

# Tensions between local and global. Adult education and its networks

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6. Juli 2011

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# Einsam oder gemeinsam?

1. The value of networks
2. Changing networks
3. Cosmopolitan milieus
4. Tensions and prospects

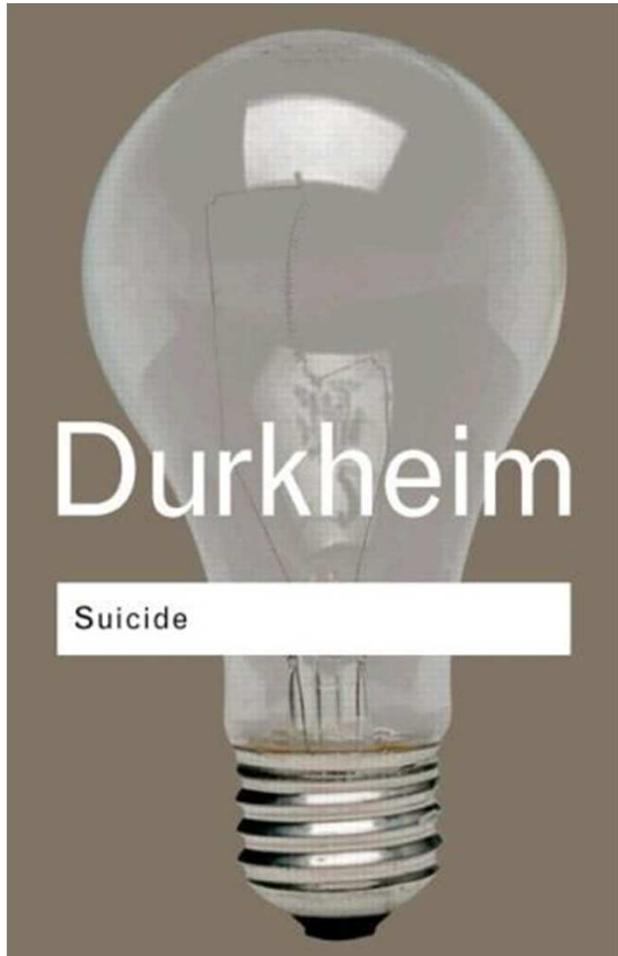
# 1. The value of networks

- Ideas of a 'good society'
- Mechanisms of social dialogue and partnership
- Durkheimian concepts of social cohesion and solidarity
- Well established effects in the research literature

# Networks and organisational learning

- Knowledge flows and network structures
- Formal and informal networks
- Network homogeneity and heterogeneity
- Motivations to share or hoard

# Durkheim's dark side of cohesion



- Excessive integration – fatalism
- Over-integration - altruism

# The risks of network membership

- Reciprocity as a burden
- Penalties for perceived disloyalty
- Lock-in to the wrong network with the wrong assets
- Development of social skills with little transferability

## 2. Changing networks

### Einsam oder Gemeinsam? Netzwerke und Kooperationen in der Erwachsenenbildung

Bedeutung wie Interesse an Netzwerken in der Erwachsenenbildung nehmen kontinuierlich zu. Dass sie für die Erwachsenenbildung eine wichtige Rolle spielen, zeigt sich nicht zuletzt an ihrer Förderung durch diverse EU-Projekte und ihrer vermehrten Verwissenschaftlichung durch die Netzwerkanalyse. Im Alltag der EB-PraktikerInnen wird zunehmend deren Notwendigkeit sichtbar. Der Austausch in Netzwerken und das Eingehen von Kooperationen gewinnen an Bedeutung. Oft knüpft sich daran auch die Hoffnung, der Erwachsenenbildung als Ganzes eine stärkere Stimme zu verleihen und gleichzeitig auch die Interessen der eigenen Einrichtung besser vertreten zu können.

### Alone or Together? Networks and Cooperations in Adult Education

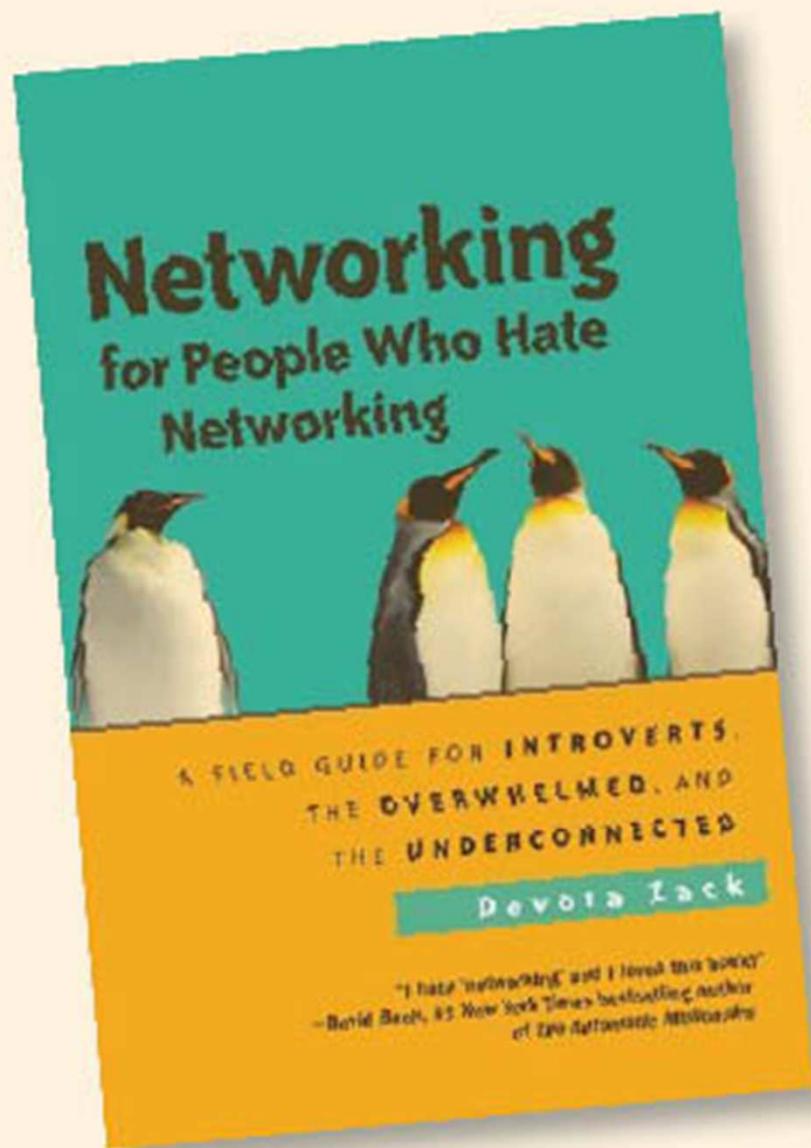
The importance of and the interest in networks in adult education continue to increase. The important role that networks play in adult education is especially apparent from their promotion in different EU projects and their growing scientification through network analysis. In the everyday life of professionals working in adult education, the need for networks is becoming more and more evident. Exchanging in networks and entering into cooperations are gaining in importance. Often this is also linked to the hope that adult education as a whole can be given a stronger voice and that at the same time the interests of one's own institution can be better represented.

# How are people's networks changing?

- Digital ties, including SNSs
- Intra-generational ties
- Informal social and political action
- Lifestyle and home-focused leisure
- Networking as a symbolic asset
- Networking as a valued competence



## IMPROVE YOUR NETWORKING SKILLS



### 4. Why Introverts Hate Networking

Introverts need time to trust someone new to them.



# Career Killers: Seven Deadly Sins of Social Networking

1

## Exposing Your Double Life

- A recent survey conducted by CareerBuilder found that 35 percent of potential employers who checked up on candidate's social networking profiles passed up on prospects due to content they posted. Tops on the list of no-nos were provocative photos and content or photos of them drinking or using drugs. Publicly consumable evidence that shows you to be anything but Polyanna during off hours may be TMI.

# Social networking and organisational learning

- Survey data suggest SNS users are likely to be active in civic and social action
- Facebook usage is associated with all types of social capital, but above all with 'bridging' ties
- Intensity of Facebook use is associated with higher levels of social trust, political participation and civic engagement
- BUT much of this research is based on university students and effect sizes are small



- IBM study showed that people used the intra-SNS to maintain existing ties and build new ones
- People were likely to use the SNS to develop global ties and access new expertise
- The SNS was particularly used by workers in peripheral (non-US) regions
- Again, effect sizes were fairly small

Steinfeld, DiMicco, Ellison + Lampe 2009

### 3. Cosmopolitan and local cultures

**CHAVS**  
THE DEMONIZATION OF  
THE WORKING CLASS

OWEN JONES

Magdalena Nowicka

Transnational  
Professionals and their  
Cosmopolitan  
Universes

campus



# Beck's cosmopolitan critique

- Social science's 'methodological nationalism'
- The 21<sup>ST</sup> century is an age of cosmopolitanism
- Transnational phenomena every level and every field of social and political action

# Internationalisation and adult education

- Europeanisation
- Digitisation
- International benchmarks
- World class aspirations

2000		2003		2006	
Reading literacy		Mathematics		Science	
1.  Finland	546	1.  Finland	544	1.  Finland	563
2.  Canada	534	2.  South Korea	542	2.  Canada	534
3.  New Zealand	529	3.  Netherlands	538	3.  Japan	531
4.  Australia	528	4.  Japan	534	4.  New Zealand	530
5.  Ireland	527	5.  Canada	532	5.  Australia	527
6.  South Korea	525	6.  Belgium	529	6.  Netherlands	525
7.  United Kingdom	523	7.  Switzerland	527	7.  South Korea	522
8.  Japan	522	8.  Australia	524	8.  Germany	516
9.  Sweden	516	9.  New Zealand	523	9.  United Kingdom	515
10.  Austria	507	10.  Czech Republic	516	10.  Czech Republic	513
11.  Belgium	507	11.  Iceland	515	11.  Switzerland	512
12.  Iceland	507	12.  Denmark	514	12.  Austria	511
13.  Norway	505	13.  France	511	13.  Belgium	510
14.  France	505	14.  Sweden	503	14.  Ireland	508
15.  United States	504	15.  Austria	506	15.  Hungary	504
16.  Denmark	497	16.  Germany	503	16.  Sweden	503
17.  Switzerland	494	17.  Ireland	503	17.  Poland	498
18.  Spain	493	18.  Slovakia	498	18.  Denmark	496
19.  Czech Republic	492	19.  Norway	495	19.  France	495
20.  Italy	487	20.  Luxembourg	493	20.  Iceland	491
21.  Germany	484	21.  Poland	490	21.  United States	489
22.  Hungary	480	22.  Hungary	490	22.  Slovakia	488
23.  Poland	479	23.  Spain	485	23.  Spain	488
24.  Greece	474	24.  United States	483	24.  Norway	487
25.  Portugal	470	25.  Italy	466	25.  Luxembourg	486
26.  Luxembourg	441	26.  Portugal	466	26.  Italy	475
27.  Mexico	422	27.  Greece	445	27.  Portugal	474
		28.  Turkey	423	28.  Greece	473
		29.  Mexico	385	29.  Turkey	424
				30.  Mexico	410

# ‘Normative nationalism(s)’

- Assertion of national claims vs transnational commitments (eg the EU)
- Regional/local movements (eg Nieuw-Vlaamse Alliantie, Scottish National Party, Lega Nord)
- Anti-migrant populism ( eg Front national, Sverigedemokraterna, Dansk Folkeparti, FPÖ)
- Such groups typically appeal to those who are distant from adult education

## 4. Tensions and prospects

- Global networks bring real benefits
- Cosmopolitanism can also promote detachment from the 'merely local'
- Adult education organisations will lose ground if they are only or mainly local
- Adult education organisations can also influence cosmopolitan culture
- Therefore they need new creative and communicative capacities

# Tensions and prospects

- Best practice must involve a balance between global and local
- Adult educators as translators, adapters, enablers, and agents of transformation