



## **INTERNATIONAL CONFERENCE**

*Lifelong learning: Interdisciplinary approaches*

# **BOOK OF ABSTRACTS**

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## Book of Abstracts

*Note. Abstracts are listed alphabetically by first author. In cases of multiple authorship, the presenting author has been underlined.*

**Title:** Training the trainers in the Medical School of AUTH: An applied program for academics

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This talk will discuss the development, application and evaluation of a training program for members of academic staff. Using the experience of the “Training the Trainers” program of the Medical School of the Aristotle University (Thessaloniki) as a case study, the presentation will focus on the following issues; the development of the program and logistics in implementing and positive/negative feedback. Using structured feedback forms from the previous years it will present the evaluation from participants. Finally, directions for future developments and the possibilities for expanding the program to other departments will be considered.

**Title:** Evaluating a structural equation model measuring leadership changes in a lifelong learning world

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With the objective of answering the question “Does leadership change in the lifelong learning world?” the present study examines the validity and reliability of an instrument (a structural equation model) designed for measuring factors that have an impact on lifelong learning and leadership issues. Specifically, it evaluates construct validity by estimating both convergent and discriminate validity, while evaluating the internal consistency of the instrument itself. Another aim of the study is to estimate how the instrument determines the reasonable relations among the factors, describes the reasonable results and assigns the quality of data adaptation within it. A 23-item questionnaire referring to five factors (time management, change management, diversity management, conflict management, and innovative skills) was distributed to a sample of 134 graduate students from the Educational and Social Policy Department of Macedonia University. This questionnaire with confirmed validity and reliability was used as a basis for the design and evaluation of the structural equation model. In order to examine the structure of the factors measured with this questionnaire, a confirmatory factor analysis with models of structural equations and the development of a model indicating the relationship between the various factors was attempted, and in particular the relationship between the observed variable and the factors was evaluated. The aim of this confirmatory analysis was to reveal if the questionnaire is

actually valid and suitable for the measurement of the variables it investigates. It is noted that an instrument of evaluation has validity if the existence of variation is justified in its statements. In order to test this model its suitability must be assessed. From the findings it is evident that the proposed structural equation model, consisting of five components (factors) time management, change management, diversity management, conflict management and innovative skills, can describe, evaluate and determine the characteristics of leadership in the way it is shaped in the area of lifelong learning. In addition to other findings, it was found that the change management factor has a high positive direct effect on the innovation skills factor, and a moderate effect on the diversity management factor. Also, it was obvious from the results that the innovation skills factor, the diversity management factor, and the time management factor all have a high positive direct effect on the conflict management factor while the change management factor has a moderate direct effect on the conflict management factor. Additionally, the diversity management factor has little effect on innovation skills factors. Similarly, the time management factor has a little direct effect on both the change management factor and the innovation skills factor and no effect on the diversity management factor. The uniqueness of this study is based on the construction of a valid and reliable instrument which can be used by researchers to evaluate graduate or post graduate students' opinions and perceptions about leadership and its changing role in the contemporary lifelong learning society.

**Title:** Schools, Purpose and Values: What do we really learn at school?

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Schools are organisations. The aforementioned statement seems obvious, but there is serious resistance to viewing schools through an organisational lens (Montgomery & Kehoe, 2010). When we think of the schooling we tend to think of teaching and learning methods and outcomes and the obstacles to teaching and learning, *eg* truancy, learning disabilities, misbehaviour *etc*. However, there is another kind of learning occurring in schools; young people are not only learning the curriculum in the classroom but also learning from the *organizational* process they are *experiencing* in the whole school. The fact that students experience schools as an organisation has many implications. Schools are the first formal organisations every human experiences. School is where we learn how organisations and their processes actually work - how to belong to, and form, protective groups, how to lead, how to deal with authority, what motivates people, how people control people, what social status means in an organization, 'acceptable' and 'unacceptable' behaviours, models of success and failure *etc*. The picture we develop in our minds of how these processes work in our school affects all our later organizational behaviour. Schools, it has been argued, are where we first develop our 'organization-in-the-mind' (e.g., Armstrong, 2009; Bazalgette and Kehoe, 2006), the mental picture we develop of how organisations work and our place and status in them, which predicts much of our organisational behaviour and social identity. Inclusion and exclusion are used to project values about what roles young people should take in a school, and what kind of student is valued and not valued (Aronson, 1999). Most importantly of all, our

understanding of organizational behavioural norms and our sense of our role, and value, in organizational life are developed through this process. Roles and responsibilities are important because they offer security and a place in the organisation for all children. Students who do not experience themselves as valued by a school culture then find it difficult to experience belonging in the school and subsequently underperform or display 'behavioural problems'. Commitment and loyalty to colleagues and pupils as well as acceptance and tolerance in all levels are considered of great importance as well as willingness to co-operate and compromise when appropriate. At the same time, openness and participation in management processes are values highly connected with the success of the organisation (Nelson-Jones (1996). There is no doubt that schools are more complex than other organisations because of the expectations laid upon them and because of the critical place that they have in our society (Handy and Aitken, 1990). There is a sense in which 21<sup>st</sup> Century children have outgrown the way schools are presently structured. Education for the future is likely to be less about subjects and gathering knowledge and more about learning to live as an independently functioning being, which is both self-regarding and regardful of others (Handy and Aitken, 1990). Last but not least, schools like any other organisations should adapt to change, so as to face the future and its challenges. Changes in the values in the product, the staff and in the management will by no means turn schools into organisations that anticipate future with a vision and pick up the challenge. A more open and a more flexible school, a school as a lifelong learning organisation will be able to face future straightforwardly and fulfil the expectations laid upon it. The present paper has two objectives; (1) to report on some preliminary research that explores what individuals report learning from their time at school; (2) to introduce a new framework aimed at exploring how we can reimagine the school system in a constructive and progressive way.

**Title:** Public Policy for LLL in Greece: The contribution of the private sector in the recent public consultation on LLL

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The citizen's participation in the design of public policy has been recently introduced to the Greek reality, by creating the institution of Public Consultation. The Ministry of Education, Lifelong Learning and Religious Affairs held a public consultation during the period 4/2/2010 - 17/2/2010 in order to give the citizens the opportunity to discuss and comment on its political guidelines "Towards a New Policy of Lifelong Learning in Greece". The purpose of this article is a comparative study and analysis of the comments posted on the public consultation, in relation to the content of the document that was given for consultation, an identification of the most frequently annotated entity or structure and finally the analysis of the content of these comments. The adopted methods to achieve the goals of this research are the Content Analysis and the Semiotics of Texts. In this context, the content analysis was initiated in two axes, on one side the quantitative discrimination of the comments regarding their report to the institutions and structures of Lifelong Learning, and on the other side the qualitative

categorization of comments based on their content. The text notation was applied to identify common or similar words, sentences and concepts in the comments of the structure presenting the highest frequency of feedback, in order to determine the degree of coordinated participation of the commentators. As the results shows the highest frequency of annotation refer to Liberal Studies Workshops (private sectors). The semantics of these comments present a coordinated and targeted effort to promote both the problems and the role of the Liberal Studies Workshops in the implementation of the lifelong learning education policy in Greece. Both, the comments concerning the Liberal Studies Workshops and those concerning other educational institutions, were not related to the text content that was given for public consultation. Taking into consideration the issues presented and further on commented on a larger scale, we conclude that the public consultation regarding the text on the political orientation of the Ministry of Education, Lifelong Learning and Religious Affairs "Towards a New Politics of Lifelong Learning in Greece" was treated mainly as a forum used to declare problems and complaints on the current institutional situation and thus was not associated with concrete proposals on changing the text itself. This is because the text didn't present explicit questions but only overall long-term goals. Therefore, the frequency and the periodicity of the comments regarding the Liberal Studies Workshops in addition to the content of these comments suggest a coordinated and targeted participation in this public consultation by private institutes, leading us to the conclusion that private educational institutes need to participate in the design and the future implementation of the policy for certified lifelong learning in Greece.

**Title:** Intercultural education at the faculties of primary education

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In our country, radical changes have occurred to the national and cultural structure of the student community, during the last two decades. The graduates of Primary Education Sector do not seem to have always consolidated knowledge and concrete aspects related to the multi-cultural environment, they are going to deal with when they are appointed. The development of new instructional practices during pre-graduate studies, the constant improvement of their abilities and the implementation of specific stances and ideas seem to be the decisive factors for a successful route in a multi-cultural school, such as the modern type of school.

Both in Greece and in other European countries, which are multicultural, much emphasis has been placed on the intercultural ability of the newly posted teacher. The ongoing interaction between cultures implies 'diversity' inside a classroom environment, creating the great need for well-prepared and educated teachers to teach in a multicultural environment. That's the reason for us attempting to:

a) identify and record the needs of pre-graduate students of fourth year attending the department of primary education – University of Athens on issues related to intercultural education,

b) record their suggestions about the improvement of educational planning.

Content analysis was the basic method used to analyze the students' answers to the open ended questions. We indexed all the answers -reports for extracting the thematic

categories and sub-categories, and then, we used the methods of separation and grouping. Every statement was classified in these categories and sub-categories, whereas irrelevant reports were not included. Both quantitative and qualitative analysis was used, so as to achieve a better and deeper understanding of the data. Concerning the first thematic category, related to the identification of the students' needs, the issue pointed out was the systematic 'contact' with the field of the intercultural education, through courses, practice and participation in scientific meetings and the acquisition of knowledge through internet and libraries. Concerning the second thematic category, the suggestions about the improvement of the educational planning were related to visits and practice in specific multicultural environments.

**Title:** Programs and models of teaching of dexterities of independent existence in individuals with intellectual infirmity

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The programs and the models of teaching independent living skills, are a subject that attracts the interest of researchers in the space of special education and education, internationally. The ambiguity of this skills and the abundance of their teaching programs, have led to confusion of educational practices. The main aim of present work is to present two of the programs that are used internationally for the education of individuals with intellectual disability in independent living. These programs are programs, which were used in researches of interior, but also abroad and were proved effective. The objective of this presentation is that the educators and instructors of individuals with intellectual disability to be inspired and to follow examples and programs effective and guaranteed. The two programs that will be presented are:

- Transition to Independent Living Skills (TILS) and
- Self Determined Learning Model of Instruction (SDLMI).

The first skills that we should teach to an individual with intellectual disability is the problem solving skill and the decision-making skill. Without these skills we won't be able to teach most complicated skills of independent living.

#### Methodology

Some of the programs that are being used in order for someone to teach independent living skills are: 1) Program of Haelewyck, Bara and Lachapelle (2005), 2) Steps to self-determination Curriculum (Hoffman and Field in Malian/Nevin, 2002), 3) the Abery et al program (Malian/Nevin, 2002), 4) the Faw, Davis and Peck program (1996), 5) the Literature Circles program (Blum, Lipsett and Yocom, 2002) and 6) the Lehman et al program (1996) ([Kartasidou] 2007).

The method that will be followed in the particular work will be the bibliographic review of the international resources that concerns to the application and the planning of SDLMI and TILS. These two programs were chosen because the SDLMI involves a lot of independent living skills. It involves decision-making, the independent action, self-regulation and self-assessment (Argan and Wehmeyer, 1999; Dimitriadou, 2008). The TILS ensures a successful transition to the adult life (Lang et al., 2004).

Results From the presentation of two programs will become obvious the way, which is appropriate for teaching independent living skills. By using these programs, as a

basis, we are going to have concrete examples of teaching those skills, with the methods and the techniques that are suitable.

The conclusions that will result from the bibliographic examination of the teaching programs will appear useful in future educational researches and the direct application of these in teams of research, will give elements important for the growth and improvement of programs that are used in Greece. Additionally, there will be adoption proposals of the most successful proceeding, from the Greek educational system. A starting point for the teachers and the parents is the acceptance of right of the independent life in the individuals with intellectual disability, as in any other person and as second step the comprehension of truth that, the more occasions are provided in the individual with intellectual disability for exercise his/her independence, the most is strengthened his faculty for autonomy and better quality of life. There is an essential and imperative need for systematic research in Greece for the determination of "good practices" in the teaching of independent action, so that the scientific and educational community would be able to develop the data that are based in proofs practice (evidence based practice).

**Title:** A study on adult educators' perceptions concerning mentoring utilization in the exercise of their educational work

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The concept of mentoring originates in Greek mythology. The first reference is found in Homer's "Odyssey", in which a Mentor guides and educates Odysseus' son, Telemachus. Nowadays mentoring constitutes an important tool in Education and Human Resource Development. Its operation focuses on the binary relation between experienced executive as mentor, and learner mentee. The former supports the latter in their work providing advice, guidance and functioning as a "model". In the present work we present the results of a research which was carried out on adult educators in the region of Western Greece concerning the importance of mentoring in their educational work. More specifically the following are presented: a) educators' perceptions from their participation in a mentoring process, b) mentors' perceptions from their participation in a mentoring process, c) the benefits for adult education institutions from the exploitation of the mentoring process. In terms of data collection techniques, a questionnaire was used for the research, because it allows the collection of the participants' opinions in a short time. Research findings indicate that the majority of adult educators believe that the mentoring process is helpful in all phases of their educational work. Mentors hold the same view, expressing the view that through the mentoring process they are provided with the opportunity to develop various skills and competencies. The executives of adult education institutions, in which the mentoring process is adopted, argue that through the utilization of this particular process, the quality, as well as the effectiveness of the education provided is improved.

**Title:** Action research and lifelong learning

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Action Research constitutes both a methodological tool and a theoretical approach. It has the potential to be used within an organisational framework as a way to harness transformation. Learning or relearning is a large element of such transformation. This transformative potential is the basis of learning and change in different contexts, and in various forms has reflective thinking as a goal. This paper will consider two basic questions: What lies beneath organisational life and what is the potential of organisational dynamics to contribute to organizational learning? Can the processes involved in confronting and negotiation contribute to both learning and well being? This paper will present the results of a systematic review of action research interventions utilized in healthcare settings. The use of action research as a tool for organisational learning and change will be discussed. Finally, the paper will reflect on the connection between learning (or transformation) in an organization and the psychological health of employees.

**Title:** Recognizing dimensions of effective leadership in a lifelong learning world

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According to the belief that effective leadership requires good preparation, this study aims to bring to light the significance to candidate leaders of fully understanding leadership's new dimensions in a lifelong learning world in order to be effective. For this reason, a 26-item questionnaire, where the level of agreement or disagreement of the participants was measured, was distributed to a sample of 106 graduate students from the Department of Educational and Social Policy of the University of Macedonia. A Students' Attitudes towards Lifelong Learning' scale was developed in order to measure how the lifelong learning world changes the issues associated with effective leadership. Important variables related to organizational skills, self-directed career planning, interpersonal communications, leadership skills and creative problem solving are examined to evaluate their influence on graduate student attitudes. Data analysis was based on a principal component analysis with a varimax rotation. The calculations of principal component analysis were based on a correlation matrix because the research variances took values from the same measurement scale, and more specifically from the Likert five-rank scale. Results showed that creative problem solving is the most important factor, with time management and technology adjustment also playing important roles. The second most important factor identifies conflict management, interpersonal skills and the ability to disseminate knowledge as essential leadership skills. The third most important factor stresses the importance for a leader to have and share his vision, whereas the fourth factor emphasizes his organizational skills and his ability to create a positive environment for lifelong learning. The last factor points out that individuals who have self-directed careers

keep up with lifelong learning and also the leader's ability to engage in creative problem solving contributes significantly to effective leadership. Implications of the present study can be used by every candidate leader in a class or in any other kind of working team as it is helpful for candidate leaders to be aware of the changing role of leadership and its new dimensions of effectiveness in order to be well prepared and successful.

**Title:** The mind and why we should care?

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It's easy to become puzzled about the mind. We have minds, we think, we feel, we experience the world around us. And this seems to be an important part of what makes us human. But what are minds? Where are they? And how do we know about them? In this paper I will explore some of the puzzles that arise when we start to think about the mind and consider what philosophers and others have said in response.

**Title:** Conservation and the Environment: Learning as Evolution

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The issue of LLL interests conservationists because one of the most important issues in conservation is how such a message can be effectively transmitted to humans to face environmental problems? What are the fundamental obstacles in our thought processes that block such changes? Have conservationists evolved accordingly in how they present their message? I will look at how the conservation movement has changed since its beginnings in the 1960s and I will review the success (or lack of it) in achieving its own stated goals. I will look at human history from an ecological perspective in order to see how humans have encountered Nature in the past, sometimes to conserve it. I will pay special attention to the problem of LLL as a conservation issue. Namely, can humans today, brought up without much contact with Nature, become effective conservationists? I will relate this to the experience of students who study Ecology and Environmental Science at university. The first modern generation of conservationists generally took a command-orientated approach to achieving their goals, ignoring the subtleties of politics and economics. However, this movement had to change considerably in response to its conflicts over the years. Relative success is seen in the adoption of the environmental agenda by large sections of society. However, could these be a mere surface phenomenon? It remains to be seen whether the pace of change of peoples' recognition of the environment is enough to keep pace with the problems that keep appearing. In addition, for longer-term and deeper changes we will probably need a more fundamental change of approach.

**Title:** Let love in: reclaiming a progressive political role for emotions in lifelong learning

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This work will explore and question the recent movement against what has been cast as a therapeutic move within education broadly, and lifelong learning more specifically. Authors such as Kathryn Ecclestone, Dennis Hayes, and Frank Furedi have called into question what they see as a disempowering and politically regressive interest in emotions in learning and teaching (Ecclestone and Hayes, 2008, Ecclestone, 2007, Ecclestone et al., 2005, Ecclestone, 2004, Furedi, 2003). While this identifies an important turn within contemporary educational practice and policy, it is questionable whether it is entirely negative in pedagogical and political terms. This work will seek to join others in elucidating other aspects of the narrative (Burman, 2009, Hey and Leathwood, 2009, Leathwood and Hey, 2009), and offer reflections on particular aspects of emotional labour connected to my experiences as an adult educator. Working with adults returning to formal education inevitably raises questions of confidence, self-perception, and the narratives shaped about their previous learning experiences. These are powerful emotional factors, and a pedagogy that takes account of their significance, both for individuals and for the group as a whole, is necessitated by their force. This is not, as Ecclestone and others argue, a reduction of learners to victims – indeed, one of the most transformative aspects of education can be developing an understanding that what happens to individuals may not be their responsibility alone. Rather than run away from the challenges presented by acknowledging the affective in educational processes, this paper will suggest that they can be the basis for developing individuals' and social groups' resilience and emotional awareness. This in turn leads to a politically progressive pedagogy, open to transformations of the self and the collective.

**Title:** The occupational motivation of the academic staff in the Greek Open University

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The present study seeks to identify issues that impact on both intrinsic and extrinsic motivation of the academic staff in the Greek Open University. Through the development of a psychometric scale, we tried to examine the way that psychological and environmental factors affect the faculty's decision to participate in the institutional activities and pursue the continuance of their contracts. Specifically, it is examined whether and to what extent the faculty perceive several factors [the challenge of the new experience, the feeling of achieving new goals, autonomy/independence, flexibility, contribution to others' self-determination and success, the role multiplicity, recognition/status, the expectations/the feedback from others (managers/colleagues/students), any extra financial or other benefits, the University's culture or values] as incentives. Our findings reveal some interesting differences among faculty members regarding the direction of motivation and the strength of each incentive before and during their engagement in the open and distant

learning procedures of the University. Regardless of their demographics, it occurs that faculty members see internal rewards as the dominant motivation for occupational involvement and commitment.

**Title:** Moral learning in *glocal* conditions

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*“As long as you live, keep learning how to live”* (Seneca)

The lifelong learning concept rests on the idea of learning to acquire all forms of knowledge and all learning skills that surpass the current shortsighted focus on profitable skills, fashionable qualifications and the need for productive efficiency. It also rests on the assumption that education is not exhausted in what is countable and assessable by an economic measuring tape. A key philosophical strand in our thinking about learning and education has traditionally been an ethical one. This betrays that concepts such as education and learning carry an inevitable normative charge, as they absorb both facts and values. It also means that the desire to widen participation has always been one of the motivating forces behind the movement to lifelong learning. In other words, the concern to provide lifelong learning opportunities to all modern learners is primarily an ethical one. If there is something stable about the notion of “learning” in its constant changing under new circumstances, this is its internal unbreakable bond with morality. This paper argues that it rests on the shoulders of modern moral education to face up to the great tensions and conflicts that emerge between the incredible expansion of knowledge and the capacity of people to learn, the tension between the global and the local, between the traditional and the modern. It is argued that the stake of the new era is to equip all modern learners with the necessary tools in order to learn to recognize and respond appropriately to modern challenges in a rapidly changing local and global space. To achieve this, we need an account of learning in terms of critical reflection, not in terms of the “mind as container” metaphor. The modern learner needs to nurture, exercise and develop a capacity in an attempt to qualify as a candidate capable of responding to the huge challenges on all fronts of knowledge and culture. We argue that the Aristotelian account of practical wisdom offers us a model that grants us such a developing capacity to make context-sensitive judgements, informed choices and knowledgeable assessments.

**Title:** The effect of the occupational and the affective organizational commitment on secondary teachers’ perception of their effectiveness

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The present study deals with the consequences of the relation between affective organizational commitment and occupational commitment on the professional behavior of secondary education teachers. According to the model of Carson, Carson, Birkenmeier and Phillips (1999), the sample of the research, which was random and was consisted of 453 teachers from 36 schools of Athens (12 High Schools, 12 Lycea and 12 Professional Schools), was divided into four groups (commitment profiles) on the basis of the levels of their identification with their school and their profession. According to the findings of the research, those teachers with low levels of the two types of commitment (“uncommitted”) are the most inefficient in their work, as well as the most unwilling to be developed professionally (participation in adult learning and self-development events) and to help their colleagues. Those teachers are the most willing to quit from their school and their profession. “Careerists”, “Organizationists” and “Dually committed” teachers do not differ considerably from each other concerning the levels of skills development, quality of work, help to colleagues, job performance and intentions to leave their school. Finally, it was found that the majority of teachers that work in Lycea are “dually committed” and “organizationists”, while, reversely, the majority of their colleagues in Professional Schools are “uncommitted” and “careerists”.

**Title:** Infinite learning in an era of finite resources: the challenge of lifelong learning in the epoch of economic crisis

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The term “Lifelong learning” (hereafter LLL) has been officially introduced in the educational policy terminology fourteen years ago, when both the European Parliament and the Council of the Europe declared the year 1996 as the European Year of Lifelong Learning (decision 95/2493/EC). Since then, that term has dominated most papers and reports on educational policy at the national and/or the supra-national level. In Greece, the political leaders’ choice in using that term has been demonstrated by renaming several of the educational policy planning organizations. The previous neoliberal government (2004-2009) administration renamed the General Secretariat of Adult Education to General Secretariat of Lifelong Learning, while the current social-democratic (2009 - today) went one step further renaming the relevant ministry as Ministry of Education, Lifelong Learning and Religious Affaros. Moreover, at the level of educational policy legislation, the term LLL is being used more often the last five years. The previous government, passed by the Hellenic Parliament the Law 3369/2005 on the “Systemization of Life Long Learning”, and the current government passed the Law 3879/2010 on the “Development of Lifelong Learning”. However, the adoption of the term LLL in the field of educational policy has been criticized in the relevant literature worldwide and as well as by the Greek academia. The crucial point is the relationship between LLL and the more essential dimension of educational policy, that is, the provision of public education. In an era, where the reduction of the welfare state benefits seems to be irreversible due to the economic crisis and the public finance discipline, what is the contemporary meaning of the term LLL in educational policy? In that paper, we

trying to contribute to this debate based on the international and national literature on the relationship between LLL and the educational and economic policy. At the same time, we are providing a deeper reading of national legislative documents, which have established the term LLL in Greek educational policy. We claim that the use of the term LLL, tends to move the responsibility of learning from the public domain to the sphere of the individual.

**Title:** Lifelong learning as social necessity

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This paper examines the social necessity and importance of lifelong learning in our era with its special characteristics. First, it is pointed out that the person's need to learn throughout his life had been recognized in antiquity and is found mainly in Plato's philosophical thought. Moreover, lifelong learning is delimited conceptually and it is asserted that it contributes vitally and beneficially towards three directions. Firstly it contributes to the professional growth of the individual by improving the percentages of equitability; secondly it assists the individual to reach deeper and more permanent personal implementation; thirdly it safeguards social justice and cohesion. Therefore, the continuous and systematic participation of citizens in the creative adventure of knowledge lies with the frame of a more practical and professional orientation and in the frame of a wider educative searching for the acquisition of cultural fund.

**Title:** John Dewey on Learning, Unlearning, and Relearning: The ever-present demand for Reconstructing Experience

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The American philosopher, John Dewey, would no doubt find it pleasing that learning is still being discussed today, but might question exactly what "learning" means in our present context. For Dewey, the concept of learning, like any other concept in his philosophical system, is organically related to everything else in his philosophy. When reading Dewey on this score, in pulling "learning" out to examine it, everything else comes out with it. There is little doubt that throughout a human's life, he or she will learn. This was not a question for Dewey; however, what he was concerned with was what is learned and how and how that inhibits or advances future learning. But, perhaps, the most important concept that accompanies learning, for Dewey, is experience. For Dewey, experience always bears upon education and, of course, education bears upon learning. Therefore, learning cannot occur without the reconstruction of experience. However, one of the interesting aspects of Dewey's position on learning is that he points out that with learning comes unlearning and relearning. Dewey asserts that by learning anything at all, a limit has been set and the stakes have been raised. Dewey states in *Experience and Nature* that, "The very

operation of learning sets a limit to itself, and makes subsequent learning more difficult.” A limit has been set with regard to context. Dewey believed that no one ever really learns how he or she learns because contexts and circumstances surrounding immediate experience are always in flux and changing. So then, when one has learned something in one context the operations of how the skill was developed or learned will not be universally applicable to every future potential context. Context, for Dewey, limits any universal. Learning requires pruning, and is a constant re-adaptation and re-organization of values by way of reconstructing experience. Likewise, learning also makes human existence a bit more difficult as well because it requires one to keep up with what he or she has learned and what he or she has yet to learn. In Deweyan terms, to learn is to learn that you have much more yet to learn, unlearn, and relearn and many more ways of learning, unlearning and relearning to explore. Put differently, learning calls into question the self and demands that one be self-critical. This requires one to have sharpened existential sensibilities and a constant self-conscious attentiveness to present experience. In this essay, I will introduce and explore Dewey’s position on learning and reconstructing experience. I will also distinguish between learning, unlearning, and relearning and show how each concept is related and dependent upon each other and for Dewey, can only occur by reconstructing experience. Lastly, in the important interest of context, I will propose what we can learn, unlearn, and relearn from Dewey to give our present experience and educational activity of learning more meaning, purpose, and quality.

**Title:** Lifelong guidance for lifelong learning and career management - Developing career management skills

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As there is a wide range of definitions of career management skills (CMS) used across EU Member States, efforts have been made to develop a shared understanding of the concept itself. A definition proposed by Member States says: *career management skills refer to a whole range of skills which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information as well as the skills to make and implement decisions and transitions linked to their learning and career pathways.*

In broad terms, measures enhancing CMS give the individual an opportunity to explore career-related issues (e.g. self-knowledge, career planning, etc.) with a professional guidance counsellor, mentor, teacher or trainer. Various approaches or a mixture of them to promote the acquisition of CMS can be found in Member States. In the education sector CMS are usually an integral part of the curriculum [*subject-based* (e.g. AT, FR, MT), *cross-thematic* (e.g. CZ, EE, SE), *extra-curricular* (e.g. FR)], whereas in the labour market sector they are mostly implemented through diverse programmes including guidance support and traditional and online tools (e.g. for personal action and/or career plans, interactive assessments, occupational interest tests). Moreover, the majority of the Member States have also been exploring new ways to assist people with special needs to support their career management and skills development as they require services and resources that are specifically tailor-made

for them. One of the main policy and strategy challenges identified by Member States for the future is the conceptualisation, design and delivery of a CMS framework that would be easily applicable to different target groups in different contexts throughout the human lifespan.

**Title:** The Power of Mindful Learning

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Most of what we learn in school, at home, from television and books we may mindlessly accept because it is given to us in an unconditional form. This information is presented from a single perspective irrespective of the context. One of the most cherished myths in education, or any kind of training, is that in order to learn a skill one must practice it to the point of doing it without thinking (repetitive learning). Most of the literature seems to agree on the approach that knowledge refers to what are called the basics. Practicing the basics until they become “second nature” is accepted as axiomatic. Habitual action is called “mindlessness” (Langer, 1987), while mindfulness involves being fully engaged in making distinctions and creating new categories by noticing new things. In learning and education, mindlessness is associated with a goal rather than a process orientation (education for outcomes). Mindlessness usually involves: premature cognitive commitments, meaning sticking to a previously formed mind-set, when we cope with a similar but new situation. Mindlessness leads to the uncritical acceptance of knowledge, self-induced dependence on external authority, simplistic attributions and limited growth potential. The following presentation will elucidate the reasons why education needs to be more mindful of mindfulness.

**Title:** Teachers and Lifelong Learning

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In this paper we'll try to investigate the position of the teacher, especially in primary education, in the context of lifelong learning in Greece. Which is the relation between teacher-who works only in the formal education and as a rule he is out of the educational structures for adults as trainer- and lifelong learning? We believe that this relation has three dimensions. The first is linked with the teachers' ways to inculcate the love for lifelong learning to their students. The second refers to the teachers as lifelong learners through their in-service training and personal development. The third and the last dimension is defined in the relation between the adults' education (andragogy) and the kids' education (pedagogy): the enrichment of both with giving-and-taking educational methods and techniques.

**Title:** The modern challenge of science and philosophy: The removal of dualisms through a unifying worldview and lifelong learning

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The history of ideas, at least within the context of Western civilization, is, essentially, a history of dualisms, fragmentations and dichotomies of thought. However, the origins of knowledge are strongly marked by the Presocratic holistic worldview, which reflects the plurality and complexity of the “whole” on both metaphysical and epistemological levels. Natural science and philosophical thought were united on this point. By contrast with this ancient Greek worldview (which is not limited to the Presocratic philosophy but it also includes all the great ancient schools of thought), the rapid development of science and its technological applications thereafter, which has its essential point of departure in the 17th century, strongly contributed to the fragmentation and specialization of thought. This was also academically established in the late 19th and early 20th centuries, with the distinct separation between the generalizing natural sciences, which are considered free of values, and the individualizing spiritual or cultural sciences, which are connected with a world of values. But, beyond the strict epistemological and practical specialization, what is now considered to be indispensable, it is a redefinition of the axiology of science and the possibility of a unifying critical and interdisciplinary theoretical and practical reason. The latter is based on a character forming education and an interdisciplinary educational process, as well as on a continuous organization of knowledge and lifelong learning. This can lead us from a partial and special view to a holistic view, sensitive to the various modern and pressing social, moral, political and environmental problems. It will do so by developing, in a contemplative and reflective way, rationalism, empiricism, intuition and emotion. This paper argues for organizing knowledge and learning on the basis of a philosophical, unifying view of science and its applications and the use of interdisciplinary education and lifelong learning projects.

**Title:** Heidegger and Socrates: teaching and learning as a life-long undertaking

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Both Heidegger and Socrates ardently espouse a philosophy for the teacher as continuing learner. In effect, Heidegger turns to Socrates and the timeless reign of his exemplary method to demonstrate the originating force of pre-technological *paideia* grounded in a culture of being-ness and fulfilment. Socrates, prototypical *philosophos* lover of wisdom, ascertaining that knowledge of his ignorance forwards the best way to existentially encounter others, urgently establishes his own life as a guiding philosophy. Here, philosophical questioning of self and other gives way to knowledgeable ignorance initiating though *eros* and *thaumasmos* transformative pedagogical encounter. His lifelong *pathos* for questioning engenders a perpetual state of *aporia* drawing wisdom near and ignorances into the light of day. Socratic

pedagogics harmonizing method and content without divorcing knowledge from the human *bios* ignites ever more through presence and *aporetic* thinking that constant passion for learning at the boundaries of the knowable. In contradistinction Heidegger finds that the economy of modern university education subverts dynamic pedagogical encounter in favour of research methodologies that fail to bring unqualified transformation to the concrete educational context. Instead, they effectually annul philosophical questioning nullify the ontological power of *aporia* marginalizing the real teacher. The atrophy of teaching today constitutes the lamentable fact of mass education institutionalized, driven by the nihilistic onset of rigorous research methodologies at the service of economic resources and societal practical and political demands extraneous to the educational process. Overspecialization following the modern dominance of theory fragments the unity of all knowledge thereby undermines compromises the university, opening the division of faculties with disciplined foci to the economy of technologized science and standardized research looking for quick and efficient results. Both Heidegger and Socrates, a modern and an ancient, recover teaching as continuing learning at the boundaries of tradition and the pedagogical practices of their day and age. Exemplifying philosophical questioning and *thaumazein*, they highlight lifelong learning through transformative teaching—*eros*, unknowing and *enthousiasmos*—whose ongoing task becomes an undertaking against normalizing education.

**Title:** Lifelong learning: Is it really happening?

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Learning usually happens in a particular environment, and typically for humans this environment is a classroom of some type. The place in which it takes place is not unimportant. The learning opportunities and learning processes for individuals can be quite poor. Evidence from a range of disciplines indicates that negative feelings can dominate the learning experience (for both students and teachers). Additionally, there is significant evidence that learning rarely contributes to behavioural change. What is wrong with the present model of lifelong learning? Many individuals become frustrated when they find that the skills that allowed them to excel in the classroom are of little use in their careers. They have learned much, but they have not learned effectively how to learn. Indeed, the evidence indicates that individuals have a limited ability to accurately self-assess their own performance, tend not to learn from their mistakes and are even becoming risk-averse with regard to encountering new learning situations in the future. The paradox of adult learning is that when individuals are placed in a learning environment, they immediately revert back to the role into which they were conditioned by, the pedagogical model and that of passive dependency on the teacher. Research shows that people don't tend to learn from mistakes and mistakes (typically) make people defensive and avoidant. Individuals invest great energy in "sticking" with what they know and avoiding what they don't know. The aforementioned suggests that individuals may be engaged in a process of lifelong *Delearning*, whereby they invest great energy in finding shortcuts or what

psychologists call heuristics. Such a picture has important implications for how we should approach education.

**Title:** Interdisciplinary collaboration through continuous education in health professionals

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The presentation will discuss the role of continuous education in promoting interdisciplinary collaboration between health professionals. Interdisciplinary collaboration has been shown to be essential for preventing medical mistakes and improving quality of healthcare. Continuous education programs have so far neglected this aspect of training. In this presentation the use of both medical and nursing professionals working together as trainers of undergraduates will be discussed in terms of its effect in promoting interdisciplinary collaboration.

**Title:** The Justification of Vast Attendance of Women in Training Information Technologies and Communications (I.C.T.) Seminars in correlation with their Age Group Distribution

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Within the framework set by previous and extensive research that recorded the attitude of trained adults towards the I.C.T. it has been observed that the attendance of women in seminars, contrary to bibliographic data, was massive and much greater than that of men. The purpose of this paper is to examine the reasons that lead to female vast attendance in training I.C.T., programs as well as in correlation with their age group distribution. 124 women constituted the sample of research. Out of them 30% was between 18 - 30 years, 40% between 31 - 40 years old 23% between 41 - 50 years old and 7% above 50 years old.

For the needs of this study the descriptive sampling method of a questionnaire was used. Qualitative research was also conducted in the form of a semi-structured interview. It can be generally observed in the results that each age group attends the training because of total or partial lack of knowledge of the use of I.C.T. Regarding the first age group of 18 - 30 the women are reported their insufficient education in the I.C.T. during the time of their basic education, while for the remainder teams reported the absence of any sort of education whatsoever. The total number of women believes that the knowledge of I.C.T. has become an essential resource in the work force. In addition, the greatest percentage is characterised by stress with regard to the use of personal computers. As a result, they seek to achieve greater knowledge on the subject.

**Title:** Connectivism: An approach in lifelong learning through digital social networks

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*Hell is the place where nothing is connected (T.S.Elliot)*

Where can a person, regardless of his/her age, be educated nowadays? There are mainly two options: institutions of formal education, where students have limited access and also professional trainers. Suffice it to say that such institutions “offer” structured knowledge that can easily be characterized as obsolete and directed. At the same time, they emphasize on individualistic – interpersonal learning regardless of whether this occurs in classes or smaller groups since what is sought is to produce a well educated citizen and a future to be worker. Many out of date educational theories are still being used, though they do not enhance the rapidly altering contemporary way of living (new information is continually being acquired, the workforce is shifting -the internet is spreading and the information is easily being acquired). Even according to relatively modern views and teaching methods of lifelong learning, the trainee doesn’t participate in knowledge production but only in its consumption. Today though, digital citizens have rejected the idea of institutions and created, through the World Wide Web, networks where learning and knowledge are distributed and created. As a result, the apparent socialization of a classroom has been turned into a rising digital team spirit or *i-sociability*. Extra-personal learning (knowledge which is stored and controlled by technology and also knowledge which is informally produced in groups and organizations) reflects principles and procedures of the new environment. Knowledge is not transmitted in schools any longer, but it is freely distributed. Schools should give emphasis on the ability of finding new information but also on the distinction between what can be characterized as significant or insignificant. Therefore, the active (up to date) knowledge is revealed and acquired through connections and participation. A new suggestion which follows and complies with the current learning needs is the theory of connectivism. Based on “distributed knowledge” and the power of networks, connectivism is trying to apply autonomy and diversity, interaction and sociability. Is it really an efficient theory for the digital era or just an attractive coverage which really wants to justify the “facebook” existence and the “learning, not schooling” moto? The goal of this paper is to present the principles of connectivism and its effects in today’s lifelong learning.

**Title:** Work-based learning programs as a means of promoting employability in the framework of Lifelong learning

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The main purpose of this paper is to highlight the role played by work-based learning programs (Practice programs) in linking Higher Education Institutions with the labour

market. Through the presentation of relevant research studies, conducted in European countries and in Greece, which deal with the employability of graduates from Higher Education and work-based programs offered at Universities, the following view will be substantiated, that Practice is a means of linking Higher Education to the labour market and employment, which is supposed to be one of the main purposes of Universities. The integration of work-based programs into the curricula of Higher Education Institutions contributes to the development of employability skills of graduates and thus facilitates the transition from Higher Education to the labour market. The integration of work-based learning programs into the curricula of Universities facilitates students in their transition from Higher Education to /employment, which is supposed to be one of the main purposes of Universities.

**Title:** What do doctors learn in their life?

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During this presentation, evidence from a series of reviews will be synthesized in order to discuss the main question: What do doctors learn in their life. The review will distinguish between formal and informal learning, and between learning inside and outside the University. It will combine reflections from doctors at different stages in their career and will focus on identifying suggestions for specific lifelong training programs for medical professionals. Finally, the implications for lifelong learning will be reflected upon.

**Title:** From practicing clinician to academic teacher: lessons and challenges

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Involving practicing physicians in the continuous education of both medical students and medical professional represents one of the biggest challenges in lifelong learning within medicine. Put simply, it is difficult to motivate practicing clinicians, who are not involved in the academic setting, to participate in teaching. This talk will present results from a primary care training program for undergraduate medical students, which attempted to involve practicing general practitioners. It will discuss the involvement of practicing health professionals in the training process, the main benefits and limitations in terms of their own learning outcomes.

**Title:** Radical constructivism versus social constructivism

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Constructivism is a set of interrelated doctrines and philosophies about learning. It suggests that knowledge is not passively received but actively constructed by learners. According to this theory it is not possible to pass on knowledge from one person to another. Educators and trainers assume simply the role of a facilitator or a mediator in the instruction process. Four principles are crucial in this regard:

a) Knowledge is the result of the active cognizing of the individual based on experience. b) The process of cognition is adaptive to the object of cognition. c) Knowledge is an issue of invention rather than discovery. d) Knowledge resides in rich social, cultural and language-based contexts. Various types of constructivism have emerged in the recent decades. They all endorse the above mentioned principles, but not always with the same presuppositions or with the same implications. Radical and social constructivism constitute perhaps the most famous competing strands of modern constructivism.

The aim of this paper is a) to present critically these competing strands and b) to suggest that social constructivism wins the argument, since it embraces both the individual and the social presuppositions of human learning. Specifically, on the one hand, radical constructivism claims that knowledge results from personal experiences. The individual learner is the primary actor in the process of meaning-making and learning. Consequently, learners must get themselves personally involved and actively engaged in all learning tasks. In other words, radical constructivism views knowledge as personally constructed and uniquely determined by each individual. It contends that, while individuals participate in the learning environment, what they ultimately construct and internalize, is not necessarily culturally formed and/or negotiated. There cannot be a single reality for all that appears to be constant across people and cognizing agents. This entails a more individualistic setting in a learning environment. On the other hand, social constructivism views knowledge as a cultural product. It proposes that knowledge is best born in and through social interaction. The viability of knowledge claims is judged on the basis of the extent to which consensus is achieved from the various conceptions and experiences of members sharing a culture. Knowledge - construction requires not only personal experiences, but also social interaction. Moreover, knowledge is interwoven with culture and society and emphasizes the social construction of reality. Social constructivism argues that apart from the radical premise of subjective knowledge, personal theories that result from the organization of the overall thoughts of the learner must be compatible with and limited by the physical and social world of the learner. The paper concludes that social constructivism manages to accommodate both the individual and the social presuppositions of learning. On this basis, it is argued that social constructivism offers a much more coherent, holistic and pluralistic account of human learning.

**Title:** Education and Entrepreneurship

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In the era of globalization and technological developments, a lot of changes and many problems are observed. These changes are the result of a different socio-economic environment that globalized economy and technological changes create. Because of this different environment new challenges and problems have to be addressed. Globalization opens up new markets for new products but also create different data to businesses and people of a society. The uncertainty created to companies requires them to become more flexible and adapt quickly to new conditions. On the other hand, people are facing new circumstances and new problems. New skills and qualifications that will provide employment are required by them. Unemployment is one of the most basic and most important problems today. Young people and employees have to face a rapidly changing economic and working environment that requires those skills that will help businesses improve their competitiveness to gain better position in a competitive market. Also, the fight against unemployment requires the creation of new businesses which in turn will create new jobs. The development of an enterprise is the result of many factors. One of these is the ability of human resource to deal with changes that are created. Thus, education and training of human resources is an important factor for successful business. So we need to stimulate entrepreneurship through education, to a tool for development and combating the high unemployment problem. The importance of education in fostering entrepreneurship is great because it is one that will give the opportunity to know about concepts, dimensions and practices that will help start-ups, enforcement and implementation of innovative ideas. Knowledge should enable its conversion in solutions that also are good for consumers. Better educated people increase the chances of starting a new business. The idea behind this work is to study the importance of fostering entrepreneurship in society and economy but also to investigate the role of education and lifelong learning in this direction.

**Title:** Exploring the relationship of Vocational Satisfaction of managers of hospitals of 3<sup>rd</sup> and 4<sup>th</sup> Health Region and their training needs

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The purpose of the investigation relates to hospital administrators job satisfaction according to education needs. The literature indicates that the job satisfaction shows a strong link between interpersonal officials- spend many hours of the day workplace and organizational behavior-eg absenteeism, job mobility, through violent or delinquent behaviour. It seems as a cause of lack of job satisfaction, lack of sense knowledge, skills and attitudes that workers feel. Case: directors of hospitals do not feel satisfied with the exercise of their profession and this is apparent by sense of lack of knowledge, skills and attitudes. In this contributes the high speed of aging

knowledge and continuing needs to develop skills and attitudes that could lead to increased feelings job satisfaction. The main purpose of this research is divided into two research questions: A) Why do managers of hospitals not experience the feeling of job satisfaction? B) It is clearly a need for continuous or periodic training of managers of hospitals; Why and in what areas?

**Title:** Being a Lifelong Learner: A value for the 21<sup>st</sup> century

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The traditional way of learning has been a “front loaded” model: school, apprenticeship and then full-time-work. Any education at a later stage has been unusual, haphazard or even impossible. However, in recent years, lifelong education has been given wide currency by scholars who have promoted the concept of lifelong learning. The central thrust of public policy for learning should be the development of capacity to learn throughout life, since the pace of society is such that we all need to continuously develop our potential. Education is seen as an integral part of living. Lifelong learning requires a sense of the worthwhileness of being a learner – an educational value in the 21<sup>st</sup> century. A sense of self-worth is essential to understanding one’s identity as a learner. Nevertheless, most of us learn a great deal in contexts involving other people. In this respect, educational institutions must become interactional learning organizations if they are to cope with the pace of change. A learning organization is one which has discovered how to tap people’s commitment and capacity to learn at all levels in the organization. A learning organization ties to inculcate into its citizens the values of co-operation and harmonious living.

**Title:** Taking learning seriously: playfulness and creativity in lifelong learning discourses

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The last couple of decades, driven by the imperative to live up to the demands of a competitive, knowledge-based economy and create prosperous societies, the UK government has put education at the heart of social policy. On these premises, a major ‘revamp’ of school buildings and pedagogical approaches has been underway, the goal being to widen the scope of ‘schooling’ and create personalised frameworks for young people to achieve their ‘full potential’. In this light, student involvement in the school design process was seen as an invaluable learning experience, seemingly enabling young people to have a say in decision making about their learning environments. Embellished with the participation rhetoric, formal education discourses now appeared under the guise of an inclusive, lifelong learning experience.

Drawing on evidence from research based on school building projects in the UK, a critical discussion is developed on whether and how we encourage and respond to learners' voices in shaping their own learning. To this end, the paper explores various conceptualisations of learning within educational policy discourses and as discussed by the research participants. Emerging from this investigation is an ambivalent conception of learner voice, oscillating between conformity and standardisation on the one hand, and unconventional expression and creativity on the other. The paper draws attention to the increasing marketisation of education, which is shown to mitigate young people's creative participation in their learning and thus shapes their learner identity. Nonetheless, in the context of this research, the student participants come to introduce an alternative perspective of learning through their challenging discussions and playful participation in the school design process; a perspective based on their everyday experiences and interactions, rather than curriculum targets and educational standards.

The above debates call for more flexible and inclusive approaches to learning and culminate with the following question: What if we were to start learning discourses afresh focusing on the learner, rather than the prescribed objectives of the education and job market? If lifelong learning is to be a meaningful, long-lasting, indeed, process of self-exploration and fulfillment, then it should be viewed as a lifewide experience: an experience which accommodates a broad spectrum of learners' voices and worldviews; one which embraces and celebrates children's imaginative and creative outlook as a vital energy and approach to learning.

**Title:** The concept of Quality of Life for Persons with Intellectual Disabilities and its Applications

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The concept of quality of life considers one of the most popular subjects of research in the scientific fields of education, special education, health (physical and emotional) and on the field of social services. The number of researches that have carried out prove the significant role of quality of life, conceptual perspectives, the basic structural components, but also its impact in lives of people with intellectual disabilities and the systems which they interact with. The primary objective of the present study is the literature review on the concept of «quality of life» in relation with the persons with intellectual disabilities as far as concerned a) the basic conceptual perspectives and b) its applications. In order to study and present the terms and the definitions of quality of life, a rigorous research will take place on the international and Greek literature, in addition to the basic conceptual perspectives and models. The focus of the literature review will be on the relation of quality of life and persons with intellectual disabilities and on the applications in different domains. The literature review will focus on the early '90 and then, as during this decade there has began an intense discussion and study research on quality of life in relation with the persons with disabilities and specifically with intellectual disabilities. The basic goal is the evaluation of social and educational services. The quest will deepen with the study of the latest decade's literature where the field of quality of life started to

develop. We will be directed on scientific magazines that are promptly associated with the cognitive field of special education such as the Journal of Intellectual Disability Research, the Research in Developmental Disabilities, the Journal of Intellectual & Developmental Disability but also in editions of the American Association on Intellectual Disability. The formulation's complexity of a specific definition of quality of life has been obvious from the number of interpretations which have been given during the latest's decades. The conceptual perspectives of the term are based on either the existence of objective measurement indicators, either on the existence of subjective measurement indicators or on the combination of both perspectives. This conflict between the scientific community about the nature of the term led to the configuration of different theories as far as concerned the structural components of the concept. The terms «domains» and «measurement indicators» made their appearance and a whole discussion has started over the potential applications of quality of life. In conclusion, it is important to point out that the concept of quality of life is still developing as far as concerned the field of intellectual disabilities and that the discussion about its conceptualization, measurement, and application is still open. The last decades has become known the significant role of quality of life and its impact in the lives of individuals with intellectual disabilities and the systems that interact with those lives. The concept of quality of life has extended beyond the person and affects a whole service system. It is obvious that the research should be extended not only in the development and amelioration of support services and practices for persons with intellectual disabilities but also in the enhancement of their personal well-being.

**Title:** The role of emotions in the theory of transformative learning

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Learning constitutes a process which results in a relatively permanent modification of the way persons think, feel and act. However, emotions are not taken into account, although they influence learning and determine profoundly adult education. The aim of the present paper is to investigate the role of emotions, as they are developed in the educational process. The context of our investigation is Mezirow's theory of transformative learning. Initially we deal with the clarification of the term "emotion" and afterwards we focus on Mezirow's theory assessing critically the role of emotions.

The term "emotion" refers to the systematic accumulation of characteristics and experiences of individuals, an internal situation that is influenced by the environmental frame they experience. It constitutes the reactions of our internal world of emotions towards our own thoughts, acts and others. (Kokkos, 1998). In Mezirow's theory, it is reported that the individual, after experiencing some kind of disagreement with the individual construction of reality and experience, he invokes the emotions in order to modify the "frame of report". The latter contains cognitive, emotional and regulative dimensions. This theory recognizes the critical role of emotions, dispatching signals that facilitate our decision-making, limiting certain aspects and choosing others. During the evolution of the theory of transformative learning (specifically afterwards 1985), the discrimination between instrumental and

communication learning it is presented as a basic element. Instrumental learning includes problem - solving activity directed in the handling of the environment and/or other persons. This helps us to learn how to make things. Communicational learning has as its basic objective the comprehension of meaning in relation to how other persons communicate with us taking into consideration values, emotions, ideally, moral decisions etc. For Mezirow learning constitutes a change of either the meaning schemes, that are concrete convictions, emotions, attitudes and evaluation crises or the meaning perspectives, which are wide, generalized and directed predispositions. Many objections to Mezirow's theory refer to his endorsement of rationalism. They believe that transformative learning is much more an instinctive, creative and emotional process. Imel (1998) evaluates Mezirow's reply regarding rationalism. Robert Boyd's is an alternative approach of transformative learning that emphasizes the intuitive, creative and emotional aspects of the transformative activity. This new perspective of transformative learning is more often presented in the bibliography to be based on the philosophy of C. Jung (1964) as a background for the comprehension of transformative learning.

**Title:** Learning to Listen: Cultivating narrative competence for tomorrow's doctors and healthcare professionals involved chronic illness management

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**Objectives:** Fostering sustained relationships with key stakeholders including patients is of central concern for the effective delivery of healthcare, and in particular, chronic illness management. Equipping health professionals of tomorrow with the skills of effective listening, sharing and responding requires innovative pedagogical approaches in order to promote learning that will ensure future personal growth and professional development. This paper presents a review of innovative teaching practices used within medical education that aim to promote the acquisition of life-long communication skills including narrative competence. In addition, the results of a recently completed empirical study will be presented which offer a new insight into the role of preparedness to practice within communication skills training.

**Methods:** (1) Synthesis review of UK and USA undergraduate medical programs which detail learning approaches to communication skills training, (2) Preparedness to practice facilitation (group work and one-to-one) with professional counsellor followed by semi-structured qualitative interviews with researcher to explore participants' learning experiences.

**Results and Conclusions:** A wide range of pedagogical approaches are used in medical education to promote the development of communication skills. Holistic approaches to communication skills training recognise that effective and lifelong learning brings both personal and professional transformative change. This transformative change will allow health professionals to listen and respond effectively when building future partnerships with patients with chronic illness and allied health professionals. However it is imperative that students are given time to explore and reflect on their own self and emerging professional identity in order to be responsive to any innovative learning approaches to communication skills training.

**Title:** The evaluation of key competencies in the subject of vocational guidance and counseling as a tool for support lifelong learning and access to employment: comparative analysis and critical assumptions

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The current educational reforms introduce innovations regarding the goal of the adaptation of the educational outcomes, i.e. qualifications and competencies, human resources and knowledge, to the needs of the lifelong learning and the access to the employment. The changes in the level of the European policy undertake the development of the European Qualification Framework for Higher Education and the European Qualification Framework for Lifelong learning, which describe competencies domains, i.e. language and mathematical competence, intercultural competence, self-regulating learning. These shifts to the description of the educational outcomes, with criteria of transparency and comparability, affect the reforms in the national level of the education systems, which are evident in the domains of curriculum transformation, assessment and certification, teachers' and adult educators' competencies. The goal of education and training is to enhance the transferability of learning from one school type into another educational and training institution, into employment and further to support self-development. These ambitious goals have affected the development of curriculums in the domain of Vocational Guidance and Counselling and the description of competencies for educators-counsellors and trainees. The present paper revisits the approaches for key competencies and operationalizes the concept for the purpose of the research: the evaluation of the curriculum in Vocational Guidance and Counselling in the second level of General-Academic Secondary Education in Greek and in Baden-Wuerttemberg. The research evaluates curriculum, official texts on educational policy, guides for teaching and counselling, school books and materials etc., under the following comparative units: the philosophical presuppositions, the structure of the curriculum, the content, the methodology, the development and the obtainment of the cognitive, the methodological, the social and the personal competencies. The comparative evaluation attempts to merge similarities and differences in the theoretical preconditions of the curriculum development, the adaptation (or not) to the needs and the goals of lifelong learning and employment and to underline problems and changes that need to be developed, especially in the case of Greece.

**Title:** Aristotelian rhetoric in lifelong education

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The written or verbal speech leads to the cultivation of expressive and communicative skills. According to Gorgias, in order for the speech to create persuasion, it must have thought namely a subject, order and argument. The emphasis on this enhances the importance and the value of the rhetoric to the people. According to Aristotle, rhetoric

is the ability to find an argument for every question. These arguments can persuade the audience.

The purpose of the paper is to present the importance of the rhetoric in «lifelong education». Rhetoric, as a subject, should be compulsory to all levels of the educational system. Rhetoric is the foundation of the development of creative thinking, qualitative imagination and the production of original concepts. Aristotle regarded the rhetoric as the branch of dialectic, which is based on a reasoning process. The dialectic process forms one or more persuasive arguments which as a whole is the basis to the contemporary «lifelong education». The correct use of the language and of the figures of speech makes the teaching of the rhetoric even more necessary. The rhetoric provides technique and method and ensures a cooperative and communicative relationship between the teachers and the students in the modern school. In days during which knowledge is constantly evolving and growing as well as culture differences do, the rhetoric along with the dialectic can help people become «active citizens». They discipline their thought through the rules of logic and expand their communicative skills.

**Title:** Ανθρωποκεντρική και κοινωνιοκεντρική εκπαίδευση ενηλίκων  
Anthropocentric and sociocentric adult education

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Σε ένα κόσμο που μεταλλάσσεται ραγδαία, με τάση γενίκευσης της πολυπλοκότητας και της χρήσης των Τεχνολογιών Επικοινωνίας και Πληροφοριών, τίθενται σημαντικά ερωτήματα που αφορούν την ανθρωπιστική και κοινωνιοκεντρική προσέγγιση της εκπαίδευσης ενηλίκων και συγκεκριμένα κατά πόσο αποτελεί προτεραιότητα σε κοινωνίες στις οποίες η επιστήμη και η τεχνολογία καθορίζουν την παραγωγή και την κατανάλωση προϊόντων και υπηρεσιών και επηρεάζουν τις κοινωνικές σχέσεις.

Με αφετηρία τα ερωτήματα αυτά προκύπτει η ανάγκη ανάπτυξης του προβληματισμού για τη σημασία και τη χρησιμότητα που έχουν οι κοινωνικές δεξιότητες/ικανότητες σε σύγκριση με την αυτονόητη χρησιμότητα των εργαλειακών δεξιοτήτων. Οι πολίτες της Ευρωπαϊκής Ένωσης φαίνεται να θεωρούν χρησιμότερες τις βασικές/ παραδοσιακές γνώσεις και δεξιότητες από τις εργαλειακές όχι μόνο στην προσωπική αλλά και στην εργασιακή ζωή. Εξάλλου, διαδοχικές ευρωπαϊκές έρευνες έδειξαν ότι στην Ελλάδα τα στελέχη της εκπαίδευσης ενηλίκων και οι εκπαιδευόμενοι υπογράμμισαν τη σπουδαιότητα της κοινωνικής κατάρτισης και των μεταγνωστικών δεξιοτήτων/ικανοτήτων (να ξέρεις πώς να μαθαίνεις) και της ανάπτυξης της αυτοπεποίθησης.

Το 2006 το Συμβούλιο και το Ευρωπαϊκό Κοινοβούλιο εξέδωσαν το ευρωπαϊκό πλαίσιο των βασικών ικανοτήτων για τη δια βίου μάθηση. Αυτό περιλαμβάνει οκτώ βασικές ικανότητες που έχουν σχέση με την επικοινωνία στη μητρική και τις ξένες γλώσσες, την ψηφιακή και τη μαθηματική ικανότητα και τις ικανότητες στην επιστήμη και την τεχνολογία, τις μεταγνωστικές ικανότητες, τις κοινωνικές ικανότητες σε σχέση με την ιδιότητα του πολίτη, την πρωτοβουλία και επιχειρηματικότητα και την πολιτισμική συνείδηση και έκφραση. Στο ευρωπαϊκό

πλαίσιο αναφοράς υπογραμμίζεται η εξίσου μεγάλη σπουδαιότητα που έχουν οι οριζόντιες ή εγκάρσιες ικανότητες και ειδικότερα : η κριτική σκέψη, η δημιουργικότητα, η ανάληψη πρωτοβουλιών, η επίλυση προβλημάτων η αξιολόγηση του κινδύνου, η λήψη αποφάσεων και η εποικοδομητική διαχείριση των συναισθημάτων. Η Επιτροπή Ευρωπαϊκών Κοινοτήτων έχει υπογραμμίσει την αναγκαιότητα των οριζόντιων ικανοτήτων σε ένα κόσμο που αλλάζει και στον οποίο οι δεξιότητες στις ΤΠΕ που αποκτούν οι νέοι πρέπει να συνοδεύονται από κριτική σκέψη στη χρήση τους, την επίγνωση των κινδύνων και τη συνεκτίμηση των ηθικών και νομικών παραγόντων.

Για την ανάπτυξη του προβληματισμού στον τομέα αυτόν τα τελευταία χρόνια πυκνώνουν οι αναφορές στις θέσεις που ανέπτυξε ο Αριστοτέλης για τη γνώση. Πιο συγκεκριμένα, ο Αριστοτέλης διέκρινε τη γνώση σε τρεις μορφές, την επιστήμη, την τέχνη και τη φρόνηση. Στη φρόνηση (πολιτικο-ηθική γνώση) συμπεκνώνονται αρκετές από τις οριζόντιες δεξιότητες που θα πρέπει να αναπτύσσονται στις δραστηριότητες δια βίου μάθησης. Σύμφωνα με τον Αριστοτέλη «μπορούμε λοιπόν να πούμε γενικά ότι φρόνιμος είναι ο άνθρωπος που έχει την ικανότητα να σκέφτεται σωστά». Πρόκειται για έναν ορισμό που παραπέμπει στον κριτικό στοχασμό και στις οριζόντιες ικανότητες.

Συνοψίζοντας, η ανθρωποκεντρική και κοινωνιοκεντρική διάσταση έχει ιδιαίτερα βαρύνουσα σημασία στη δια βίου μάθηση, η οποία απαιτείται να προσεγγίζεται ως δια βίου διεργασία που υπερβαίνει το στείο οικονομισμό και την τεχνοκρατία. Κρίνεται αναγκαία η διεύρυνση όλων των εκπαιδευτικών προγραμμάτων σε θέματα κοινωνικά, πολιτιστικά και προσωπικής ανάπτυξης καθώς και η ανάπτυξη της ανθρωποκεντρικής και κοινωνιοκεντρικής διάστασης στην εκπαίδευση εκπαιδευτών και στην εκπόνηση εκπαιδευτικού υλικού.

**Title:** Lifelong Learning and its place in the EU strategic framework till 2020

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European Union's 'Europe 2020' strategy focuses on developing an economy based on knowledge and innovation, which is low-carbon, resource-efficient, competitive and has high employment. The economic crisis of the last two years, resulting in high unemployment, has added new challenges to the process of Lifelong Learning reform. Agreed European priorities and common tools and principles, such as the European qualifications framework, that have come out of the Copenhagen process and the Lisbon strategy have not only acted as a catalyst for national qualification frameworks but have also strengthened education and training reforms and wider cooperation in vocational education and training (VET). Europe's route to lasting economic recovery and social cohesion is knowledge, skills and competences. This approach recognises that high-quality pre-primary, primary, secondary, higher and vocational education and training are fundamental to Europe's success. However, in a rapidly changing world, lifelong learning needs to be a priority – it is the key to employment, economic success and allowing people to participate fully in society. Only on this basis can we encourage the intensified innovation and entrepreneurship needed in the coming years. However, acquisition of skills alone is not enough. They must be the right

skills, namely those required on the labour market and which help people to make important transitions, for example, from learning to work (and vice-versa) and from one job, or career to another. As outlined in the European Commission's new skills for new jobs initiative for people to acquire the right skills, requires approaches better suited to anticipating skill needs and supply. It also means addressing issues such as skill mismatch which can be the result of, for example, skill shortages, over- and under-qualification, skill gaps and skill obsolescence

**Title:** Aristotelian *phronesis*: a lifelong practice for the lifelong learner

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Adult education aims at personal fulfilment, self autonomy, social awareness, and active citizenship. However, the role of adult education has nowadays minimized to vocational training of flexible lifelong workers with minimal ability of critical judgment, choice evaluation, and ethical decision making. One might consider lifelong education as necessary, valuable and useful, if one is convinced that through it one will find true meaning in one's life. Adult education should provide lifelong learners with a life philosophy which respects their autonomy, integrity and conscience, maximizes their critical thinking ability, and can be adopted as a way of living which guarantees they could adequately deal with difficult to predict transformations they are likely to encounter in the course of their lives. This is a goal Aristotelian *phronesis* can achieve. It is a procedure based on particulars, independent of place, time or social discrimination; it can be taught to adults (not necessarily restricted only to adults) and can offer them a lifelong practice of critical thinking, choice evaluation and decision making. Through *phronesis*, one can learn how to compare and evaluate all alternatives concerning a particular practical dilemma one faces in one's family, workplace and social life, how to judge which alternative is the best to follow - the particulars taken into consideration - and finally how to make the right decision and turn it into action.

In the current paper it is suggested that "Aristotelian *phronesis* be introduced as a major topic in both lifelong learning and "training the trainers" programmes. This may consist of two parallel parts: Firstly, a theoretical part where the procedure of *phronesis*, ancient Greek philosophy, logical reasoning, as well as suitable examples and counterexamples chosen from history and international literature are to be thoroughly and purposely examined. Logical reasoning should be encouraged theoretically with suitable easy-to-learn practical syllogisms; on the other hand, studying the way real or fictional persons have lived their lives will help the lifelong learner to identify with the proper paradigms and realize that transformation and emancipatory living is indeed possible. Secondly, a practical part where adult learners are to solve actual dilemmas (they face or have already faced in their everyday lives) in order to practice Aristotelian *phronesis*, with the help of well educated practitioners in suitable group activities; in addition, they could solve logical problems by logical reasoning in order to ameliorate their critical thinking and decision making abilities. The topic will be ruled by adult education principles and will use educational drama techniques in order to help the lifelong learner practice empathy, sentimental self-

awareness, taking a step back, keeping a safe distance, and reflecting. Finally, triple evaluation procedures should be implemented (internal, external and self-evaluation). The goals of the project are the development of cognitive skills, the enhancement of sentimental and willing power abilities and the acquisition of attitudes most needed by the active citizen of the 21<sup>st</sup> century democracies.