

INNOVATION CONFERENCE

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The teacher's role in improving social inclusion in adult education



COPENHAGEN
ADULT
EDUCATION
INSTITUTE



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Education against Marginalisation
an EU- project (www.social.eu)



A. Adult Education and Social Inclusion: what happens within?

- The project EDAM looked into the conditions of promoting Social Inclusion via AE
- A research in 8 EU-countries, asking almost 1000 persons that are “marginalized” about their assessment of self and society before and after a course

Who is it for?



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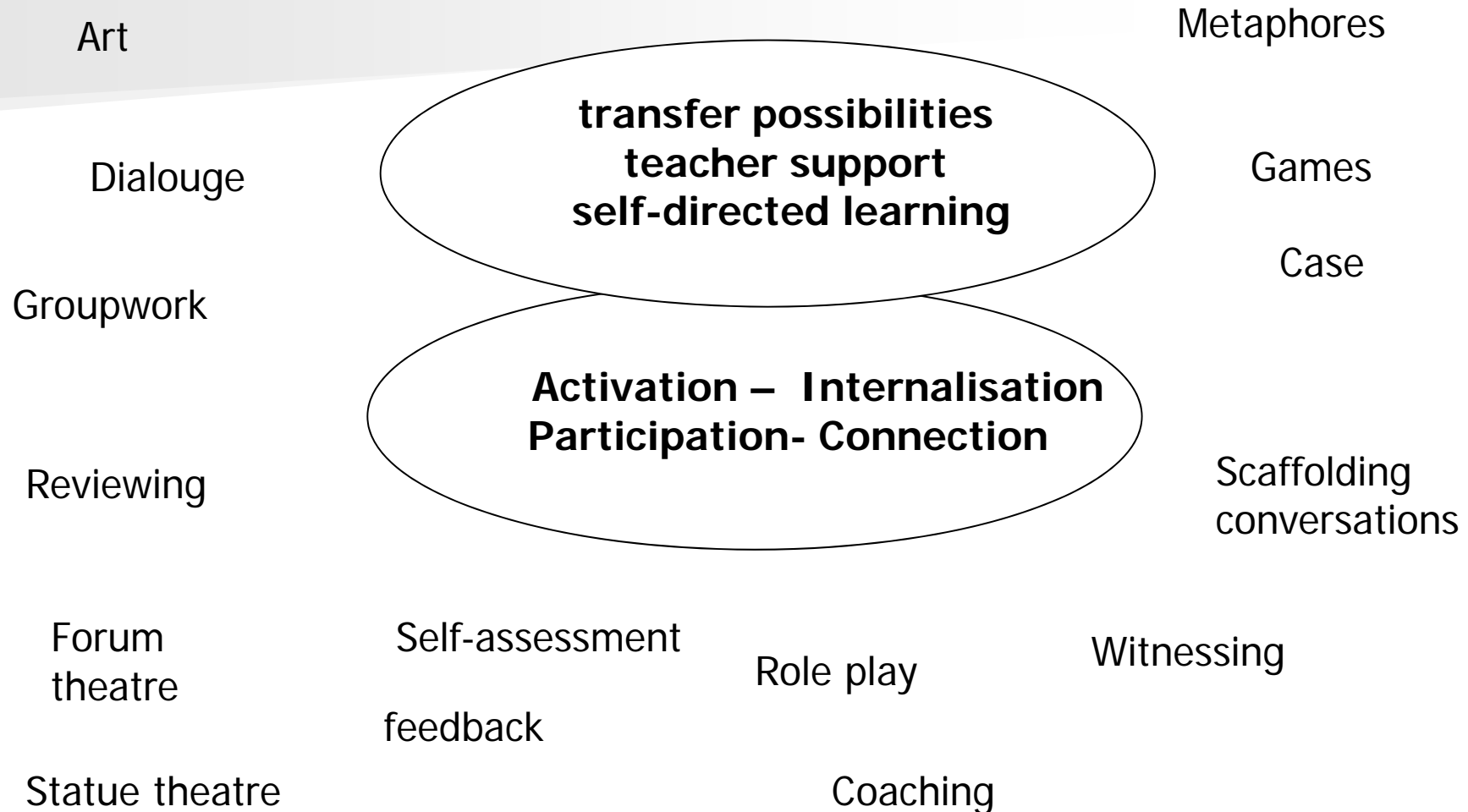
What part of the learning environment has an influence on Social Inclusion?

- Transfer possibilities
 - The more opportunities are presented to transfer the learning outcome into life, the more likely it is that Social Inclusion is enhanced.
- Activation & Internalisation:
 - Most important is the support of teacher
- Participation & Connecteness:
 - Learning content and the learning activities themselves

Adult teacher competences

- using a participant oriented planning method with the aim of meeting the learners needs and improve transfer
- designing learning activities that involve different learning styles with the aim of improving transformative learning, empowerment and recognition
- meeting barriers and defence mechanism towards learning in a constructive way
- being authentic and appreciative

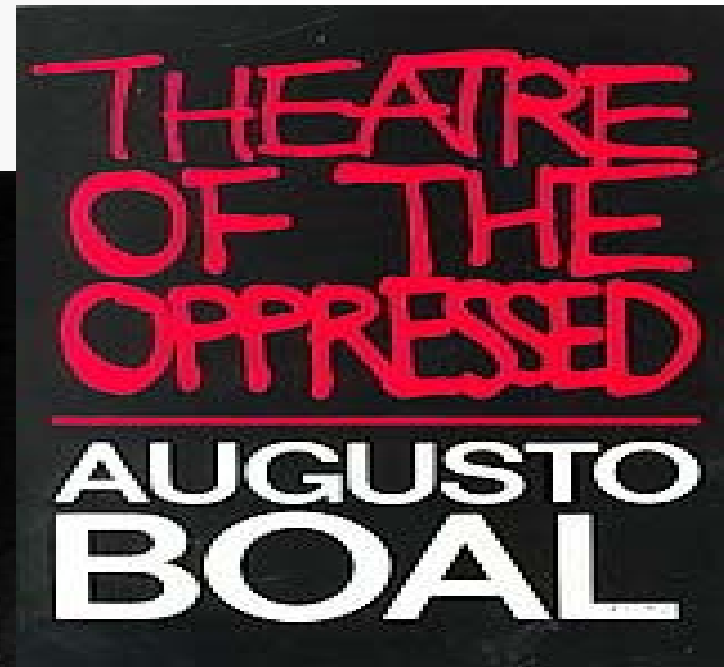
Methodological facilitation of social inclusion



The potential in aesthetic learning

- Involves cognitive, emotional and social abilities
- Develop cultural identity and social competences
- Make new actions possible
- Creates life energy and fantasy

Augusto Boal 1931-2009



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Theatre stimulate knowledge,
discovery, cognition and
recognition - the process
of learning by experience.

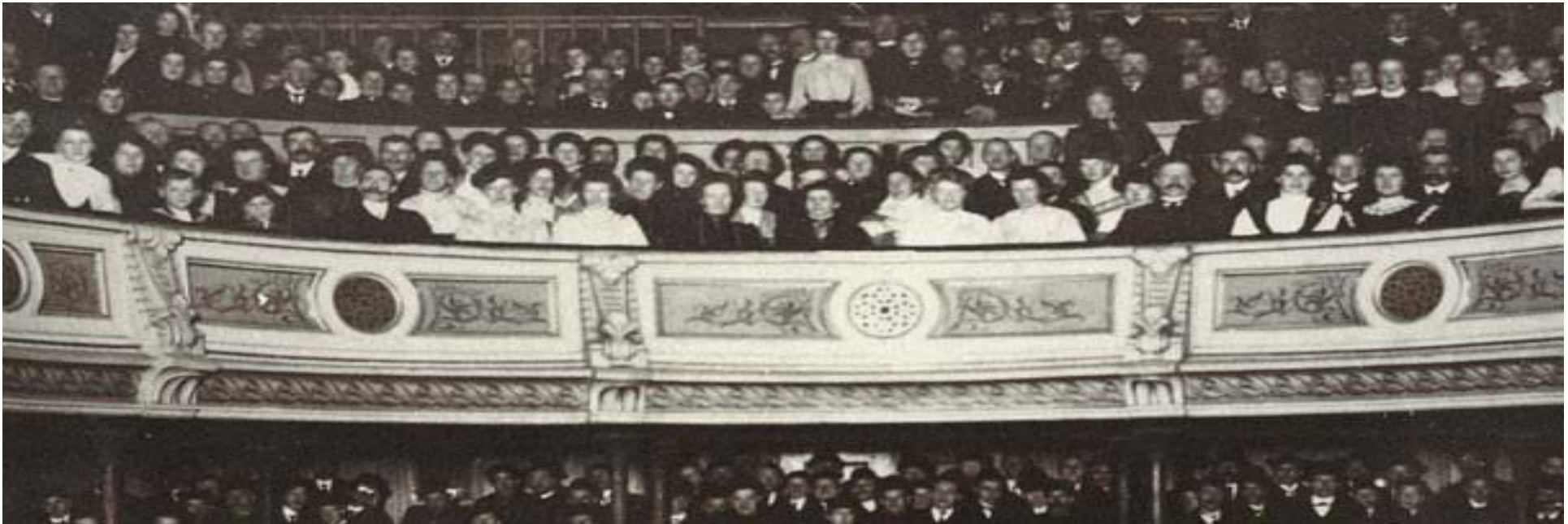
Augusto Boal

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“The human being not
only ‘makes’ theatre it
‘is’ theatre”

Boal



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The principles of the forum theatre

- From passive receiver to active spectators
“spect-actors”
- The audience bring their own experience and suggestions to the question.
- Investigation of a real-life protagonist
- Releases desires which societal constructions has imprisoned
- What is to be done?
- Creates new possibilities for action

Stories don't mirror life, they shape it

White

"The language is the house we live in"
Heidegger

"Word creates what it calls"
Grundtvig

Scaffolding

- Based on Vygotsky learning theory about the proximal development zone.
- The scaffolding conversations makes it possible to move from what you know to what you potential want to be able to know because you make scaffolding along the way.

Witnessing

- Originally based on the concept of definitional ceremony as the anthropologist Babara Myerhoff called it.
- Ceremonies functioned as an antidote to isolation.
- From thin stories to thicker identity stories
- A powerful practice

Scaffolding and Witnessing

- Developing rich identity stories
- Creating connection with one self and the environment
- Fostering empowerment and personal agency
- Promoting social inclusion

The task of the outside witness

Respond in a structured way so that the persons favorite story is highlighted and the person who is in focus will become a witness to what kind of experience the outsiders have with the same kind of story.

Instructions to the witness

- Be aware of what you are drawn to
- Be conscious of what images, reflections or thoughts the story is evoking in you
- Be real and genuine
- Show solidarity with the intention

Guidelines

- Telling the significant story

the interviewer follows the conversation map

- Retelling of the story by the witnesses

the interviewer follows the four categories of inquiry

- The retelling of the witnesses' retelling

the interviewer is guiding the person(s) for whom the ceremony is for

Michael White "Maps of Narrative Practice"

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