

AONTAS 40TH ANNIVERSARY

Tom Collins

May 6th 2009



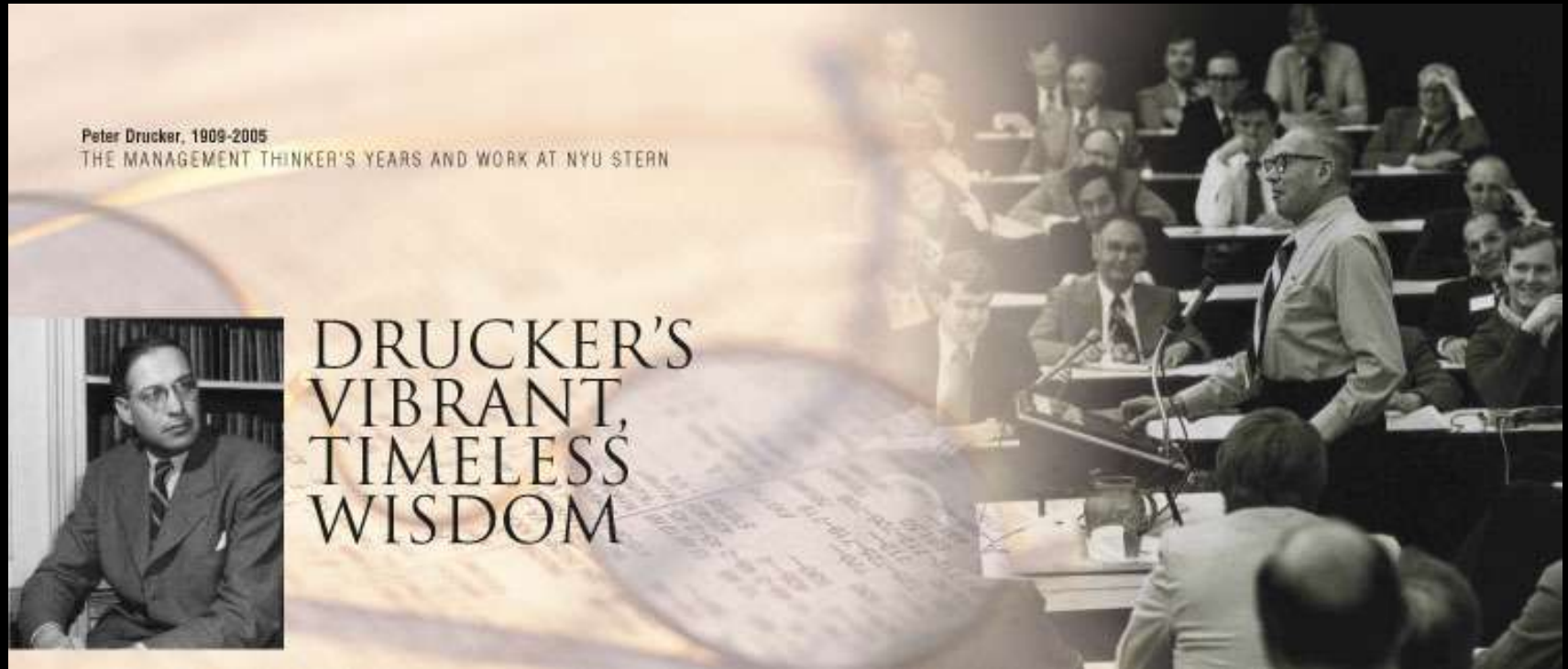


The Age of Discontinuity

Peter Drucker, 1909-2005
THE MANAGEMENT THINKER'S YEARS AND WORK AT NYU STERN



DRUCKER'S
VIBRANT,
TIMELESS
WISDOM





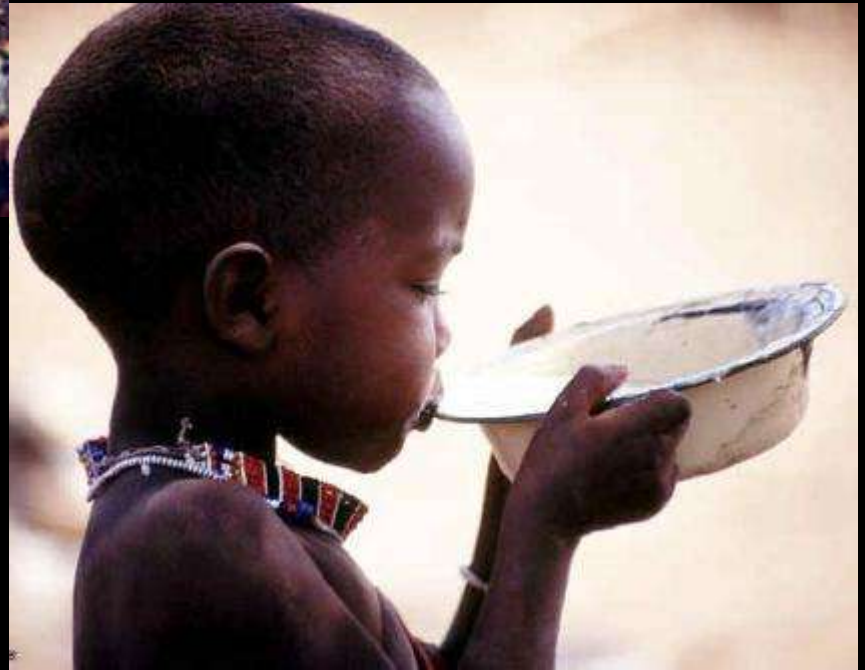
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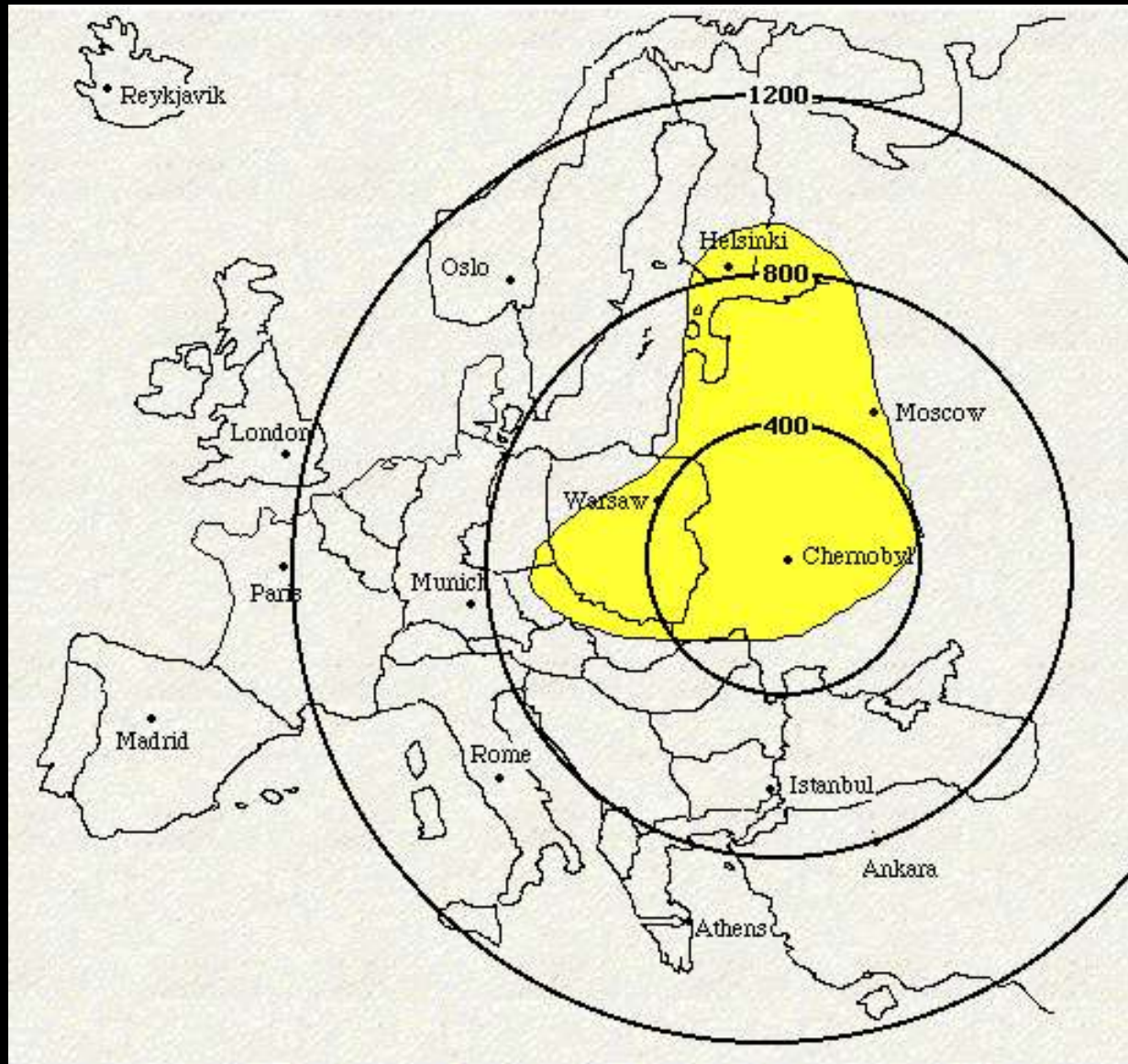














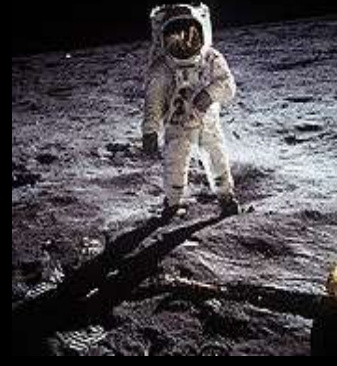
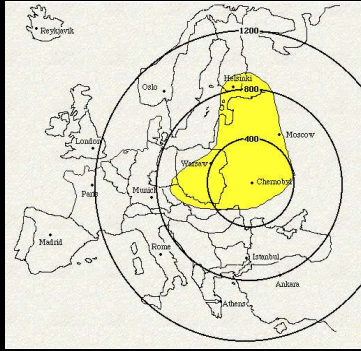














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Age of Discontinuity; Drucker 1969

- New Technology
- Globalisation-Reflexivity
- Inter Culturalism
- New Technology

Ireland Then

- Media
- Civil Rights
- Vatican 11
- Women's Movement
- Urbanisation
- Folk Movement
- Mass Education at 2nd and 3rd level

The influence of Carl Rogers

- Rogers started out as an agriculturalist
- Considers people as basically good or healthy
- The actualising tendency
- Organisms know what is good for them
- Culture intervenes with conditional positive regard
- Incongruence emerges where there is dissonance between the real self and the ideal self

Different Paradigms

- Adult Learning for personal transformation;
Rogers and Knowles
- Adult Learning and Social Transformation;
Freire, Illich, Bourdieu

Knowles

- Adults are autonomous and self directed
- Need to connect learning to experience
- Adults are goal oriented
- Are relevancy oriented
- Practical
- Need to be shown respect

Adult Education and Social Exclusion-The 1980's agenda

- Lower levels of private home ownership
- Persistence of unemployment and poverty rates above national norm
- Personal safety compromised
- Clientelist politics
- Grandmother is a central figure
- Social services delivered by outside professionals

Disadvantaged communities (contd)

- School achievement levels poor
- Grim suburban landscape
- Recreation and other services-eg shopping-poorly developed
- Issues of public health

The Emergence of Community Education

- Dealt with and Replicated real world situations
- Syllabus emerged, not ordained
- Abandonment of subject specific syllabus in favour of discipline based approach
- New approaches to assessment and accreditation
- Focus on building capability-individual and community
- Value is intrinsic, not extrinsic

Community Education's View of Exclusion

Exclusion	Client	Partner	Participant
Image	Untrustworthy	Deserving	Capable
Desired Outcomes	Provide services	Co-operation	Solidarity
Approach by State	State decrees	State co-opts	State supports
Approach to solutions	Needy individuals	Needy Groups	Active groups
View of client	Dependent	Dependent	Agentic

Elements of an inclusion agenda

- Community-Build social capital
- Cohesion-Reduce class differences
- Competitiveness-Employability
- Citizenship-Civic awareness and responsibility
- Consciousness-Capacity for ongoing interrogation

Key Policy Initiatives

- Focus on Literacy following the IAL'S surveys
- Focus on Unemployment-the VTOS and Youthreach
- Focus on Access to Higher education-age, disability and socio economic disadvantage
- Development of the national Framework of Qualifications

Contested Zones

- Formal v's Non Formal
- Pedagogy v's Andragogy
- Individual v's Collective
- Cultural Transmission v's Transformation
- Representation v's Participation

Impact on the Formal System

- Mature students in 3rd level
- A major focus on Teaching and Learning in 3rd level
- Active Learning and AFL in 2nd level
- Wider Appreciation of the concept of Multiple Intelligences
- Early School Underachievement still a pervasive problem-especially working class boys

Dealing with the issues

The Emerging Aontas Agenda

- Set target of 7%GNP on Education-10.5bn
- Find new ways of addressing Educational Disadvantage
- Deal with all aspects of inequality
- Focus on Lifelong Learning
- Concentrate on the Failures of our Democracy
- Inequality-to the greatest benefit of the least advantaged
- Focus on Parenting
- Ongoing Critique of current provision at primary and second level
- The Environment