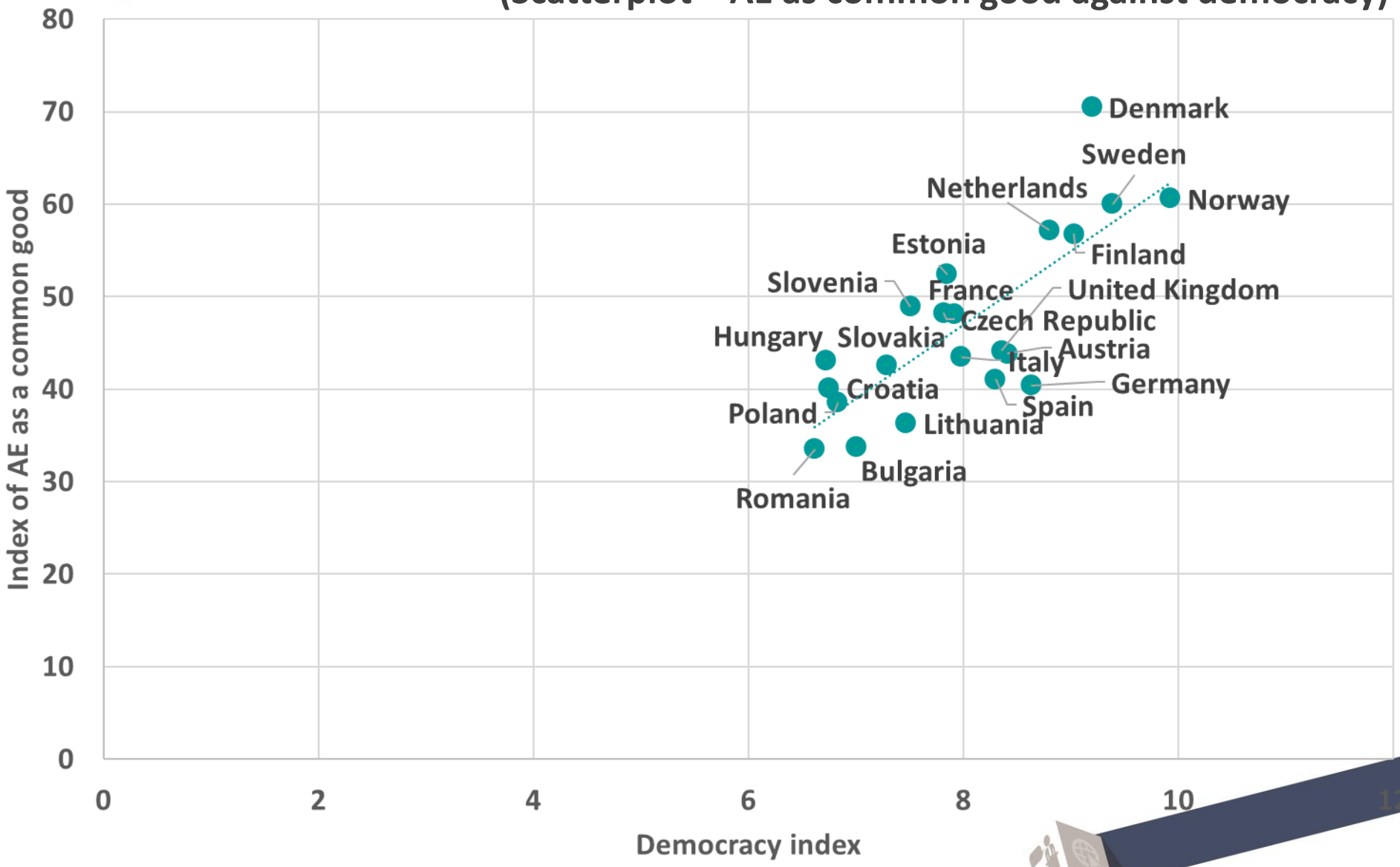


AE as a common good in different political contexts

- ❑ *In order to study how the accomplishment of AE as a common good varies in different political contexts, we selected the degree of democracy as an indicator.*
- ❑ We used data on the *Democracy Index* as of 2016. The Democracy Index is based on 60 indicators within five categories: electoral process and pluralism, civil liberties, the functioning of government, political participation, and political culture (The Economist Intelligence Unit 2017).



Relationship between the index of AE as a common good and the democracy index for 21 countries in 2016
 (Scatterplot – AE as common good against democracy)





The embeddedness of the influence of inequality in
access to AE on generalised and institutional trust
in country's democracy regime

Social trust and educational inequalities

- ❑ Social trust is the invisible axes of each society.
- ❑ “Without the general trust that people have in each other, society itself would disintegrate” (Simmel 2004 [1900], pp. 177–178).
- ❑ Types of trust: personal, impersonal, and institutional trust.
- ❑ A strong association between education and trust - high levels of education result in high levels of generalised trust (Inglehart 1999; Rothstein and Uslaner 2005; You 2012).
- ❑ The educational inequalities in contemporary societies are as important as the inequalities in income and wealth.





Data, variables, and empirical strategy (1)

Data

- European Social Survey
- PIAAC
- Labour Force Survey

Indexes

- of inequalities in access to AE,
- of readiness to learn, &
- of learning at work

measure different aspects of inequalities in AE related to access and achievement

Limitations

- people aged 25–64 years
- 24 countries
- for the index of learning at work and the index of readiness to learn there are data only for 18 countries
- The missing values from the individual level variables are deleted



Data, variables, and empirical strategy (2)

Measures

❑ **Impersonal (generalised) trust**

- ✓ Q: *'Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?'*
- ✓ The answers were given on an 11-point scale, where 0 meant *'you can't be too careful'* and 10 meaning that *'most people can be trusted'*.
- ✓ We call this indicator *'generalised trust'* (*'most people can be trusted'* or *'you can't be too careful'*).

❑ **Trust in social institutions (institutional trust)**

- ✓ Q: *'Please tell me on a score of 0–10 how much you personally trust each of the institutions, where 0 means you do not trust an institution at all, and 10 means you have complete trust.'*
- ✓ We have reported data revealing *trust in the legal system*.

These two indicators were transformed into yes/no variables (scores 6-10 became 1 = yes; and 0-5 scores were 0 = no) which will be used as dependent variables in the following analysis.



Data, variables, and empirical strategy (3)

Independent variables at the individual level

- ✓ *Participation in adult work-related education and training* (reference period 12 months) (0 = no / 1 = yes) – this came from an ESS question: ‘*During the last twelve months, have you taken any course or attended any lecture or conference to improve your knowledge or skills for work?*’;
- ✓ *Highest educational level* (ISCED 2011, 8 categories); &
- ✓ *Social background* – measured by parents’ education (0 = low social background, including persons whose parents had no higher education; 1 = high social background, including people who had at least one parent with higher education).

Control variables at the individual level

- ✓ *Gender* (0 = male, 1 = female),
- ✓ *Age* (in years),
- ✓ *Total net household income* (10 decile groups), &
- ✓ *Labour market status* (0 for engaged in paid work; 1 for engaged in education; 2 for unemployed; 3 for inactive).





Data, variables, and empirical strategy (4)

Independent variables at country level

- ✓ *Democratic regime*: Bulgaria, Cyprus, Estonia, France, Hungary, Italy, Lithuania, Poland, Portugal, Slovakia, and Slovenia can be classified as *flawed democracies* (=0); whereas Belgium, the Czech Republic, Denmark, Germany, Great Britain, Finland, Iceland, Ireland, the Netherlands, Norway, Spain, Sweden, and Switzerland can be classified as *full democracies* (=1) (The Economist Intelligence Unit 2012).
- ✓ *Index of inequality in access to adult education*: developed by Cabus & Štefánik (2019), it is based on data from the LFS. The inequality indexes represent concentration indices. Positive concentration indexes indicate that adult education is clustered among the highly educated, while negative concentration indexes indicate that adult education is clustered among the less educated. They range from -1 and +1, respectively, which means perfect inequality. We have used this index, calculated for 2012 on data from the pseudo-data panel developed within the ENLIVEN project (Cabus et al. 2018).





Data, variables, and empirical strategy (5)

- ✓ *Index of readiness to learn* – Individual readiness to learn is assessed by the PIAAC through questions on the intensity of how respondents: relate new ideas into real life, like learning new things; relate to their existing knowledge when coming across something new; get to the bottom of difficult things; figure out how different ideas fit together and look for additional information (OECD 2016). These results were combined in an index of readiness to learn. For this index we have used compendia datasets of tables prepared for R1 (2011/2012) for 16 countries and for R2 (2014/2015) for Lithuania and Slovenia. The overall distribution of agreement with these statements is divided into 5 quintiles so that they show the proportions of people belonging to each quintile. We have used the bottom quintile – lowest to 20%.
- ✓ *Index of learning at work* – Individuals' learning at work is also assessed by the PIAAC. It refers to learning new things from supervisors or co-workers, learning-by-doing, and keeping up-to-date with new products or services (OECD 2013). For this index we have used compendia datasets of tables prepared for R1 (2011/2012) for 16 countries and for R2 (2014/2015) for Lithuania and Slovenia. The overall distribution of agreement to these statements is divided into 5 quintiles so they show the proportions of people belonging to each quintile. We have used the bottom quintile – lowest to 20%.





Data, variables, and empirical strategy (6)

Methods

- ✓ Descriptive statistics,
- ✓ Correlation analysis, &
- ✓ Multilevel modelling technique

Empirical strategy

- ✓ We estimated 8 models separately for generalised trust and trust in the legal system. The reason for this was to avoid multicollinearity between the macro-level variables.
- ✓ Both Models 0 are our (unconditional) baseline models, containing only the intercepts (constants).
- ✓ Models 1 include all the individual characteristics.
- ✓ Models 2a, 3a, and 4a include democratic regime and respectively the index of inequalities in access to adult education, index of readiness to learn, and index of learning at work.
- ✓ Models 2b, 3b, and 4b include interactions between democratic regimes & the above-mentioned indexes.





Influence of individual characteristics, inequalities in AE, and democratic regime on generalised trust (Odds ratio)

Source: European Social Survey 2012

	Model 0	Model 1	Model 2a	Model 2b	Model 3a	Model 3b	Model 4a	Model 4b
Participation in work-related training vs No		1.153**	1.152**	1.152**	1.141**	1.142**	1.141**	1.142**
ISCED 2 vs ISCED 0-1		1.105	1.104	1.103	1.085	1.086	1.084	1.086
ISCED 3 general vs ISCED 0-1		1.712**	1.711**	1.712**	1.738**	1.737**	1.737**	1.738**
ISCED 3 vocational vs ISCED 0-1		1.556**	1.552**	1.553**	1.497**	1.496**	1.496**	1.499**
ISCED 4 vs ISCED 0-1		1.948**	1.942**	1.947**	1.907**	1.904**	1.905**	1.905**
ISCED 5 short vs ISCED 0-1		1.834**	1.827**	1.828**	1.710**	1.710**	1.710**	1.712**
ISCED 5 medium vs ISCED 0-1		2.495**	2.491**	2.493**	2.374**	2.372**	2.372**	2.374**
ISCED 5 long & ISCED 6 doctor vs ISCED 0-1		2.762**	2.758**	2.758**	2.597**	2.596**	2.596**	2.597**
High socioeconomic background vs. Low		1.117**	1.115**	1.115**	1.129**	1.129**	1.129**	1.129**
Full democracy vs. Flawed			1.824*	2.090**	1.838*	2.119**	2.144**	2.036**
Index of inequalities in access to AE			0.739*	1.093				
Index of inequalities in access to AE*Full				0.490**				
Index of readiness to learn					0.752*	1.056		
Index of readiness to learn*Full						0.610+		
Index of learning at work							0.894	1.041
Index of learning at work*Full								0.524*
Country-level variance	0.640	0.528*	0.228**	0.142**	0.250**	0.208**	0.303**	0.235**
Intraclass correlation (rho)	0.163	0.138	0.065	0.042	0.071	0.059	0.084	0.067
No. of observations	21182	21182	21182	21182	16803	16803	16803	16803
No. of countries	24	24	24	24	18	18	18	18





Who trusts other people more – and where?

Our results show that:

- ❑ Better educated people are generally more trusting than the poorly educated (Models 1-4b).
- ❑ Participation in adult work-related education and training is positively associated with levels of trust (Models 1-4b).
- ❑ High social background is positively associated with trust (Models 1-4b).
- ❑ Adults' odds of trusting random people are greater when people live in full democracies than if they live in countries characterised by flawed democracy (Models 2a-4b).
- ❑ *As inequalities in access to AE rise, levels of generalised trust drop (Model 2a).*
- ❑ *The strength of the association between inequalities in access to AE and levels of generalised trust depends on the democratic regime of the country in which people live (Model 2b). More specifically, the association between inequalities in access to AE and generalised trust is negative for countries enjoying full democracy. This means that adults living in fully democratic countries are less trusting in random people when the level of inequality in access to AE there is high.*
- ❑ Negative association with regard to the proportions of people with a low readiness to learn or who learn at work (Models 3b and 4b). This means that adults living in fully democratic countries are less trusting in random people when the proportions of adults with a low readiness to learn or low levels of learning at work are high.





Influence of individual characteristics, inequalities in AE, and democratic regime on trust in the legal system (Odds ratio)

Source: European Social Survey 2012

	Model 0	Model 1	Model 2a	Model 2b	Model 3a	Model 3b	Model 4a	Model 4b
Participation in work-related training vs No		1.110**	1.110**	1.109**	1.113**	1.113**	1.113**	1.113**
ISCED 2 vs ISCED 0-1		0.966	0.965	0.964	1.035	1.035	1.034	1.034
ISCED 3 general vs ISCED 0-1		1.312**	1.312**	1.315**	1.500**	1.500**	1.499**	1.499**
ISCED 3 vocational vs ISCED 0-1		1.074	1.073	1.075	1.178+	1.177+	1.176+	1.177+
ISCED 4 vs ISCED 0-1		1.209+	1.207+	1.211+	1.326**	1.326**	1.324**	1.326**
ISCED 5 short vs ISCED 0-1		1.350**	1.348**	1.352**	1.532**	1.532**	1.531**	1.532**
ISCED 5 medium vs ISCED 0-1		1.874**	1.873**	1.876**	2.077**	2.076**	2.075**	2.074**
ISCED 5 long & ISCED 6 doctor vs ISCED 0-1		2.232**	2.231**	2.234**	2.566**	2.565**	2.564**	2.564**
High socioeconomic background vs. Low		1.041	1.039	1.040	1.046	1.046	1.046	1.046
Full democracy vs. Flawed			2.419*	3.002**	2.512*	2.575*	3.269**	3.155**
Index of inequalities in access to AE			0.651*	1.208				
Index of inequalities in access to AE*Full				0.322**				
Index of readiness to learn					0.610**	0.648		
Index of readiness to learn*Full						0.916		
Index of learning at work							0.821	0.913
Index of learning at work*Full								0.634
Country-level variance	1.254	1.154	0.523*	0.309**	0.490*	0.489*	0.647	0.613
Intraclass correlation (rho)	.276	.260	.137	.086	.130	.129	.164	.157
No. of observations	20958	20958	20958	20958	16673	16673	16673	16673
No. of countries	24	24	24	24	18	18	18	18





Who trusts the legal system more – and where?

Our results show that:

- ❑ Better educated are generally more trusting in the legal system than the poorly educated (Models 1-4b).
- ❑ Adults' odds of trusting the legal system are higher when they have participated in adult work-related education and training in the last 12 months than they are for those who have not participated in such activities (Models 1-4b).
- ❑ In contrast to generalised trust, there is no association between individuals' social backgrounds and their trust in the legal system. Adults' odds of trusting in the legal system are greater when they live in full democracies than if they live in countries characterised by flawed democracy (Models 2a-4b).
- ❑ *As inequalities in access to adult education rise, levels of trust in the legal system drop (Model 2a).*
- ❑ *The strength of the association between inequalities in access to AE and the level of trust in the legal system depends on the democratic regime of the country in which people live (Model 2b). More concretely, the association between inequalities in access to AE and trust in the legal system is negative in countries with full democracy. Thus, adults living in fully democratic countries are less trusting in the legal system when the level of inequality in access to AE there is high.*





Who trusts – and where? Summary

- ❑ The strength of the association between inequalities in AE and levels of trust depends on the democratic regime of the (European) country where people live. More specifically, *in fully democratic countries, inequalities in access to AE are associated with lower levels of impersonal and institutional trust.*
- ❑ The results have also shown that in full democracies where adults have a low readiness to learn and there are low levels of learning at work, the level of generalised trust decreases. These findings suggest that people living in more democratic societies are more sensitive towards inequalities in AE.
- ❑ We can hypothesise that, to a greater extent than people living in less democratic societies, those living in full democracies regard AE as a public or common good and, because of that, they do not accept the existence of high levels of inequalities in AE as a characteristic of a democratic society.





The impact of political context on research into AE

Paulo Freire (1921–1997): the different faces of the educator and philosopher

- ❑ After being in prison and exiled he published the books – *Education as the Practice of Freedom* and *Pedagogy of the Oppressed* – the latter of which has become one of the most inspiring and influential books on education and its humanistic and empowerment role.
- ❑ Freire was a *visiting professor* at Harvard University and Cambridge, Massachusetts.
- ❑ He was a leading *advocate of the critical pedagogy*: he considers teaching and learning as political acts in and of themselves; argues against the “banking” concept of education, in which students are viewed as empty accounts to be filled by teachers.
- ❑ Freire worked as a *special education advisor to the World Council of Churches*.
- ❑ He acted as *an advisor on education reform in several former Portuguese colonies in Africa*.
- ❑ Freire was *a supervisor for an adult literacy project* from 1980 to 1986 and in 1988 was appointed as *a municipal Secretary of Education*.



For whom and for what do we study AE: The division of labour in studying AE (1)

Adapted from: Burawoy (2005, 2006)

	Academic audience	Extra-academic audience
Instrumental knowledge (solving a problem or discussion of means) <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge <input type="checkbox"/> Truth <input type="checkbox"/> Legitimacy <input type="checkbox"/> Accountability <input type="checkbox"/> Pathology <input type="checkbox"/> Politics 	<i>Professional theories of AE</i> <p>Theoretical/empirical Correspondence Scientific norms Peers Self-referentiality Professional self-interest</p>	<i>Policy theories of AE</i> <p>Concrete Pragmatic Effectiveness Clients/Patrons Servility Policy interventions</p>
Reflexive knowledge (discussion about the ends and values) <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge <input type="checkbox"/> Truth <input type="checkbox"/> Legitimacy <input type="checkbox"/> Accountability <input type="checkbox"/> Pathology <input type="checkbox"/> Politics 	<i>Critical theories of AE</i> <p>Foundational Normative Moral vision Critical intellectuals Dogmatism Internal debate</p>	<i>Public theories of AE</i> <p>Communicative Consensus Relevance Designated publics Faddishness Public dialogue</p>



For whom and for what do we study AE: The division of labour in studying AE (2)

- ❑ **Policy theories of AE** are theories in the service of a goal defined by a Client; their goal is to provide solutions to problems that are presented to us.
- ❑ **Public theories of AE**, by contrast, strike up dialogic relations between scholars and public in which the agenda of each is brought to the table and each participant adjusts to the other.
- ❑ There can be neither policy nor public theories of AE without a **professional theories** that supply true and tested methods, accumulated bodies of knowledge, orienting questions, and conceptual frameworks, thus providing both legitimacy and expertise for policy and public theories.
- ❑ The role of **critical theories** is to examine the foundations—both the explicit and the implicit, both normative and descriptive – of the research programs of professional theories.





The multiplicity of public theories (sociology/pedagogy/economics, etc.) of AE


Traditional public theories of AE

– e.g. scholars comment in newspapers on matters of AE of public importance and stimulate public discussions.

Organic public theories of AE

– e.g. scholars work in close connection with a visible, active, local and often counter-public, such as associations, communities, movements.





Concluding remarks: AE and democracy

- ❑ *“The devotion of democracy to education is a familiar fact”* (John Dewey (2001 [1916], p. 91).
- ❑ A democracy *“is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience”*. Its moral meaning is *“that a social return be demanded from all and that opportunity for development of distinctive capacities be afforded all”* (Ibid, pp. 91, 92, 127).
- ❑ The accomplishment of AE as a common good and reducing inequalities in access to AE are ways of promoting social justice, solidarity, and the importance of shared actions in society. That is why **AE is closely associated with the essence of a democracy** as a *“society which makes provision for participation in its good of all its members on equal terms and which secures flexible readjustments of its institutions through interaction of the different forms of associated life”* (Dewey 2001 [1916], p. 104).





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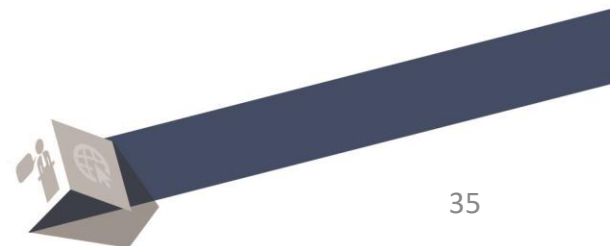
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