

Integrating cultural diversity in university Continuing Education

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Goal 4 'inclusive and quality' education for all by 2030

'éducation permanente' (UNESCO)

"first time [when] an element of freedom has been introduced into the educational universe"

a "new kind of learner"... unique in his personality and rich in experience" (Lengrand, 1986: 9).

Recurrent education (OECD)

Recurrent education was commonly promoted as a system that would yield economic gains, benefit the labour market, lead to increased equality, and stimulate students' search for knowledge (Rubenstein2000:243).

Lifelong Learning

Lifelong learning is no longer just one aspect of education and training; it must become the guiding principle for provision and participation across the full continuum of learning. (Memorandum on Lifelong Learning 2000:3).

Irish Policy context 2000 and 2015

Goals 2000

(Adult Education White Paper)

- Consciousness raising
- Citizenship
- Empowerment
- **Competitiveness**
- Cultural development
- Community building

Goals 2015

(SOLAS Strategy)

- **Skills for the economy**
- Active Inclusion
- Quality Provision
- Integrated Planning and Funding
- Standing of FET

Critique

All evidence points to abandonment of significant social goals...[a] failure of our historic promise to serve as a means of realizing democracy's full potential and the decline of a once idealistic movement to a collective free market mentality with a vested interest in serving only those who can afford to pay and in maintaining the social status

(Mezirow,1996:2)

Critique

One can envisage education becoming less and less a closed site differentiated from the workplace as another closed site, but both disappearing and giving way to frightful continual training, to continual monitoring of worker-schoolkids or bureaucrat-students.

(Deleuze, 1995:179)

Conceptual problem
mis-understanding of learning

Lifelong learning



The higher education assemblage

- A system
- Site of knowledge creation and advancement – what kind of knowledges?
- Sacred/profane (Durkheim);
- Socialisation – we become “part of particular social, cultural and political orders” (Biesta, 2009:21-22)
- Qualification

Agency and critical freedom (Arendt)

The Rhizomatic Turn Learning as rhizomatic



	Postmodern/hypermodern/mostmodern/late modern	Ecological postmodern
place in college in a body;	Academic learning subdivided into modular formats with learning outcomes, frameworks of qualifications;	Learning and experience intrinsic features of knowledge advancement and creativity
Information	Learning and doing come together when useful to skills development for the economy for example internships, placements;	Focus on emergent knowledge and possibilities;
Examinations	Continuous assessment and sit down examinations the norm;	Self replaced with subjects that are in a continuous becoming;
Centre of	Self decentring and identities becoming multiple;	Discourses of diversity and flow;
of sameness	Discourses of difference emerging.	Assessment changes even of your own becoming; self assessment; assessment progress – how far traveled
for the elite-	Mass education for work – opening up	Education for learning and anyone who wants it.
m;		Self-education – online,