

Europe and Beyond:
Boundaries, Barriers and Belonging



Abstract Book

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The Double Exclusion: Level of Education and Educational Activity of Adults

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In modern societies, the problem of adult learning becomes more important and is considered as one of the significant problems that should be addressed in the sociology of education. In our presentation, we want to draw attention to the educational activity of people with low qualifications. The results of such research as the Labour Force Survey and the Adult Education Survey show that better-educated people develop their competences more often than worse-educated. This phenomenon is usually explained using the concept of cultural and social capital. However, it can be assumed that the difference in the level of the educational activity is due to other factors. One of them could be measuring method. Analysis of the Polish versions of LFS survey indicate that low-qualified people are disadvantaged in terms of selected forms of education included in questionnaires and the survey language. The Gunning Fog Index made for the questions about non-formal learning in LFS questionnaire showed that it is necessary to have a University degree to understand it. People with low qualifications have difficulty in decoding the text. Therefore, research on the educational activity of adults do not reflect the actual involvement of low-skilled people in the development of their competences. The presentation puts forward the thesis that in the area of adults learning we deal with the phenomenon of double exclusion. The adult education system is better adapted to the needs and abilities of better-educated and research measuring the level of educational activity favours people with higher language competences, further strengthening the stereotypical image of people with a lower level of education as educationally passive.

European Lifelong Guidance Policies and Devices: an Opportunity or a Hindrance to Emancipation?

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In the latest educational policies at national and European level, lifelong guidance is increasingly identified as a key instrument to innovate and strengthen the provision of schooling to reduce school dropout and develop students' adaptive capacities in a context of growing job flexibility. Guidance activities constitute indeed a key setting for the development of Career Management Skills (CMS), those abilities needed to support students in their transitions through education, work and training. By looking at the Italian context, our paper outlines how lifelong guidance policies, and the technological mediation used to make them operational, constitute crucial devices promoting changings in teachers' professional culture. In particular, we analyse how teachers are recruited into a new pedagogical paradigm and we reflect on if and how this opens or closes spaces for developing processes of empowering or domination, especially for students from an underprivileged background. In the paper, we discuss the case of the recent introduction of a career guidance software in Italian schools, named SORPRENDO, whose aim is to improve the quality of guidance services in Italy and provide an e-learning platform where teachers can support and evaluate the future planning of students. First, we provide a theoretical reflection on the agential effect of digital devices in the governing of education, in particular through their interaction with teachers' practices; secondly, through an empiric case study research, we show the types of educational practices the software makes 'affordable' within the Italian school context, and the organisational and cultural tensions it creates. We conclude by reflecting on the impact of the lifelong guidance project on the pedagogical relationship between teachers and their students, highlighting limits and opportunities.