

Julius-Maximilians-

**UNIVERSITÄT  
WÜRZBURG**

# WINTER SCHOOL

INTERNATIONAL & COMPARATIVE STUDIES  
**FOR MA & PHD STUDENTS**

IN ADULT EDUCATION & LIFELONG LEARNING

**4.-15.2.2019**

in Würzburg, Germany

**NOW ALSO OPEN FOR  
PRACTITIONERS!**

**APPLY UNTIL 15.10.2018**



## IN COOPERATION WITH



## WITH FINANCIAL SUPPORT FROM



**FIND OUT MORE!**  
<https://go.uniwue.de/lifelonglearning>



# Content

<b>Subject</b> .....	4
<b>Online tutorials</b> .....	5
<b>Programme for MA &amp; PhD students</b>	
Part I: International strategies in adult education (MA students), 4.-8.2.2019.....	6
Theories for International adult education (Phd students), 4.-8.2.2019.....	7
Part II: Comparative studies in adult education & lifelong learning, for MA & PhD students & Practicioners, 11.-15.2.2019.....	8
<b>Programme for practitioners</b> .....	9
<b>Comparative groups</b>	
Group 1: The European Union & lifelong learning: impact on national/regional adult education policies.....	10
Group 2: National qualification frameworks in lifelong learning perspective .....	12
Group 3: Leadership for adult education & organizational learning.....	14
Group 4: Employability & transitions of young adults from higher education to labour market.....	16
Group 5: Gender influence on innovative teaching methods in adult education.....	19
Group 6: Fostering critical reflection in the frame of transformative learning in adult education.....	21
Group 7: Employability policies in the context of sustainability & knowledge economy.....	23
Group 8: Developing active citizenship through adult learning & education .....	25
Group 9: Occupational structures & professionalization of adult education: recent developments & future challenges.....	27
<b>Join our LinkedIn Network: Adult education and lifelong learning</b> .....	29
Application.....	31
Scholarships.....	33
Registration & participation contribution .....	34
Accommodation & certificate .....	35
Exchange programme in adult and continuing education & lifelong learning .....	36
Contact .....	37

# Subject

The Winter School is divided into a two-week programme. During the first week, master's and doctoral students from the partner universities will take part in the programme. The Winter School is part of a blended-learning activity with a preparatory and a subsequent online phase. During the first week, there will be two separate study pathways: one for master's students and one for doctoral students.

## FIRST WEEKS' PATHWAY FOR MA STUDENTS

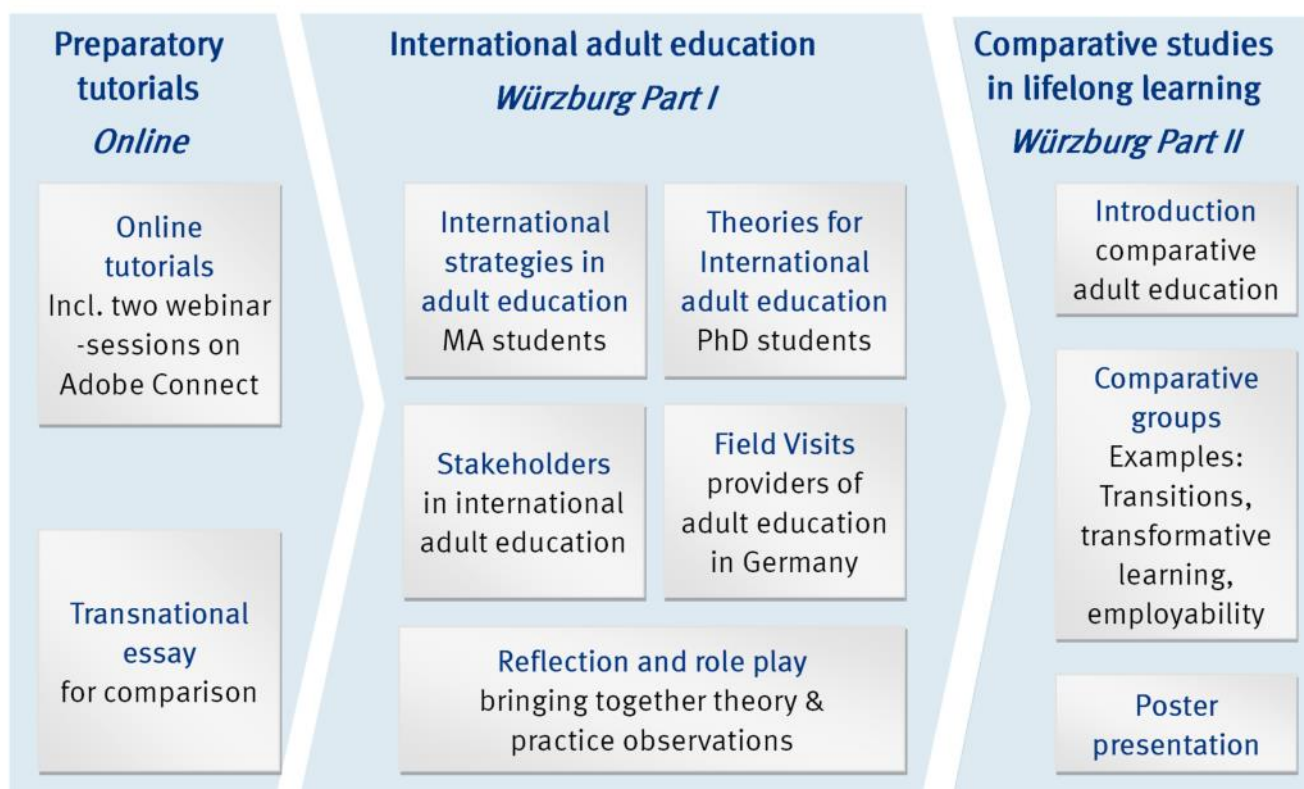
MA students focus on questions of international policies in adult education and lifelong learning. They will be educated to work with a policy analysis perspective. The analysis will focus on specialised competences for developing new knowledge and innovation by integrating different perspectives.

## FIRST WEEKS' PATHWAY FOR PHD STUDENTS

PhD students will focus on theories in adult education and lifelong learning. They will develop a theoretical-analytical perspective. PhD students will focus on much more specialised theoretical knowledge to be able to synthesize different perspectives systematically and theoretically. With both perspectives, participants will gain insights into the field of practice in adult education (field visits at adult education centres in and around Würzburg, presentations by associations/international organisations in adult education). The insights will serve as case studies for practicing the analytical models.

## SECOND WEEK

During the second week, MA students, PhD students and practitioners will work together in comparative groups on selected topics in adult education and lifelong learning. The groups will come with a policy-perspective (MA students), a theory-perspective (PhD students) and a practice-perspective (practitioners) in small groups of 6-10 participants. The first day starts with perspectives on employability in adult education and lifelong learning. This will place the university-practice perspective at the centre of the second week. For the comparative analysis, all learners will provide a transnational essay, which will serve as the basis for the international comparison. Practitioners will contribute a good practice example from their working field. For the comparison, a didactical methodology will be used for learning in heterogeneous groups. On the last Winter School day, the results of the comparisons will be presented to all other groups. The subsequent online phase includes the publication of the comparative results.





# Online tutorials

## FOR MA STUDENTS

### INTERNATIONAL STRATEGIES IN ADULT EDUCATION

Introduction to the Winter School • Preparing of Transnational Essay • International Networks in Adult Education and Lifelong Learning • European Policies in Adult and Lifelong Learning & European Policy Strategies • Comparative Studies in Adult Education & Examples • Transnational Essay about home countries insight into the comparative group

## FOR PHD STUDENTS

### THEORIES FOR INTERNATIONAL ADULT EDUCATION

Paulo Freire: Pedagogy of the Oppressed • Country perspectives on Freire: Paper published in the country and the language of each student & paper about Freire published in the country of each student • Videos: introduction to the preparation • Comparative Studies in Adult Education & Examples • Transnational Essay about home countries insight into the comparative group

## FOR PRACTITIONERS

Introduction into the blended learning methodology • How to present a good practice for a Comparative Group Work?

Including two  
interactive webinar-sessions  
on Adobe Connect

Please have a look in our  
participants guide:  
[https://go.uniwue.de/  
participant](https://go.uniwue.de/participant)



# International strategies in adult education

4.-8.2.2019

Part I for MA students

## Monday, February 4, 2019

- 9.00-10.00 Registration—Z6, 2.011  
10.00 -12.00 Introduction & welcome  
13.00-17.00 Basic Concepts: “Politics, Policies, Strategies in LLL”

## Tuesday, February 5, 2019

- 9.00-12.00 Levels of analysis: “Mega, meso, macro and micro”  
13.00-17.00 Social policy models  
18.00 Guided Würzburg tour

## Wednesday, February 6, 2019

- 9.00-12.00 Adult education providers in Germany  
13.00-15.00 Preparation for field exploration: Development of observation grid  
15.10-18.00 Field Visits to Frankenwarte Academy and Kolping Academy in Würzburg

## Thursday, February 7, 2019

- 9.00-12.00 European and International Policies in Adult Education  
13.00-17.00 Field Visits outside Würzburg

## Friday, February 8, 2019

- 9.00-12.00 Role Play: Social Policy Models and Adult Education Practice  
13.00-15.00 Field insights to main stakeholders  
15.00-17.00 Reflection on field explorations (in international groups)



### ***Prof. Regina Egetenmeyer, Julius-Maximilian-University Würzburg, Germany***

Regina Egetenmeyer works on questions of Lifelong Learning, informal learning, and professionalization in adult education and mobility for learning purposes. Since 2013, she holds the Professorship for Adult and Continuing Education at the University of Würzburg. She is a visiting Professor at the International Institute of Adult & Lifelong Education, New Delhi (2014-2018). Her research emphasis is on internationally comparative research in adult and lifelong learning.

### ***Prof. Paula Guimarães, University of Lisbon, Portugal***

Paula Guimarães is an assistant professor at the Instituto de Educação, Universidade de Lisboa since 2012. She did her PhD on Education Policies, in adult education, and has been studying adult education policies established, implemented and assessed at national and supranational levels. Her main interests have been the link that might be established among different levels of political intervention.



### ***Prof. Dr. Licínio C. Lima, University of Minho, Portugal***

Licínio C. Lima is Professor of Sociology of Education and Educational Administration at the Department of Social Sciences of Education at the University of Minho. He was Head of Department (1998-2004), Head of the Unit for adult education (1984-2004), Director of the Research Centre for Education and Psychology (1994-1997) and Director of the PhD in Education. Various European and Brazilian universities hosted him as a guest professor. Further is he an author of many academic works, which are published in thirteen countries and translated in to six languages, including more than thirty books.

# Theories for international adult education

4.-8.2.2019

Part I for PhD students

## Monday, February 4, 2019

- 9.00-10.00 Registration—Z6, 2.011  
10.00 -12.00 Introduction & welcome  
13.00-17.00 Plenary lecture “The “politicity” of education: politics, policies, strategies  
Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography

## Tuesday, February 5, 2019

- 9.00-12.00 Why studying Freire today? The contributions of Freire to policy studies in ALE/LLL: Critical encounters with Ettore Gelpi and Ivan Illich  
13.00-17.00 The opus magnum: The Pedagogy of the Oppressed and its main concepts  
Radical democracy, liberation and participation; modernization and development. Extension or Communication? Education as the Practice of Freedom  
18.00 Guided Würzburg tour

## Wednesday, February 6, 2019

- 9.00-12.00 Popular adult education and critical literacy: reading the world and reading the words  
13.00-15.00 Adult education providers in Germany  
15.10-18.00 Field Visits to Frankenwarte Academy and Kolping Academy in Würzburg

## Thursday, February 7, 2019

- 9.00-12.00 Paulo Freire as public administrator in the city of São Paulo: Pedagogy of the City  
13.00-17.00 Field Visits outside Würzburg

## Friday, February 8, 2019

- 9.00-12.00 The Pedagogy of Freedom: Teaching and learning – ethics, democracy, autonomy and participation in decision making  
13.00-15.00 Field insights to main stakeholders  
15.00-17.00 Reflection on Field Explorations in a Freirian perspective.



### ***Prof. Regina Egetenmeyer, Julius-Maximilian-University Würzburg, Germany***

Regina Egetenmeyer works on questions of Lifelong Learning, informal learning, and professionalization in adult education and mobility for learning purposes. Since 2013, she holds the Professorship for Adult and Continuing Education at the University of Würzburg. She is a visiting Professor at the International Institute of Adult & Lifelong Education, New Delhi (2014-2018). Her research emphasis is on internationally comparative research in adult and lifelong learning.

### ***Prof. Paula Guimarães, University of Lisbon, Portugal***

Paula Guimarães is an assistant professor at the Instituto de Educação, Universidade de Lisboa since 2012. She did her PhD on Education Policies, in adult education, and has been studying adult education policies established, implemented and assessed at national and supranational levels. Her main interests have been the link that might be established among different levels of political intervention.



### ***Prof. Dr. Licínio C. Lima, University of Minho, Portugal***

Licínio C. Lima is Professor of Sociology of Education and Educational Administration at the Department of Social Sciences of Education at the University of Minho. He was Head of Department (1998-2004), Head of the Unit for adult education (1984-2004), Director of the Research Centre for Education and Psychology (1994-1997) and Director of the PhD in Education. Various European and Brazilian universities hosted him as a guest professor. Further is he an author of many academic works, which are published in thirteen countries and translated in to six languages, including more than thirty books.

# Comparative studies in adult education & lifelong learning, 11.-15.2.2019

**Part II  
for MA students**

**Part II for  
PhD students**

**NOW ALSO OPEN FOR  
PRACTITIONERS!**  
SEE NEXT PAGE

For the comparison of selected subtopics of lifelong learning, students and practitioners chose one subtopic, which is guided by an international expert. Each participant will act as a representative of his/her home context (e.g. home country, home university). Within the group work a comparison of the identified contexts will be done. The comparative group work will end with a poster presentation showing the results of the comparison. Every participant prepared a short transnational essay before the winter school. By this, each student and each practitioner will provide an insight into his/her researched context to the group fellows.

## Monday, February 11, 2019

9.00-12.00 Employability in adult education and lifelong learning in Europe  
13.00-15.00 Student's Portfolio for Employability Skills  
15.00-17.00 Developing Skills with Online-Toolkit

Evening Cultural evening in comparative groups

## Tuesday, February 12, 2019

9.00-12.00 Introduction into Comparative Studies in Adult Education  
13.00-15.00 Introduction to Comparative Group work  
15.00-17.00 Comparative group work: Learners presentation

## Wednesday, February 13, 2019

9.00-12.00 Comparative group work: Development of comparative categories  
13.00-15.00 Comparative group work: Testing of comparative categories  
15.00-17.00 Comparative group work: Interpretation and comparison

## Thursday, February 14, 2019

9.00-12.00 Comparative group work: Interpretation and comparison  
13.00-15.00 Comparative group work: Interpretation and comparison  
15.00-17.00 International publication of comparative research results

## Friday, February 15, 2019

9.00-12.00 Comparative group work: Interpretation and comparison  
13.00-15.00 Presentation of the group work results (open space)  
15.00-17.00 Closing session (Evaluation & certificates)  
20.00 Franconia evening



# Programme for practitioners, 11.-15.2.2019

NOW ALSO OPEN FOR  
PRACTITIONERS!

Practitioners in adult education (e.g. adult and continuing education trainers, adult education programme planners, adult education project managers) who are affiliated with the European Association for the Education of Adults (EAEA) and with DVV International are invited to participate in the Winter School. Just for affiliated practitioners participation is possible only for the second week of the Winter School.

During the second week, selected topics in adult education and lifelong learning are compared in comparative groups with 6-10 participants (topics see “comparative group descriptions” in this booklet). International experts in adult education and lifelong learning will moderate the comparative groups. In the groups, practitioners will work together with MA and PhD students on the international comparison. Whereby, MA and PH students will come to the comparative groups with a theoretical and literature based perspective, practitioners are invited to bring a good practice perspective to the comparative group work.

Whereby students prepare a transnational essay for the comparison, practitioners will contribute with a good practice perspective of their work context. Therefore, practitioners are invited to select a comparative group, to which they can contribute with a practice example.

For the comparison, a detailed didactical methodology will be used to work with heterogeneous learner groups which allows learning from each other. On the last Winter School day, the results of the comparisons will be presented to all other groups.

Application will be possible until 15 October 2018 at [go.uniwiue.de/application](http://go.uniwiue.de/application). We require your CV (in German or English) as well as the application form (download), a scan of your passport or national ID as well as of your EHIC. You can find further details at pp.31-34



© Professorship for Adult and Continuing Education, JMU Würzburg

# Comparative groups

## COMPARATIVE GROUP 1 THE EUROPEAN UNION & LIFELONG LEARNING: IMPACT ON NATIONAL/REGIONAL ADULT EDUCATION POLICIES

Lifelong learning • policies • European Union

The analysis of national/regional adult education and lifelong learning policies can follow the models proposed by Lima and Guimarães (2011): democratic emancipatory model; modernisation and state control model; and human resources model. This analytical proposal includes several criteria allowing the identification of political orientation and priorities, organisational dimensions and conceptual elements and the interpretation of main subjects underlying adult education policies in recent decades. These models seek to embrace a wide range of adult education policies adopted in different countries and regions, many of these reflecting the impact of the European Union or other international governmental organisations. Built on a continuum, these analytical models are not exclusive but can show hybridisation, as a national or regional policy can present characteristics of different models. Some countries or regions favour policies based on upskilling of the workmanship through learning programmes, its adaptation to the labour market needs and the raise of productivity and economic competitiveness; others are more directed at developing education and training systems, favouring formal education and training, school certification and professional qualification of adults that are part of more formalised and ruled labour markets; others still are oriented towards democratic and emancipatory principles, fostering participation and equality of opportunities within liberal adult education and popular education programmes.

The expected learning outcomes of this comparative group is to gain insights on: 1) different as well as similar national/regional adult education and lifelong learning policies in several countries or regions , and 2) understanding such similarities and differences according to national/regional historical and contextual aspects.

### COMPARATIVE RESEARCH QUESTION

According to analytical policy models proposed by Lima and Guimarães (2011):

1. How can recent national/regional adult education and lifelong learning policies be interpreted?
2. What national or regional historical and contextual aspects can be used to understand adult education and lifelong learning policies?

### CONTEXT OF COMPARISON

The main cases that will be compared are: The single national/regional adult education and lifelong learning policies of countries to which students belong; and

In comparing these cases, the comparative group will engage with a number of relevant interdependencies between:

1. Political priorities (ends targeted by these policies, domains of programmes and forms of provision, target groups and funding allocated),
2. Political orientations (laws, rules that allow a policy to be adopted and set the conditions for people to work in and join forms of provision),
3. Organisational dimensions (centralised or decentralised services promoting adult education and lifelong learning, management procedures in forms of provision, quality assurance norms, control and evaluation of programmes)
4. Theoretical references of adult education and lifelong learning (aims of programmes, pedagogic methods favoured, adults' forms of participation and assessment)

## CATEGORIES OF COMPARISON

(selection for the transnational essay is based on participants research interests)

1. Political priorities of specific programmes or forms of provision (domains included such as formal, non formal or informal education and training domains, specific target-groups, funding allocated)
2. General political orientations that may be found in national/regional programmes, laws, rules and norms that allow a policy to be adopted. In general it includes legislative apparatus and the conditions by which a policy can be implemented (access requirements, services involved, programmes to be developed)
3. Organisational services or other formal structures promoting adult education and lifelong learning forms of provision (services that implement programmes proposed to adults, adult educators/trainers involved, quality assurance, evaluation of programmes and forms of provision)
4. Theoretical references of adult education and lifelong learning considering a) democratic, emancipatory and humanistic aims and practices, b) modernisation and State control aims and practices – stressing formal education and training; and c) human resources management aims and practices – favouring learning relevant for raise of productivity and economic competitiveness, referring specifically to pedagogic methods favoured, forms of participation of adults involved, adults assessment.

## GOOD PRACTICES

Policy programs and forms of provision (in what refers to aims, target groups, national/regional departments of adult education involved, pedagogic methods favoured and assessment/evaluation of adult learners fostered) proposed in national/regional adult education policies are good examples for comparison.

Practitioners should focus on

1. Political priorities (ends targeted by these policies, domains of programmes and forms of provision, target groups and funding allocated),
2. Political orientations (laws, rules that allow a policy to be adopted and set the conditions for people to work in and join forms of provision)
3. Organisational dimensions (centralised or decentralised services promoting adult education and lifelong learning, management procedures in forms of provision, quality assurance norms, control and evaluation of programmes)
4. Theoretical references of adult education and lifelong learning (aims of programmes, pedagogic methods favoured, adults' forms of participation and assessment)

## REFERENCES

Lima, L. C./ Guimaraes, P.: European strategies in lifelong learning. A critical introduction. Opladen: Barbara Budrich Publishers, 2011.

Holford, J./Riddell, S. / Weedon, E. / Litjens, J. / Hannan, G. Patterns of Lifelong Learning: Policy and Practice in an Expanding Europe. Berlin: Lit Verlag, 2008.

### ***Prof. Paula Guimarães, Institute of Education, University of Lisbon, Portugal***

Paula Guimarães is an assistant professor at the Instituto de Educação, Universidade de Lisboa since 2012. She did her PhD on Education Policies, in adult education, and has been studying adult education policies established, implemented and assessed at national and supranational levels. Her main interests have been the link that might be established among different levels of political intervention.



## COMPARATIVE GROUP 2

# NATIONAL QUALIFICATION FRAMEWORKS IN LIFELONG LEARNING PERSPECTIVE

Qualifications frameworks • learning outcomes • transnational organisations

As a result of globalisation and Europeanisation processes, educational policy has internationalised and become a product of transnational organisations, i.e. the EU, the OECD, UNESCO, the World Bank and the IMF. These organisations can be understood as new empires of knowledge in education which strive to promote precisely defined norms, values and discourses in the field of education and adult education, as well as to transform education policy and education systems around the globe in preferable direction although they mainly work through the mechanisms of “soft power” as their formal competences are limited.

The establishment of national qualifications frameworks (NQFs) in Europe and around the globe can be seen as one of these influences of transnational organisations which support the shift towards lifelong learning (LLL), the outcome dimension of learning and learning outcomes based curricula and qualifications. The concept of learning outcomes and NQFs appeared in European policy documents around 2004 – resulting in the European qualifications framework for lifelong learning (EQF) recommendations in 2008 – and have since been presented as a ‘magic bullet’ that should resolve many educational problems; learning outcomes and NQFs are supposed to not only solve the problems of transparency, comparability, quality and efficiency of learning and qualifications, they should also facilitate second chances and a learner-centred approach to education and bridge the gap between education, the economy and support mechanisms for validation of non-formal and informal learning.

However, as the concept of learning outcomes used in European education policy is an extremely loose, i.e. a political construct without clear definition, which can be interpreted in several ways, and different types of NQFs developed around the globe, this comparative group will explore different roles NQFs and learning outcomes play in national policy context, how they influence curricula design, qualifications and lifelong learning national initiatives.

### COMPARATIVE RESEARCH QUESTION

1. What types of qualifications frameworks are dominant in different national contexts?
2. How are they linked to lifelong learning policies?
3. What role do learning outcomes play in adult education?

### CONTEXT OF COMPARISON

The group will focus its research on the influence of transnational organisations’ policies on the design and implementation on national qualifications frameworks (national EQF referencing reports, national regulations/laws, international – Cedefop, ETF, Unesco – global inventories on NQFs). It will also explore how NQFs influence adult education, particularly adult educational and training programmes (shift to learning outcomes based curricula and qualifications) and lifelong learning (national/regional) policies.

### CATEGORIES OF COMPARISON

(selection for the transnational essay is based on participants research interests)

National qualifications frameworks governance: influence of transnational organisation’s regional or meta frameworks (i.e. European qualifications framework for lifelong learning – EQF, The Association of Southeast Asian Nations qualifications reference framework – AQRf) on national qualifications frameworks (NQFs), i.e. context, purpose, scope, structure and level descriptors of NQFs, financial support.



National qualifications frameworks policy discourses: the role national qualifications frameworks and learning outcomes play in fostering lifelong learning policies, i.e. greater employability and worker mobility, better comparability and recognition of qualifications, supporting quality assurance, credit systems and systems for the validation of non-formal and informal learning.

Qualifications and curricula design: impact of national qualifications frameworks and learning outcomes on the design of adult education and training programmes and qualifications, i.e. shift to learning outcomes based qualifications.

## GOOD PRACTICES

Given that NQFs in Europe and developing countries around the globe are a recent development and can be best described as “a work in progress”, it is too early to reach conclusions about their long-term (negative or positive) effects and best practices. However, when studying qualifications frameworks practitioners should not only focus on qualifications frameworks as independent phenomena, but should consider wider context in which they are embedded in, i.e. relationships between qualifications, curriculum, educational institutions and work.

## REFERENCES

- Allais, S. (2017). What does it mean to conduct research into qualifications frameworks? *Journal of Education and Work*, 30(7), 768–776.
- Elken, M. (2015). Developing policy instruments for education in the EU: The European qualifications framework for lifelong learning. *International Journal of Lifelong Education*, 34(6), 710–726.
- Raffe, D. (2013). What is the evidence for the impact of national qualifications frameworks? *Comparative Education*, 42(2), 143–162.

### ***Prof. Borut Mikulec, University of Ljubljana, Slovenia***

Dr. Borut Mikulec is assistant professor of adult and continuing education at the Department of Educational Sciences at the University of Ljubljana. His research areas include the role of transnational organisations in education policy, international and comparative adult education, vocational education and training, recognition of non-formal and informal learning and the policy of lifelong learning.



### ***Prof. Klara Skubic Ermenc, University of Ljubljana, Slovenia***

Prof. Klara Skubic Ermenc is Associate Professor at the Department of Educational Sciences at the University of Ljubljana. She teaches Comparative Education, European Education Policy, Integration of Theory and Practice in Vocational Education. Her fields of research are European trends in (vocational) education; the role and the development of comparative education; intercultural education and the inclusion of immigrants in education.

## COMPARATIVE GROUP 3

# LEADERSHIP FOR ADULT EDUCATION & ORGANIZATIONAL LEARNING

Leadership • organizational leadership • educational leadership • adult education program • adult learning

Emerging trends have indicated the need for adults to develop skills that would enable them to meet the challenges related to environmental, technological and economic changes in society. Such challenges are associated to the need for formal adult education and training programs, and the development of educational leaders in organizational settings. Adult education programs should prepare leaders who can foster organizational learning environments that empower adult learners to be equipped to meet the challenges of the 21st century knowledge economy society. Such leaders should be able to shape adult education policy and program development through innovative delivery models and cutting-edge adult learning practices. Consequently, this module intends to prepare participants to explore and analyze theoretical and conceptual frameworks in adult education and leadership, in order to develop learning activities, which can help adult learners develop 21st century skills that make them competitive in local work places that are globally interdependent. More specifically, participants who attend this comparative group will be able to:

1. Develop plans to foster organizational learning climates that engage adult learners, organizations and institutions in co-inquiry and change programs, organizations, institutions, and other learning communities;
2. Identify and discuss conceptual frameworks, approaches, or strategies used by educational leaders to develop organizational learning initiatives that foster transformative learning experiences to adult learners;
3. Compare adult education programs and organizational learning practices between two or more countries.

### COMPARATIVE RESEARCH QUESTION

1. What are the approaches and strategies used by educational leaders in your country to support adult learning and growth within institutions/organizations?
2. What types of adult educational institution or formal/non-formal education programs that prepare individuals to be leaders, managers, and facilitators of learning in relation to lifelong learning, continuing education, and learning from experience at work?
3. What are the frameworks mostly used by adult educators in your country to transform organizations, institutions, learning communities, and other settings that influence learning and change?

### CONTEXT OF COMPARISON

The context of comparison aims at:

1. Adult educational institutions, programs, practices, and approaches in different countries.
2. Organizational learning policies and strategies in different national contexts
3. Adult educational leadership programs and organizational learning practices across different national contexts.

## CATEGORIES OF COMPARISON

(selection for the transnational essay is based on participants research interests)

The categories of comparison will include, but not limited to:

1. Global comparison or Global local/national: The comparison will focus on adult education settings, institutions/organizations, adult learning activities, policies, and regulations in both global and local/national contexts.
2. Organizations/institutions: Comparing the management of adult education programs and organizational learning activities in different types of institutions/organizations.
3. Frameworks and models: Comparing various frameworks and models for facilitating the development of strategic initiatives for adult learners and organizational learning.
4. Programs: Comparing human resource development and adult learning needs and practices in different types of adult education programs.

## GOOD PRACTICES

Practitioners should focus on diverse types of programs and learning activities; examine their philosophical and theoretical foundations, their relationship with specific cultural contexts; and explore core evidence-based practices informed by important adult learning and organizational leadership questions.

## REFERENCES

- Jean-Francois, E. (2014). Motivational orientations of non-traditional adult students to enroll in a degree seeking program. *New Horizons in Adult Education and Human Resource Development*, 26(2), 19-35. DOI: 10.1002/nha3.20060
- Sandmann, L.R., Kiely, R.C., & Grenier, R.S. (2009). Program Planning: The Neglected Dimension of Service-Learning. *Michigan Journal of Community Service Learning*, Spring, 17-33. Retrieved from: <https://quod.lib.umich.edu/cgi/p/pod/dod-idx/program-planning-the-neglected-dimension-of-service-learning.pdf?c=mjcsli;idno=3239521.0015.202;format=pdf>
- Sutherland, O.D. (2016). Adult learning in innovative organizations. *European Journal of Education*, 51(2), 210-226.

### ***Dr. Emmanuel Jean-Francois , Ohio University, USA***

Dr. Emmanuel Jean-Francois is Associate Professor of Comparative and International Education at Ohio University. He is the Coordinator of the Doctoral program in Educational Administration/Leadership, as well as the doctoral specialization in Comparative and International Educational Leadership. His most recent books include: "Transnational perspectives on innovation in teaching and learning technologies" (2018), *Perspectives in Transnational Higher Education* (2016), "Building global education with a local perspective: An introduction to global higher education (2015)", "Financial sustainability for non-profit organizations (2014)", "Trans-cultural blended learning and teaching in post-secondary education (2012)", "DREAM model to start a small business (2011)", and "Global education on trial by U.S. college professors (2010)". He is the Editor-in-Chief of the peer-reviewed journal *The African Symposium*, the Chair of the African Educational Research Network (AERN), and is the Past-President of the Transnational Education and Learning Society (TELS).



### ***Prof. Dr. Sabine Schmidt-Lauff, Helmut Schmidt University Hamburg, Germany***

Prof. Dr. Sabine Schmidt-Lauff has held the Professorship for Continuing Education and Lifelong Learning since September 2016. Her main research interest is in professionalisation and professionalism in adult education, professional identity, and international-comparative research on lifelong learning. Professional acting in adult and continuing education has been another key aspect of her work for several years. A special focus of her research and numerous national as well as international publications is on temporal and time-related challenges for learning throughout the whole lifespan in a globalised and virtualised modern world. From 2001-2004, she was head of one of the first pedagogical ERASMUS intensive programmes for adult education at Humboldt University Berlin ("European Perspectives on Lifelong Learning and the Education of Adults").

## COMPARATIVE GROUP 4

# EMPLOYABILITY & TRANSITIONS

## OF YOUNG ADULTS FROM HIGHER EDUCATION TO LABOUR MARKET

Employability • transitions • higher education • skills

The main focus of the comparative group work is the development of employability of young adults at higher education level. The stress on graduates' employability is an important challenge for Universities to support graduates' transitions towards the labour market, especially in countries with high level of youth unemployment rates. The framework of the group work is the concept of employability and its main definitions (European Commission/EACEA/Eurydice, 2014; Yorke, 2006), according to its influence on higher education policies and practices. In the context of knowledge economies and high-skilled labour demand, employability acts as an educational process that support the transition from university to work. In this sense, the topic directly involves adult education studies for its impact on career pathways and on the development of life plan.

Starting from the theoretical point of view, and its implication into current national and international policies, students will develop the study of employability at macro level (international and national policies and laws) and meso level (strategies and measures implemented by universities in the home country). The employability agenda of main institutions (OECD, European Commission, National Ministries) through documents and recommendations impacts directly on higher education offer; on the other side, at the university level, many programmes have been implemented to support employability (i.e. changes to the curriculum, career service offices, placement activities, partnerships with companies, link between employability and quality assurance measures).

In a cooperative learning setup, Master's and PhD students will join a discussion group focused on this theme, and they will acquire collective problem solving, team building, relationship and communication skills by striving for a common goal. Moreover, they will be highly involved in a very valuable, engaging and productive learning experience. The coordinator will promote and increase the level of efficiency of the group work.

### COMPARATIVE RESEARCH QUESTION

1. What is the institutional framework of employability (policies and laws) that influences strategies in higher education in your country?
2. What kind of educational actions (i.e. guidance, job placement or career service) have been implemented at your home university?
3. What are specific programmes implemented at university level to support young adults' employability?
4. Are there employability-related measures according to the curriculum (i.e. specific modules) or relating to the services offered by your University?

### CONTEXT OF COMPARISON

The comparison will deal with the educational policies and strategies that are developed at a global and national level to foster the employability of young people. These will be studied with a pedagogical perspective and students will be asked to answer to some questions in order to understand if the comparison is possible.

At the same time the comparative group will focus the attention on the programs and activities that Universities implement to bolster the development of employability and the transition towards the labour market.



## CATEGORIES OF COMPARISON

(selection for the transnational essay is based on participants research interests)

1. The definition of employability (i.e. employment centred or competence centred) will be considered a category since it influences the institutional approach at macro and meso level.
2. Transitions from higher education to the labour market will be considered a category since they are very important from a pedagogical point of view for the study of the dynamic processes towards adulthood and the design and management of educational actions.
3. Policies and strategies for employability at international and national level will be considered a category of analysis for the implementation of measures at Higher Education level.
4. Practices and actions (i.e. guidance, job placement or career service) at university level will be considered a category to analyse the measures for supporting students' and graduates' employability

## GOOD PRACTICES

We could focus on specific measures that could support the development of employability skills within Career Services. For example, University of Florence has developed the *Entrepreneurial Training Program* to improve entrepreneurial skills and to focus the research towards professional projects. It is a two-day training program aimed at fostering entrepreneurial skills through Design Thinking (Buchanan, 1992) and LEGO® Serious Play methodology (Kristiansen & Rasmussen, 2017). The focus is on the entrepreneurial attitude and on skills for project planning and management. Further programmes and activities could be compared in order to provide an overview of good practices for the development of young adults' employability.

## REFERENCES

- Boffo, V., Fedeli, M., Melacarne, C., Lo Presti, F., Vianello, M. (2017), Teaching and Learning for Employability. New Strategies in Higher Education, Milan-Turin: Pearson.
- European Commission/EACEA/Eurydice, (2014). Modernisation of Higher Education in Europe: Access, Retention and Employability 2014. Eurydice Report. Luxembourg: Publications Office of the European Union.
- Yorke, M. (2006). Employability and Higher Education. What it is - What it is not. Heslington: The Higher Education Academy

### **Prof. Vanna Boffo, University of Florence, Italy**

Prof. Vanna Boffo, University of Florence, Italy earned her PhD at the Florence University Department of Education and Cultural and Training Processes (21/02/2003); Vanna Boffo is Associate Professor at the Department of Education and Psychology, University of Florence and received her habilitation to Full Professor in 2015. She is the President of the European Master in Adult and Continuing Education at the University of Florence where she teaches Educational Research Methodology and General Pedagogy. She is also Rector's Delegate for Job Placement, Member of the Scientific Board of Directors of RUIAP, the Italian Network for University and Higher education, affiliated to EUCEN, and stakeholder of the EPALE Italian Network.



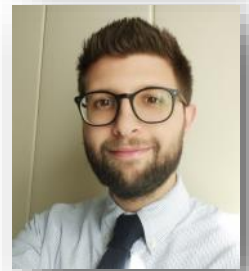
***Dr. Gaia Gioli, University of Florence, Italy***

Dr. Gaia Gioli, University of Florence, Italy earned her PhD at the Bergamo University Department of Education (17/03/2014); Gaia Gioli is PostDoc at the Department of Education and Psychology, University of Florence since 2014. Her current research activities are concentrated in three areas: 1) Adult education, the formation in and for the workplace, the study of transitions from education to labour market; 2) higher education and the study of actions to foster the development of employability through the curricula of studies; 3) internationalization of the research.



***Co-Moderation: Carlo Terzaroli, University of Florence, Italy***

Carlo Terzaroli currently is PhD candidate at the University of Florence. His research interests involve adult education and Career Service models in higher education.



© Rachel Camenzuli, Professorship for Adult and Continuing Education, JMU Würzburg

## COMPARATIVE GROUP 5

# GENDER INFLUENCE ON INNOVATIVE TEACHING METHODS IN ADULT EDUCATION

Innovative teaching methods • gendered instruction

Sex equity, inclusion of all learners and gender mainstreaming in classroom interaction is integral to success of the provision of different kinds of adult education ranging from language classes to skills acquisitions in the formal and non formal classes. The incorporation of every category of learners in the learning experiences is subject to a lot of circumstances, the process and priorities formulated by international, regional, national and locally endorsed policies. The application of these gendered based policies are also subjected to interpretation as suitable for the location in which it is being applied. Quoting from Darkenwald and Merriam (1982) in the Informal Education Homepage, Smith, 2007, mentioned that “Adult education is concerned not with preparing people for life, but rather with helping people to live more successfully. Thus if there is to be an overarching function of the adult education enterprise, it is to assist adults to increase competence, or negotiate transitions, in their social roles (worker, parent, retiree etc.), to help them gain greater fulfilment in their personal lives, and to assist them in solving personal and community problems”.

From this background, the influence of gender on teaching methods/strategies in the AE provisions of the local centres will be considered. The innovativeness in the case studies and success stories and challenges from each country represented in the group will also be compared to policies on gender and education in the mega, macro and micro level.

### COMPARATIVE RESEARCH QUESTION

1. Which gender needs do frameworks (policies) for programmes meet?
2. Which teaching methods are adopted in the programme for inclusion of all participants and how innovative are they in achieving equity?

### CONTEXT OF COMPARISON

The contexts of comparison will include concrete programmes as such those provided in Gender centres and other gendered programme. These programmes are offered under different names and centres (including NGOs) in various countries. Students’ essays and the practitioners’ cases will be based on experiences and practices.

We will categorise the essays and cases presented in the group under the international policies adapted from mega organisations, regional and national regulations and case studies of implementations at the local adult education centres.

### CATEGORIES OF COMPARISON

(selection for the transnational essay is based on participants research interests)

1. Policies for supporting gender mainstreaming and sensitivity in adult education classes
2. Resources (human, finances, material) for programmes
3. Provisions (teaching methods, didactics, programmes, participations) of adult education programmes towards gendered responsiveness.

## GOOD PRACTICES

1. How do you implement gender promoting programmes in your practice?
2. What teaching methods do you adopt for teaching your target group and how innovative are they?
3. How do you evaluate and measure relevance, teaching processes and active participation in your centres?

## REFERENCES

- Hugo, J. M. (1990). Adult education history and the issue of gender: toward a different history of adult education in America. *Adult Education Quarterly*, 41(1), 1-16.
- Smith, M. K. (2007). Introducing Adult Education. *The Informal Education Homepage*. Retrieved May 08,2018, from <http://www.infed.org/lifelonglearning/b-adedgn.htm>
- Simeon-Fayomi, B. C. & Fedeli, M., (2014). Across my bridge: The experienced perception of two female adults of the European and Africa cultures in a didactic situation. Paper presented at 2014 Commission of International Adult Education (CIAE), (pp. 246-259). Charleston, N.C., U.S.A.

### ***Dr. Bolanle Clara Simeon-Fayomi , Obafemi Awolowo University, Ile-Ife, Nigeria***

Dr. Simeon-Fayomi Bolanle Clara teaches and researches into the areas of Innovative Teaching Methods, Soft skills & Employability/Entrepreneurship Education, Continuing Education & Training, and recently into Displaced / Refugees persons Education and Military Education. She is a tenured prima facie qualified Associate Professor of 2016 in Obafemi Awolowo University, Ile-Ife, Nigeria. A scholar of the First Data Western Union of AAU/IAA, USA and Fellow of the Carnegie Corporation of New York/ Linkages, Obafemi Awolowo University, Ile-Ife, she was awarded the prestigious Bavarian Government Fellowship of the Siebold-Collegium-Institute for Advanced Studies (SCIAS) of the University of Wurzburg and serves as visiting professor to several Universities. She is presently a fourth year tenured executive member of the Nigerian National Council for Adult Education (NNCAE).



### ***Dr. Valentina Guerrini, University of Florence, Italy***

Valentina Guerrini is Postdoc in Educational Sciences and temporary Professor at Department of Education and Psychology at University of Florence. Her research field is general and social education, in particular her research interests are oriented to the management of differences (ethnic, cultural, gender) and equal opportunities in education and in the world of work and to teachers' training from an international perspective. She participated with presentations to many national and international conferences and has several publications in the pedagogical reviews of the sector.



## COMPARATIVE GROUP 6

# FOSTERING CRITICAL REFLECTION IN THE FRAME OF TRANSFORMATIVE LEARNING IN ADULT EDUCATION

Adult education • transformative learning • critical reflection

The CGW will be focused on critical reflection and developed under the perspective of transformative learning in adult education (Mezirow, 1991; 1998; Mezirow & Associates, 2000; Taylor, 2008; Taylor & Cranton, 2012). Critical reflection (CR) is an important process for making decisions on complex issues that influence individuals and societal life and contexts. The ability to inform our feelings, perceptions, thoughts, through the results of critical reflection on our assumptions is fundamentally important in order to face the challenges and responsibilities connected to adult life (Kreber, 2012). For this reason CR represents one of the main goal of adult and higher education (Cfr: Barnette 1997; Brookfield, 1987; Mezirow & Associates, 1990; Nussbaum, 2010).

Mezirow (1991) argued that distorted assumptions lead people “to view reality in a way that arbitrarily limits what is included, impedes differentiation, lacks permeability or openness to other ways of seeing, or does not facilitate an integration of experience” (p.118). It means that our habits of mind become more inclusive if our assumptions can be confirmed or disconfirmed through critical reflection and consequently informed by the position of constructive alternativism (Kelly, 1955). It is a process of construction of meanings that is based on the individuals experiences, that in turns influences their way to perceive and act.

Mezirow (1991) defines reflection as “the process of critically assessing the content, process and premise(s) of our efforts to interpret and give meaning to an experience” (p. 104). Even if all three aspects require to be critique, the premise reflection is which one that promotes empowerment and emancipation (Kreber,2012).

The brief perspectives on CR presented wants to underline the responsibility of educators who should let learners know about the “the qualities, risks and likely consequences of the experience they are about to undergo” (Brookfield, 1994, p. 215). Educators need also to be aware the role of the relationship play an important impact in the process of transformation. It happens “through trustful relationships that allow individuals to have questioning discussions, share information openly and achieve mutual and consensual understanding” (Taylor, 2007, p. 179).The expected learning outcomes of this CGW is related to the development of awareness in the participants of the importance to create learning environments fostering CR among learners; the comparison of policies and both theoretical and teaching approach in supporting CR understanding the relevance for the learners and the innovation of teaching and learning methods.

### COMPARATIVE RESEARCH QUESTION

1. How do teachers/educators encourage learners' Critical Reflection?
2. In which way the institutional context support or inhibit the innovative way of teaching?
3. Is there any relationship between theoretical and pedagogical teachers'/ educators' perspectives and institutions' orientations?

## CONTEXT OF COMPARISON

The comparison will be carried out :

- at micro level, where will be investigated the teachers' perspectives and the impact on the teaching practices;
- at meso level, where will be investigated the institutional policies and orientations in teaching innovation with the consequent impact on teaching methods

## CATEGORIES OF COMPARISON

(selection for the transnational essay is based on participants research interests)

We will focus on the relationship between the practices implemented and the teachers' and the institutions' orientations. Specifically we'll focus on the following categories:

- Dominant teachers' theoretical orientations
- Role of institutions in supporting changes and innovation in teaching and learning
- Strategies implemented by teachers to foster students' critical reflection

## GOOD PRACTICES

- Practices in teaching and learning adults
- Learning experiences in formal settings
- Practices in teaching and learning in higher education

## REFERENCES

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.

Mezirow, J. & Associates (2000). *Learning as transformation*. San Francisco: Jossey-Bass.

Taylor, E. W. (2007). An update of transformative learning theory: A critical review of the empirical research (1999-2005). *International Journal of Lifelong Education*, 26, 173-191.

Taylor, E.W., & Mezirow, J. (2009). *Transformative learning in practice: insights from community, workplace and higher education*. San Francisco: Jossey Bass.

### **Dr. Monica Fedeli, University of Padova, Italy**

Monica Fedeli Ph.D. currently Associate Professor in Teaching and Learning Methods and Organizational Development at University of Padova. She has been Adjunct Professor at Boston University, at Michigan State University, at Julius Maximilian University of Wurzburg, Germany, and Visiting Professor at California University Berkeley, School of Education. Her research interests include: active teaching, participatory teaching and learning, faculty development, university business dialogue, women leadership, and professional development. She published more than 70 articles, books, and book chapters in variety of national and international journals, and book series.



### **Co-Moderation: Dr. Concetta Tino, University of Padova, Italy**

Her main research interests are: teachers professional development; Work-Related Learning as programme on which education and workplace build their partnership; the development of soft skills and professional competences for students and teachers within Work-Related Learning experiences.



## COMPARATIVE GROUP 7

# EMPLOYABILITY POLICIES IN THE CONTEXT OF SUSTAINABILITY & KNOWLEDGE ECONOMY

Employability • transnational policies • demand-supply gap • sustainability • knowledge economy

The demand supply mismatch in the job-markets is a major concern across the globe. Despite numerous educational reforms, and minor and major initiatives, it is difficult to ensure that education for adults is relevant for their employability. This topic for research is an attempt to identify the gaps in existing policies in different contexts, which lead to problems in employability. The learning outcomes include better understanding of employability policies in the contexts compared, knowledge about global (transnational) trends in employability policies, deeper understanding about the nature of employability policies in general, methodological insights about how to study and interpret policy documents in relation to social science research.

### COMPARATIVE RESEARCH QUESTION

How do existing policies support employability and where are their limitations?

### CONTEXT OF COMPARISON

The comparison will include:

1. Horizontal comparison: Comparison of policies of countries.
2. Vertical comparison: Comparison of transnational policies with national policies.

The cases for comparison are policies (from policy documents).

### CATEGORIES OF COMPARISON

(Selection for the transnational essay is based on participant's research interests)

1. Characteristics and data about the demand supply gap in the existing job-market (not labour market) in the given context.
2. Relevant policies (educational and non-educational) leading (or supposed to lead) to employability.
3. Influence of transnational policies on national policies and vice-versa in relation to employability (Vertical influences)

### GOOD PRACTICES

The practitioners in this case are professionals engaged with policy formulation and implementation.

1. Practitioners can influence the process by promoting research that would develop a more clear picture about the implementation process, problems, and relevant concerns;
2. Practitioners can promote the implementation by
  - a) Following norms laid down in policy guidelines and formulate learning outcomes accordingly
  - b) Including inputs from outside the fixed curriculum, especially from the job-market.

## REFERENCES

OECD, ILO, The World Bank (2016). *Enhancing Employability*. Report prepared for the G20 Employment Working Group with inputs from The International Monetary Fund, available at: <https://www.oecd.org/g20/topics/employment-and-social-policy/Enhancing-Employability-G20-Report-2016.pdf>.

Stone, I. (2011). *International approaches to high performance working*. UK Commission for Employment and Skills , Evidence Report 37, available at: <http://dera.ioe.ac.uk/10459/1/evidence-report-37-international-approaches-to-hpw.pdf>

van der Klink JJL, Bültmann U, Burdorf A, Schaufeli WB, Zijlstra FRH, Abma FI, Brouwer S, van der Wilt GJ (2016). Sustainable employability – definition, conceptualization, and implications: A perspective based on the capability approach. *Scand J Work Environ Health*, Discussion paper, 2016;42(1):71-79 doi:10.5271/sjweh.3531

### ***Prof. Søren Ehlers, Julius-Maximilian University Würzburg, Germany***

Dr. Paed. Soeren Ehlers is a visiting faculty at the Julius Maximillan University of Würzburg, Germany. He is Emeritus at Aarhus University, Denmark and Distinguished Professor at the International Institute of Adult and Lifelong Education, India.

His current research areas include: transnational policy formulation, employability policies, working with documents as sources in research, sustainability, and knowledge economy.



### ***Co-Moderation: Shalini Singh, Julius-Maximilian University Würzburg, Germany***

Dr. Shalini Singh is a visiting faculty at the Julius Maximillan University of Würzburg, Germany. She is a Senior Research Fellow at the International Institute of Adult and Lifelong Education, India.

Her current research areas include: transnational policy formulation, employability policies, working with documents as sources in research, sustainability, and knowledge economy.





## COMPARATIVE GROUP 8

# DEVELOPING ACTIVE CITIZENSHIP THROUGH ADULT LEARNING & EDUCATION

Identity • active citizenship • lifelong learning • social capital • participation

Active citizenship became a research issue for adult and lifelong learning in 1995 when the Council of Ministers decided to dedicate 1996 to the Year of Lifelong Learning. Moreover, the Lisbon-programme, in the year of 2000, strengthened the importance and relevance of the issue and connected it to Lifelong Learning together with employability. That is why since 2001 comparative adult learning and education researches have been analysing AC with accurate focuses. Learning outcomes of the comparative group will be the collection of different national/regional/local narratives and understandings of AC, together with some distinguished examples of actions, formations of active citizens, or progresses of how to learn for active citizenship as routes and processes of lifelong learning. However, we will analyse similarities and differences collected and try to relate them to some already existing theoretical frames offered by Baert, Johnston, Wildemeersch, Jansen, Jarvis, et al.

### COMPARATIVE RESEARCH QUESTION

1. What is the meaning of active citizenship in your country (alternatively in your region and/or locality)?
2. What are some identical forms of demonstrating the practice of active citizenship in your country (alternatively in your region and/or locality)?
3. Have a look into your country's strategy on adult and/or lifelong learning. Explain in what contexts active citizenship is mentioned in it! Please also have a look, where it is not mentioned.

### CONTEXT OF COMPARISON

Context will indicate:

- roles of existing or missing law;
- impact of existing or missing policies (in case alternatively strategies);
- influence of existing or missing discourse amongst civil society groups to develop active citizenship

Interdependencies will relate to:

- the level of developments and related actions in grass-route adult learning and education;
- the level of impacts of international initiatives and documents;
- the balance between economic and social focuses of relevant stakeholders in developing a balanced lifelong and lifewide learning.

## CATEGORIES OF COMPARISON

- Community-based actions/initiatives to develop or sustain activities  
In this focus students should relate active citizenship to actions/initiatives/programmes represented by their own communities, local-regional groups with the aim to develop, sustain, form active citizenship either, with social, cultural, educational, environmental, etc. concerns.
- National strategies, programmes dedicating focus to active citizenship development  
In this particular context, students will relate their practice-based cases to the policy contexts articulated in relevant and available governmental documents to assess how far they meet and/or match regarding goals, contents and expected impacts.
- Particular roles and impacts of the international communities (e.g. EU initiatives, UN-based agendas on or incorporating AC, like SDGs), and their calls to develop equity and active citizenship

## GOOD PRACTICES

Good practice may refer to:

- community-based learning activities with the aim to raise participation in adult and lifelong learning;
- learning festivals, adult learners' weeks to integrate vulnerable groups, e.g. minorities, women, senior citizens, young adults, prisoners, unemployed people, migrants/refugees, etc.
- specific intercultural programmes, event with the aims to strengthen identity and belongingness through action;
- local/regional initiatives, formations so as to develop collaborations, understanding, recognition and trust amongst citizens of the community.
- examples of collecting and sharing valuable knowledge and skills around labour, community and/or environment with sustainability, intercultural or intergenerational focuses

Those above listed dimensions can be used in order to select good practices/practices in general and explain the conditions and realities for and against lifelong learning for active citizenship.

## REFERENCES

Wildemeersch, D. – Stroobants, V. – Bron Jr., M. (eds.) (2005) *Active Citizenship and Multiple Identities* Frankfurt am Main: Peter LANG

H. Baert: *Reconstructing Active Citizenship*. In: Schmidt-Lauff, S. (ed.) (2003) *Adult Education and Lifelong Learning*. Berlin:Verlag Kovac, Pp. 55-69.

P. Jarvis (2004) *Lifelong Learning and Active Citizenship in a Global Society*. JACE, NIACE-Leicester. Vol 10., No1., Pp. 3-19.

Further literature can be accessed at: [www.esrea.org](http://www.esrea.org)

### ***Dr. habil Balázs Németh PhD, Institute for Human Development and Cultural Science at the Faculty of Humanities of the University of Pécs, Hungary***

Balázs Németh is a researcher on European adult and lifelong learning policy development and comparative adult education. He is an associate professor and reader in Adult Learning and Education at the University of Pécs. He is also a founding member of the Hungarian Universities Lifelong Learning Network (MELLearn) and represents the University of Pécs in the European Universities Continuing Education Network (EUCEN) and in the European Association for the Education of Adults (EAEA). Further research topics of his are: Politics and Adult Education; Comparative Adult Education; History of Modern European Adult Education and Learning City-Region Development



## COMPARATIVE GROUP 9

# OCCUPATIONAL STRUCTURES & PROFESSIONALIZATION OF ADULT EDUCATION: RECENT DEVELOPMENTS & FUTURE CHALLENGE

Occupational Structures • professionalization • career paths

In comparative research on adult education, the question who is working as adult educator remains surely one crucial aspect. In comparing different national cultures and traditions, structures and practices of adult education, we are able to examine the professionalization of adult education and the current occupational structures within the heterogeneous field. Who works in adult education? Which different fields of work, occupational profiles and divisions of labour have developed (teaching, management, conceptualizing, ...)? What kind of knowledge and skills are considered necessary for adult educators, which qualifications and which career paths (academic professionalization, further education, study programmes etc.) are available in different countries?

The comparison will theoretically be framed by more recent discussions in the sociology of professions and their adoption in adult education.

The outcomes of the comparative group will enable the students to analyse the occupational structures and professionalization of adult education in their home countries and to compare them with others in Europe and beyond. This is not only the basis for discussing pros and cons of national structures but also to further develop them. Last but not least this will also allow students to reflect on their own professionalization process and trajectories as well as to actively participate in shaping the future professionalization of adult education.

### COMPARATIVE RESEARCH QUESTION

1. Which similarities and differences can be found concerning the institutional, organizational and occupational structures in adult education?
2. How has professionalization of adult education developed by now and what are current issues and challenges?
3. Which are typical career paths of adult educators?

### CONTEXT OF COMPARISON

The main context of comparison will be nations, but interdependencies with laws and regulations (mainly on regional and national, but perhaps also on supranational level) will have to be taken into account as well as differences between certain institutional areas or organizational contexts of adult education within the national context.

### CATEGORIES OF COMPARISON

- Occupational structures: Which different occupational groups work in adult education and do they take specific positions or roles?
- History and current state of professionalization: How have occupational structures in adult education and the qualification and training of adult educators developed over the past decades, what are more recent developments and current challenges?
- Institutionalized Career Paths: Which (different) ways of becoming an adult educator exist?

## GOOD PRACTICES

Good practices could be analysed in the form of specific study / training programmes for adult educators, but also in form of specific regulations on professional work in adult education. Students and esp. practitioners can reflect on how they experienced career paths and transitions in their own careers.

## REFERENCES

Evetts, J. (2006): Short Note: The Sociology of Professional Groups. In: *Current Sociology* 54(1), pp.133-143. DOI: 10.1177/0011392106057161.

Nuissl, E. (2009): Profession and Professional Work in Adult Education in Europe. *Studi sulla Formazione* 12(1/2), pp. 127-132. DOI: 10.13128/Studi\_Formaz-8591.

Lattke, S. / Nuissl, E. (2008): *Qualifying adult learning professionals in Europe*. Bielefeld: wbv.



### ***Dr. Jörg Schwarz, Helmut Schmidt University Hamburg, Germany***

Emphasising the connections between social structures, organizations and professional work in Adult Education, Jörg Schwarz has worked on professional fields and relational professionalism in adult education, on the socialisation process of adult educators, on professionalization of entrepreneurship counselling and on young researcher's career trajectories. More recently, he focusses on the (re-)production of time regimes in professional work.

### ***Jessica Kleinschmidt, Helmut Schmidt University Hamburg, Germany***

Jessica Kleinschmidt is a PhD student at the professorship for continuing education and life-long learning at Helmut Schmidt University/University of the Federal Armed Forces Hamburg. Her expertise lies in occupational continuing education and learning in adulthood from a practical perspective. Her research interests include the transitions of executives within companies.



# Join our LinkedIn Network: Adult education and lifelong learning

## ABOUT THE PROFESSIONAL NETWORK FOR ADULT EDUCATION AND LIFELONG LEARNING

The LinkedIn Network for Adult Education and Lifelong Learning is one of the several features of our annual Winter Schools. Our aim is to connect students, researchers, experts and professors interested in adult education and lifelong learning. We offer two LinkedIn groups:

### THE INTERNAL 2018 WÜRZBURG WINTER SCHOOL GROUP:

<https://www.linkedin.com/groups/13524422>

Every year's Winter School has its own internal group to enable students and professors link up with each other and build their own community both before and after Winter School events. Apart from conversations, we also upload Winter School news and preparatory files (such as *Practicalities*), reminders, on some occasion's information and, of course, photos. After the Winter School term, we use the group to share ideas and events related to Winter School topics. The Winter School groups are non-public.

### THE PROFESSIONAL NETWORK FOR ADULT EDUCATION AND LIFELONG LEARNING GROUP:

<https://www.linkedin.com/grp/home?gid=8445381>

A professional network not only needs internal groups but also a larger platform that can be extended to all the professionals whose jobs, studies or interests link them to adult education and lifelong learning. For this reason, we have set up our public LinkedIn group for participants from all the Winter Schools and also for professionals working in this field.

Here you will not only be able to connect with fellow students and professionals, but also find out about international conferences, fellowships/scholarships, research projects, currently published papers, calls for papers, professional newsletters, online presentations and, of course, member's thoughts about various adult education and lifelong learning topics. This group already has more than 540 members from all over the world.

As a (future) Winter School participant with a LinkedIn account, we invite you to join the non-public group (1) and, of course, the public group (2), as well.

## USER PROFILE

LinkedIn user profiles not only showcase your personal image and offer you a forum to express your ideas. They also provide information for future employers, co-workers and research partners. Our professional network has the same aims, especially as regards future partnerships. Educational and research projects always offer opportunities for collaboration and learning by doing, and this is why we recommend that you complete the following sections of your user profile:

- a) Current member role Student or doctoral (PhD) student. If you already have professional experience, you can include the corresponding details in the projects section. If you have significant experience and you can include information on it, you can also add the appropriate professional title.
- b) Institution/workplace This can refer to your educational institution or workplace, if relevant. If you would like your profile to be included to our professional network, please state the name(s) of the most relevant institution (s) and their focus.



- c) Location If you only state the name of your institution, other members will, of course, be able to locate it on the map but they will find you more easily, especially if you are nearby, if you give state the exact location of your institution (town/city, country).
- d) Languages spoken Employers and research project members often look for staff/partners in terms of language skills, so if you speak a rare language, you will make a very good impression if you mention this. Please therefore provide a comprehensive list of languages spoken and the level(s) of proficiency achieved.
- e) Research topics Please list your thesis topics here, or if you have taken part in a research project, please state the topic. (If this is the case, mention will already have been made of this project in the projects section.) As a participant at the Würzburg Winter School you will have at least one topic that has caught your interest and which you will have the opportunity to work on.
- f) Contact information You can either opt to provide your personal contact details, or only allow yourself to be contacted via LinkedIn. If you choose the former, please remember that other LinkedIn users not related to our network may also be able to access your contact details. If you choose the latter, your personal contact details will not be accessible. If you wish to make them available to someone, you will need to forward them yourself.

## USER'S DATA PROTECTION

We take the personal data protection of very seriously. For this reason, the profile structure described above is only a suggestion. Please be aware that if you share information on the internet, it cannot easily be removed and you lose control as regards who sees, copies, shares or edits it. You therefore need to act with extreme caution in all matters pertaining to your and other people's personal data. When you build your profile, please consider every single piece of information not only as to whether it makes a good impression but also if it is safe to share.



Join our LinkedIn Network!

Professional Network for Adult Education & Lifelong Learning

[www.linkedin.com/groups/8445381](http://www.linkedin.com/groups/8445381)



# Application

## REQUIREMENTS FOR APPLICATION

For participating in the Winter School, a Bachelor's degree (or equivalent) in a subject with relation to lifelong learning (e.g. a Bachelor degree in education) forms the minimum requirement.

**Application Deadline: 15 October 2018**

**Step 1:** Fill in the online application [go.uniwue.de/application](http://go.uniwue.de/application)

**Step 2:** Submit all required documents to [lifelonglearning@uni-wuerzburg.de](mailto:lifelonglearning@uni-wuerzburg.de)

**IMPORTANT:** For the online application you are required to provide us with PDF or JPG files. Please name each file with the following numbers and with your family name (e.g. "1\_family name"). Only send us separate documents in a good quality, but each max. 500 KB. Thank you.

All documents must be submitted until 15 October 2018 23:59 CET.  
Kindly acknowledge that only complete applications can be considered.  
Delayed applications will not be considered.

## GERMAN APPLICANTS

1. Certificate of matriculation or enrollment at your home university or confirmation of your supervisor on your PhD studies or copy of your student ID including valid start and end dates of matriculation
2. German or English CV with focus on your academic studies and research interests
3. Letter of recommendation of a university professor with experience in questions related to lifelong learning including a confirmation of English language skills (min. B2 according to the Common European Framework of Reference for Languages) as well as your academic performance in a field of adult education and lifelong learning (Download here: [go.uniwue.de/step2](http://go.uniwue.de/step2))

Applicants from the MA or PhD education at the JMU Würzburg, please register at [sb@home](mailto:sb@home). Please send your 3 group priorities to [lifelonglearning@uni-wuerzburg.de](mailto:lifelonglearning@uni-wuerzburg.de). Thank you.

Applicants from HSU Hamburg, please contact Prof. Schmidt-Lauff concerning participation and scholarships.

## EUROPEAN APPLICANTS

1. Certificate of matriculation or enrolment at your home university or confirmation of your supervisor on your PhD studies or copy of your student ID including valid start and end dates of matriculation
2. German or English CV with focus on your academic studies and research interests
3. Letter of recommendation of a university professor with experience in questions related to lifelong learning including a confirmation of English language skills (min. B2 according to the Common European Framework of Reference for Languages) as well as your academic performance in a field of adult education and lifelong learning (Download here: [go.uniwue.de/step2](http://go.uniwue.de/step2))
4. Scan of the application form with your own signature (Download here: [go.uniwue.de/step2](http://go.uniwue.de/step2))
5. Scan of your passport or national ID
6. Photograph in passport size
7. Scan of the European Health Insurance Card (EHIC), only if you are below 30 years of age



# Scholarships

## INTALL SCHOLARSHIPS

Within the ERASMUS+ Strategic Partnerships programme, scholarships are available for students and practitioners from the following universities and institutions. Please contact the following local coordinators for further information:

- University of the German Federal Armed Forces Hamburg, Germany: Prof. Sabine Schmidt-Lauff
- University of Pécs, Hungary: Prof. Balazs Németh
- Dublin City University, Ireland: Prof. Maria Slowey
- University of Florence, Italy: Prof. Vanna Boffo
- University of Padua, Italy: Prof. Monica Fedeli
- University of Lisbon, Portugal: Prof. Paula Guimarães
- University of Ljubljana, Slovenia: Prof. Borut Mikulec
- Practitioners who are affiliated with the European Adult Education Association: Aleksandra Kozyra
- Practitioners who are affiliated with the with DVV International: Dr. Thomas Lichtenberg



This project is funded with support from the European Commission (project number: 2018-1-DE01-KA203-004272). This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## INDO-GERMAN PARTNERSHIPS

Students from the Department of Adult Continuing Education & Extension of the Delhi University, India, please contact Prof. Dixit concerning the possibility of scholarships.

The programme is funded by the University Grants Commission and the German Academic Exchange Service (DAAD) with funds from the Federal Ministry of Education and Research.



## DAAD SUMMERSCHOOL PROGRAMME

We plan to apply for the DAAD Summer School Programme that is funded by the German Academic Exchange Service (DAAD) with funds from the Federal Foreign Office. As we don't have an approval yet, you can apply for participation, but we only could confirm a scholarship in the end of November 2018. In case, we receive the funding and you would be selected, we will inform you as soon as possible, but latest in the end of November 2018 in case a scholarship could be granted to you. The funding would include a weekly allowance of 250 EUR plus a lump sum for travel depending on the country you travel from. You can find further information, e.g. on the lump sum for travel, at the website of the DAAD:

<https://www.daad.de/hochschulen/ausschreibungen/projekte/de/11342-foerderprogramme-findens=1&projektid=57444861>

Kindly acknowledge, that we cannot guarantee the possibility of scholarships for the participation at our programme.

Please be aware that participation at the Winter School is only possible, if you arrive no later than 3.2.2019 and depart not earlier than 16.2.2019.

# Registration & participation contribution

## REGISTRATION

After the approval of your application your registration will be finalized by the transfer of your participation contribution. Please transfer your participation contribution if we accept your application and you decide to participate to the account of the University of Würzburg.

Account holder: Staatsoberkasse Bayern in Landshut (Dreifaltigkeitsstr.177, 84028 Landshut)

Name of the bank: Bayerische Landesbank (Brienner Straße 18, 80333 München)

BIC (SEPA area): BYLADEMM

IBAN (SEPA area): DE75700500000001190315

Account number (outside of SEPA area): 1190 315

Bank sort code (outside of SEPA area): 700 500 00

USt.-ID-Nr. Universität Würzburg = DE 134 187 690

Reference: 0002 0174 0303 + full name of the participant

*Please don't forget to add the reference "0002 0174 0303 + full name of the participant" to your electronic transfer as a correct allocation would not necessarily be possible.* After the full participation contribution has been transferred, your registration is binding and the participation contribution cannot be refunded. Please send us the receipt of payment of the transfer via email ([lifelonglearning@uni-wuerzburg.de](mailto:lifelonglearning@uni-wuerzburg.de)).

Furthermore, we require a scan for an health insurance form, only if you are from outside the EU and below 30 years of age.

## PARTICIPATION CONTRIBUTION

The regular participation contribution for the Winter School is **250 EUR**. There is a reduced participation contribution for participants from international partner universities and project partner of the INTALL-project of 140 EUR:

- Hungary: University of Pécs
- India: Delhi University; International Institute for Adult and Lifelong Education
- Ireland: Dublin City University
- Italy: University of Florence, University of Padua
- Nigeria: Obafemi Awolowo University
- Portugal: University of Minho, University of Lisbon
- Slovenia: University of Ljubljana
- USA: Ohio University, USA
- Participants who are affiliated with the European Adult Education Association and with DVV International

Participants from the following German partner universities have to contact their local coordinators for registration:

- University of Würzburg: Prof. Regina Egetenmeyer
- Helmut-Schmidt-University Hamburg: Prof. Sabine Schmidt-Lauff

The participation contribution during the programme includes a supply of coffee, tea and water (self-care), one Franco-German evening, one guided tour of the residence palace as well as a city guided tour.

International students below the age of 30 have to show a valid European health insurance. Please contact us for clarifying all details. International students will be enrolled as visiting students (programme studies) at University of Würzburg. The enrolment fee is included in the participation contribution of the Winter School. All enrolled students receive a student ID, which they also can use for free local transport in Würzburg. Furthermore, they can use the ID for reduced university cafeteria fares.



# Accommodation & certificate

## ACCOMMODATION

The Julius-Maximilian-University holds various hotel cooperation partners that enable you to use a reduced university guest fee. The hotel prices start at 54 EUR per night. In shared bed dorms prices start at 17,00 EUR per night.

Furthermore, a detailed list of booking recommendations for youth hostels and guest houses in Würzburg will be send to you after your registration. Please consider that we cannot guarantee any free space or the named price. We recommend you to book an accommodation right after your registration.

Vacation apartments as well as B&Bs can be found at the website of Würzburg city:

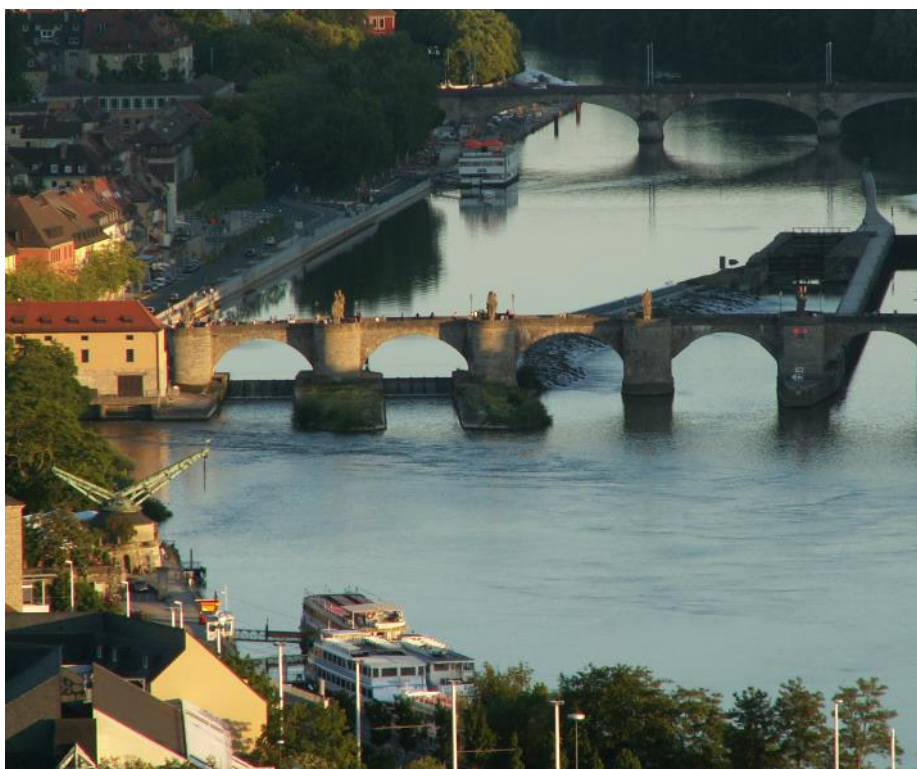
<http://www.wuerzburg.de/en/visitors/more-acco/index.html>

Hotels can be found at the website of Würzburg city:

<http://www.wuerzburg.de/en/visitors/hotels-hostels/index.html>

## CERTIFICATE

After participating at the Winter School and completing the transnational essay, you will receive a detailed certificate of attendance (5 ECTS). Doctoral students who are interested preparing a joint-comparative paper after the Winter School can earn 10 ECTS.



© JMU Würzburg

# Exchange programme in lifelong learning Winter term 2018/19

## **SUCCESSFUL EDUCATIONAL ACTIONS FOR INCLUSION OF VULNERABLE GROUPS**

Dr. Tinka Schubert, Universitat Rovira i Virgili, Tarragona, Spain

## **EMPLOYABILITY POLICIES FOR SUSTAINABLE DEVELOPMENT**

Prof. Dr. Søren Ehlers & Shalini Singh, Aarhus Universitet, Denmark

## **TRENDS TOWARDS TRANSNATIONAL POLICIES IN THE CONTEXT OF EDUCATION FOR ADULTS**

Prof. Dr. Søren Ehlers & Shalini Singh, Aarhus Universitet, Denmark

## **DOCUMENTS AS SOURCES IN COMPARATIVE STUDIES**

Prof. Dr. Søren Ehlers & Shalini Singh, Aarhus Universitet, Denmark



© Rachel Camenzuli, Professorship for Adult and Continuing Education, JMU Würzburg

**Find out more:**  
[go.uni-wue.de/exchangeprogramme](https://go.uni-wue.de/exchangeprogramme)

# Contact

## VENUE

Zentrales Hörsaal- und Seminargebäude (Z6), Room 02.010  
Am Hubland  
97074 Würzburg, Germany

## CONTACT

Julius-Maximilian University Würzburg  
Institute for Education  
Professorship for Adult and Continuing Education  
Oswald-Külpe-Weg 82  
97074 Würzburg, GERMANY

Tel.: +49 931-3186193  
lifelonglearning@uni-wuerzburg.de  
<https://go.uniwue.de/lifelonglearning>

Please don't hesitate to  
contact us in case you have  
any further questions!



© JMU Würzburg