

Julius-Maximilians-

**UNIVERSITÄT  
WÜRZBURG**

INTERNATIONAL WINTER SCHOOL (5.-16.2.18)  
**Comparative Studies in  
Adult Education & Lifelong Learning**

INTERNATIONAL CONFERENCE (16.-17.2.18)  
**Lifelong Learning Policies &  
Adult Education Professionals**  
Contextual and Cross-Contextual Comparisons  
between Europe and Asia

AT JULIUS-MAXIMILIAN UNIVERSITY  
IN WÜRZBURG/BAVARIA, GERMANY

*Welcome to Würzburg!*



*In cooperation with*

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*with financial support from*



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Professional Network for Adult Education and  
Lifelong Learning

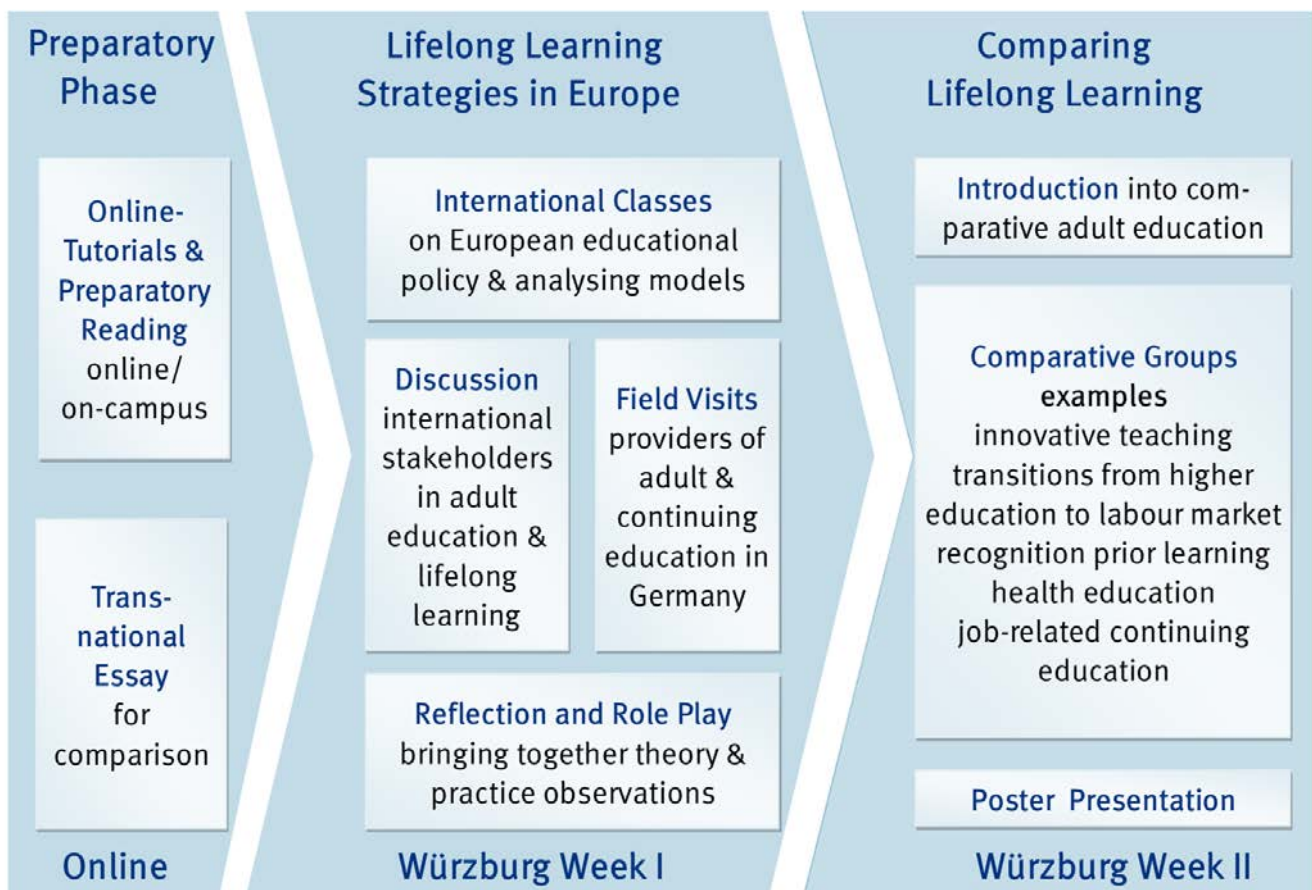
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# WINTER SCHOOL: Subject

The international Winter School “Comparative Studies on Adult Education and Lifelong Learning“ is dedicated to analysing and comparing international and European strategies in lifelong learning. Based on social policy models, lifelong learning strategies in Europe, including selected European countries, will be subject of a critical analysis. Additionally, subtopics of lifelong learning have been chosen for an in-depth comparison and analysis of the situation in various European countries.

During the first part of the Winter School, theories and approaches will be used for analysing European and international lifelong learning strategies. The programme features direct interactions with key European stakeholders in lifelong learning. Furthermore, local providers of adult and continuing education in Würzburg will be visited. The interaction will lead to a critical analysis and a comparison of lifelong learning strategies, as well as to a theory and practice reflection on international policies in lifelong learning.

The second part of the Winter School will focus on the comparison of certain subtopics of lifelong learning in selected countries: How does the training of trainers vary in different countries? How does participation in adult education differ in various European countries? How do quality systems vary in different countries? Which differences and similarities can be found in the policies towards lifelong learning in certain countries? What conclusions can be drawn out of these differences and similarities? Questions of adult education and lifelong learning will be compared. The discussed questions within adult education will refer to learning processes of adults and the integration of them into diverse (educational) contexts. In an international context – especially within international organisations – one can find the term lifelong learning, which is frequently associated with adult learning. The Winter School will look on questions and discourses of lifelong learning from the perspective of adult education. The programme is oriented towards master and doctoral students from Europe and beyond. The main focus is on students who are enrolled in study programmes close to adult education and lifelong learning. Additionally, we welcome interdisciplinary approaches.



# WINTER SCHOOL: About your stay...

## Beverages and food

The participation contribution includes a supply of coffee, tea and water (self-service), a Franconian evening, a guided tour of the residence palace as well as a city tour. Vending machines (coins or Mensa Card) are on the ground and 2nd floor. The cafeteria offers coffee, sandwiches, salad, chocolate bars, candy, baked goods etc. (open 8.00-16.30). The mensa offers three different dishes each day (including one vegetarian), different salads, soups, fruits etc. (open 11.00-14.15). Please be aware that grocery stores close at 20.00 from Monday through Saturday and are entirely closed on Sundays in Bavaria.

## Cash money

If you do not plan to change your local currency into Euro before your arrival, you may find an ATM right upon arrival at the main train station "Würzburg Hauptbahnhof". Additionally, you may find ATMs that accept credit cards throughout the city. We do recommend to get cash, as cash payments are common in Germany (e.g. bus or taxi) and because the majority does not accept credit cards.

## Field visits

During the Introduction with Prof. Egetenmeyer you may choose the institution you want to visit during the field trips with your Group (A, B or C).

## Groups during the first week

During the first week you will be divided into three groups. Your group (A, B, or C) will be announced to you at your registration. These group arrangements are not identical with the comparative groups. Each group will be assigned a course room and Prof. Egetenmeyer, Prof. Guimaraes, and Prof. Lima will be rotating.

## Internet

Wi-Fi may be accessed through the hotspot eduroam or the WiFi we provide.

WiFi: RZUB  
Pre-shared key: Julius-Echter  
Login: iws18  
Password: iws18

## Library

Through the computers, provided by the university, you have access to electronic articles as well as the catalogue of the university library. Please use your student login. Access to the printers and copy machines is granted with your Student ID-Card. The lockers (for bags and jackets) at the library require a 2€-coin.

## Photos

As we will take photos and videos during the programme and would like to publish them at our website as well as on posters and brochures of the Professorship for Adult and Continuing Education, we would like to ask you to inform us in advance, if you would not like to be shown on photos etc. Of course, you also can ask us afterwards to remove or not use a specific photo. Thank you!



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# WINTER SCHOOL: Programme Part I

## EUROPEAN AND INTERNATIONAL STRATEGIES IN LIFELONG LEARNING

Monday, February 5, 2018

### Opening

- 8.30-9.30 Registration - Z6, 2.011  
9.30 -12.00 Introduction & welcome - Z6, 0.002  
12.00 Group photograph at the ground floor of Z6 building

### Rooms in Z6

Group A: 2.005  
Group B: 2.012  
Group C: 2.006

### Session I

- 13.30-18.00 **Group A:** Basic concepts: Politics, policies, strategies in LLL (Prof. Lima)  
13.30-16.30 **Group B:** Introduction to structure and providers of adult education in Germany (Prof. Egetenmeyer)  
13.30-16.30 **Group C:** Levels of Analysis: Mega, meso, macro and micro (Prof. Guimarães)  
17.15-18.15 **Group B&C:** Guided City tour: \*Please take bus 10 to Sanderring. From there please take any tram in the direction of Zellerau, Hauptbahnhof or Grombühl. After two stations at Rathaus, please leave the tram. Meeting point is Vierröhrenbrunnen.

Tuesday, February 6, 2018

### Session II

- 9.00-12.00 **Group A:** Levels of analysis: Mega, meso, macro and micro (Prof. Guimarães)  
9.00-12.00 **Group B:** European policies in lifelong learning (Prof. Egetenmeyer)  
8.30-12.30 **Group C:** Basic concepts: Politics, policies, strategies in LLL (Prof. Lima)

### Session III

- 13.30-16.30 **Group A:** Preparation for field exploration: Observation grid (Prof. Guimarães),  
13.30-18.00 **Group B:** Basic concepts: Politics, policies, strategies in lifelong learning (Prof. Lima)  
14.00-16.30 **Group C:** Introduction to structure and providers of adult education in Germany (Prof. Egetenmeyer)  
17.15-18.15 **Group A:** Guided City tour\*

Wednesday, February 7, 2018




### Session IV

- 8.30-11.30 **Group A:** Social policy models (Prof. Lima)  
9.30-11.30 **Group B:** Preparation for field exploration: Observation grid (Prof. Guimarães)  
9.00-12.00 **Group C:** European policies in lifelong learning (Prof. Egetenmeyer)

### Session V

- 13.00-15.15 **Group A:** Introduction to structure and providers of adult education in Germany (Prof. Egetenmeyer)  
12.30-15.15 **Group B:** Social policy models (Prof. Lima)  
13.15-15.15 **Group C:** Preparation for field exploration: Observation grid (Prof. Guimarães)

### Field visits (6 to 12 persons from each A, B & C will form a new group)

- 16.00-17.30 (1)  Frankenwarte Academy (with Prof. Guimarães): Please take bus 10 until Sanderring. From Sanderring please take bus 35 until Frankenwarte at 15:54.  
(2)  Rudolf-Alexander-Schröder-Haus (with Prof. Egetenmeyer): Please take bus 10 until Sanderring. From there it is a walking distance of 10 minutes.  
(3)  Continuing Medical Education at University Würzburg Hospital (with Prof. Lima): Please take bus 14, 114 or 214 to Hauptbahnhof. From there please take tram 1 or 5 to Uniklinikum Bereich D.



# WINTER SCHOOL: Programme Part I

Thursday, February 8, 2018

## Session VI

- 9.00-12.00 **Group A:** European policies in lifelong learning (Prof. Egetenmeyer)  
9.00-12.00 **Group B:** Levels of analysis: Mega, meso, macro and micro (Prof. Guimarães)  
9.00-12.00 **Group C:** Social policy models (Prof. Lima)

## Field visits II (15 persons from each A, B & C will form a new group)

- 12.00 Departure from Z6 building by bus  
14.00-17.00 (1)  Deutsche Bahn, Fulda (with Prof. Guimarães)  
(2)  Volkshochschule Aschaffenburg (with Prof. Lima and Prof. Egetenmeyer)  
afterwards Free time in Fulda or Aschaffenburg  
around 21.00 Arrival in Würzburg by bus

Friday, February 9, 2018

## Session VII

- 09.00-12.00 **Group A:** Role play with Prof. Egetenmeyer  
**Group B:** Role play with Prof. Guimarães  
**Group C:** Role play with Prof. Lima

## Guest lectures (15 persons from each A, B & C will form a new group)

- 13.30-15.00 (1) Making the case for adult learning: The International Council for Adult Education and the gap between rhetoric and practice (Prof. Sir Tuckett) - Z6, 2.005  
(2) Adult Education at the European Level – Policy, Advocacy & Civil Society (G. Ebner) - Z6, 2.006

## Session VIII

- 15.30-17.30 **Group A:** Reflection on field visits with Prof. Egetenmeyer  
**Group B:** Reflection on field visits with Prof. Guimarães  
**Group C:** Reflection on field visits with Prof. Lima  
17.30-18.00 Preparing the course rooms for the comparative 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, Universidade de Lisboa, 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 links that might be established among different levels of political intervention.



**Prof. Licínio C. Lima, Universidade do 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.

# WINTER SCHOOL: Programme Part II

## COMPARING LIFELONG LEARNING

For the comparison of selected subtopics of lifelong learning, students chose one subtopic, which will be 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 will provide an insight into his/her researched context to the group fellows.

### Monday, February 12, 2018

9.00-12.00	Introduction into comparative studies (Prof. Egetenmeyer) - Z6, 1.012
13.30-15.00	Introduction into research-oriented CGW
15.30-17.00	Introduction into research-oriented CGW
Evening	Cultural activity in comparative groups

### Tuesday, February 13, 2018

9.00-12.00	Transnational essay
13.30-15.00	Transnational essay
15.30-17.00	Development of comparative categories

### Wednesday, February 14, 2018

9.00-12.00	Testing of comparative categories
13.30-15.00	Testing of comparative categories
15.30-17.00	Testing of comparative categories

### Thursday, February 15, 2018

9.00-12.00	Interpretation and comparison
13.30-15.00	Finalizing of the CGW results
15.30-17.00	Finalizing of Presentation of CGW results
17.00-18.00	Doctoral Students: Discussion of Comparative Papers for International Journals - Z6, 1.012

#### Rooms in Z6

CG 1: 2.002	CG 2: 2.010
CG 3: 1.005	CG 4: 2.007
CG 5: 2.012	CG 6: 1.006
CG 7: 1.003	CG 8: 1.010
CG 9: 1.013	CG 10: 1.002



# WINTER SCHOOL: Programme Part II

8.30-8.45 Welcome and start of presentations of comparative group work results  
8.45-10.15 Presentation of the group work results (Open space)  
*Internal Part - only Winter School Participants*

Round 1: 8.45-9.00  
Round 2: 9.00-9.15  
Round 3: 9.15-9.30  
Round 4: 9.30-9.45  
Round 5: 9.45-10.00  
Round 6: 10.00-10.15

## Rooms in Z6

CG 1: 2.002	CG 2: 2.010
CG 3: 1.005	CG 4: 2.007
CG 5: 2.012	CG 6: 1.006
CG 7: 1.003	CG 8: 1.010
CG 9: 1.013	CG 10: 1.002

## Coffee Break

10.45-12.15 Presentation of the group work results (Open space)  
*Public Part - with ASEM Participants*

Round 7: 10.45-11:00  
Round 8: 11.00-11.15  
Round 9: 11.15-11.30  
Round 10: 11.30-11.45  
Round 11: 11.45-12.00  
Round 12: 12.00-12.15

12.15-12.45 Evaluation and Feedback

## 12.45-13.15 Closing Session (Certificates) - Z6, 2<sup>nd</sup> floor

13.15 Group photograph at the ground floor of Z6 building  
13.15-14.00 Reorganisation of Rooms  
14.00-16.00 **Keynotes on Internationalisation and Professionalisation in Adult Education and Lifelong Learning - Z6, 0.002**

## 19.45 Franconia Evening at Staatlicher Hofkeller of Residence Palace

The meeting point is the Franconia Fountain in front of Residence Palace. Kindly note that belated persons may not be able to enter the wine cellar any more! The Franconian evening includes a guided tour through the historical wine cellar as well as a wine tasting with small Franconian side dishes.



Photo: Katrin Heyer Photographie

# WINTER SCHOOL: Comparative groups

## COMPARATIVE GROUP 1: EMPLOYABILITY & TRANSITIONS OF YOUNG ADULTS FROM HIGHER EDUCATION TO LABOUR MARKET

employability, transitions, higher education, competences

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 supports 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 a 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 will acquire collective problem solving, team building, relationship and communication skills, by striving for a common goal. Moreover, will the participants be highly involved in a very valuable, engaging and productive learning experience. The coordinator will promote and increase the level of efficiency among 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 home country?
2. What is the relationship between the theoretical dimension of employability (i.e. employment-centred or competence-centred definitions) and policies at national level?
3. According to national level, what are the main documents that outline the employability agenda in higher education?
4. What kind of educational actions (i.e. guidance, job placement or career service) have been implemented at your home university? What kind of specific programmes have been implemented to support young adults' preparing for a future career?
5. What are specific programmes implemented at university level to support young adults' employability? Are there employability-related measures according to the curriculum (i.e. specific modules) or relating to the services offered by your university?
6. What is the impact of these educational activities on the development of young adults' employability?

### 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 some questions in order to understand if the comparison is possible.

At the same time the comparative group will focus the attention on the programmes and activities that universities implement to support the development of employability and the transition towards the labour market.

# WINTER SCHOOL: Comparative groups

## 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 at university level will be considered a category to analyse the measures for supporting students' and graduates' employability.

## References

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### **Prof. Vanna Boffo, Università degli Studi di Firenze, Italy**

Prof. Vanna Boffo, received 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 at the 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 EPAL Italian Network.



### **Co-Moderation: Carlo Terzaroli, Università degli Studi di Firenze, Italy**

Carlo Terzaroli currently is a PhD student at the University of Florence. His research interests involve adult education and service models in higher education.



### **Co-Moderation: Babalola Adejoke Clara, PhD, Obafemi Awolowo University, Ile-Ife, NIGERIA**

Babalola Adejoke Clara (Ph.D) is a lecturer in the Department of Adult Education and Lifelong Learning at Obafemi Awolowo University, Ile-Ife Osun State, Nigeria. She earned her Ph.D in Adult Education and Master of Art in Adult Education from Obafemi Awolowo University, and Bachelor of Arts in Adult Education/ Administration from University of Nigeria Nsukka. Her research area covers adult learning, community development, sociology of adult education especially as it relates to women's issues and rights, access to education and other critical resources, as well as the forms and consequences of women's resistance to patriarchal cultural practices in Nigeria.

# WINTER SCHOOL: Comparative groups

## COMPARATIVE GROUP 2: INNOVATIVE TEACHING METHODS FOR ADULT AND LIFELONG LEARNING

teaching methods, innovation

This comparative group will be focusing on the development of innovative teaching methods in adult and lifelong learning. The main background of comparative group is based on the notion of teaching methods and the practice of effective teaching for comprehensive learning. Teaching methods in the world of education, whether locally, regionally or globally are constantly constituting powerful varied perspectives in ranges of academic field. The impetus to teach (in the higher education especially and at other levels) effectively has become a very complex layer of intriguing mazes that must be negotiated properly to achieve impact and results over a range of learning issues and contexts. Whether teaching a group of five adult learners in a non-formal setting in a village centre or a crowd of growing minds of the young adult in the higher learning classes, the ability of the facilitator (or change agent) to develop a greater thinking capacity and skills for problem solving in day to day life interactions is the goal. As classroom teaching becomes more passive, frustrating and disenchanting for the learners, it becomes imperative to commit strong engagements, not just to subject matters, but how to teach them effectively in a way it will create innovative unique experiences of classroom providing insightful critiques and solutions based on theories. From these theoretical point of views, students will compare teaching methods with regard to the curriculum and the study of teaching methods on the macro level of their individual home universities in their different programmes and levels and on the meso level of curriculum development, national policies on teaching and at the mega level of international policies.

### Comparative research question

1. What are the policies that impact teaching strategies in higher education in your country?
2. Is there any relationship between the policies at national level, the theoretical dimension and the practice?
3. Are there enactments, policies on teaching and learning in the curriculum at your universities?
4. What type of specific teaching methods are used in your universities and which one can be considered innovative and how are they being implemented?
5. Are there innovative programmes and opportunities aimed at aiding teachers to teach effectively and being taught to you in your classroom in your universities?
6. What will be considered innovative in the teaching methods used in the formal, non-formal and informal way employed in your country?

### Context of comparison

The comparative group will emphasise teaching proficiencies and competences that are essential for professionalism of graduates in adult education and lifelong learning at a mega, macro and meso level. The comparison will deal with the educational policies, strategies and approaches that are developed at a global, national and local level to improve, aid, and empower development of teaching methods and skills. These will be studied from a didactic viewpoint and andragogical perceptions as applied with students deciding their potentials for comparison.

# WINTER SCHOOL: Comparative groups

## Categories of comparison *(selection for the transnational essay is based on participants research interests)*

1. Teaching methods will be put into categories, the principles and methods use for instruction, to get knowledge across especially in the contexts of the complexity of adult and lifelong learning as evolving in the formal, non-formal and informal education, the various characteristics and the content of teaching practices in each area will be highlighted.
2. Innovativeness in teaching is another category to be included. There are predictable connections between graphic and demonstrated contents, retention of knowledge and students' ability to recall a new gen. The means by which learning outcomes are achieved and the understanding of selection of teaching methods are dependent on the learners and the characteristics of the learning situation are paramount as a deciding factor in the performance of a facilitator. Several teaching methods will be considered as employed classroom interactions (Crandall, 1994), (Simeon-Fayomi 2016). Innovations that make students more attentive, stimulated and absorbed on the subject matter will be categorised.
3. Classroom practices as a category will be considered. The before, during and after classroom are determined by the teaching method that is being used or being intended for use in a classroom setting. The activities in a class determines the participation of the learners for instance. Teaching skills should be a passage for the student into the world of the subject matter discussed and demonstrations to bring the topic to life. This category will further reflect and brainstorm on various practices found in the classroom and their impact and innovativeness.

## References

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

Bolanle Clara Simeon-Fayomi, PhD, is associate professor in the Department of Adult Education, Obafemi Awolowo University, Ile-Ife, Nigeria. She is a scholar of the First Data Western Union of AAU/ IAA, USA and Fellowship Awardee 2010 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. She is an executive member at the Nigerian National Council for Adult Education (NNCAE).



# WINTER SCHOOL: Comparative groups

## COMPARATIVE GROUP 3: TIME IN ADULT LEARNING AND EDUCATION – TEMPORAL PHENOMENON AS RESOURCE AND BOUNDARY

time for learning (hours, years), participation / non-participation, paid educational leave (ILO C140)

Learning always involves making and taking time. To understand the influence of time it encompasses more than just the single chronological time - related attributes (hours, minutes, time tables, schedules etc.). There is a great diversity of temporal elements as they exist in pedagogy e.g. time sequences during the (lifelong) learning process, temporal delimitation in adulthood (work, family, recreation etc.), the didactical approach to synchronize individual time expectations for learning processes etc.

For instance, an inclusive educational model would promote lifelong learning within a temporal sensitivity for modern times. By questioning the effective 'real times' for learning (OECD 2014; Adult Education Survey 2016) one can find that time constraints are the main obstacles preventing adults from learning - no difference in which country you live. But besides, there are differences in between the legal national regulations concerning time (e.g. Paid Education Leave).

### Comparative research question

According to time and temporalities, how are the macro level (legislation/laws) and the micro level (participation/non-participation) in adult education interrelated to each other?

### Context of comparison

The contexts of comparison at the macro-level would be laws and legal regulations. As an example, the international 'Paid Educational Leave' regulation relates to national ratifications (Educational leaves) and to regional laws too (often with concrete instruments; in Germany for example 'learning vouchers'). Another example would be work-time-related policies and strategies by different stakeholders as state or regional administration and trade unions.

The contexts of comparison at the micro-level can be:

1. The interdependency of participation in vocational training within working-learning-accounts in companies.
2. The relation between learning hours in non-vocational versus vocational training or the relation of learning hours in formal versus non-formal learning.
3. The relation between learning hours and work hours (e.g. as fulltime job or part-time worker).

The context will be interdependent to the available (national) data on this issue, e.g. national context in the OECD-data.

### Categories of comparison (*selection for the transnational essay is based on participants research interests*)

1. Methodological background: Following the Framework of Lima / Guimarães / Touma (2016): Which ALE social policy model describes your countries ALE system(s) to the best? (also see *Video Tutorial Lisbon*). Time in social policies seen as 'human resource' or a 'synonym for money' ("Time is money" Benjamin Franklin?)
2. Legislative background: What legislative background concerning time for adult education exists in your country? (describe)
3. Ratification of ILO Paid Educational Leave Convention: Has your country given their ratification by convention to the ILO *Paid Educational Leave* Convention, 1974 (No. 140)?

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4. time for participation in adult education: Find some data about your country and report: How much time (e.g. hours per year) do adults spend in educational activities? Is there a difference between formal and non-formal education? Is there a difference in learning time and between vocational training and general education?
5. Temporal barriers of participation in adult education: What is in the OECD 'Education at a Glance' (2014) report about the lack of time resp. temporal barriers to participation in adult learning activities (between work and family; inconvenient time offer; lack of support and unexpected things)?

## References

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

Sabine Schmidt-Lauff has carried out diverse policy analysis on lifelong learning and is an expert on learning times and time policies for lifelong learning. Ms. Schmidt-Lauff did her PhD studies at University of Hamburg. From 2008 to 2016 she had a professorship for adult and continuing education at Technical University of Chemnitz. In 2016, she accepted a professorship for continuing education and lifelong learning at the Helmut Schmidt University/University of the federal armed forces Hamburg.



### **Co-Moderation: Jan Schiller, Helmut-Schmidt-University Hamburg, Germany**

Jan Schiller is employed at the Helmut Schmidt University/University of the federal armed forces Hamburg as doctoral student and research fellow of Prof. Schmidt-Lauff. His doctoral thesis describes temporal agendas and their impact on non-traditional students.



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## COMPARATIVE GROUP 4: ADULT EDUCATION AND LIFELONG LEARNING AND THE SUSTAINABLE DEVELOPMENT GOALS (SDGs)

participation, equity, social inclusion, literacy

The UN has decided in 2015 to outset seventeen goals for global sustainable development (SDGs) until 2030. Although education was primarily indicated as an area to reach for better quality, it has a lot to do in order to get the other sixteen goals be realised, improved at a significant scale. This comparative working group will scrutinize how adult education and lifelong learning in the countries participants represent have started to move alongside sustainable development so as to realise relevant goals indicated by distinguished calls, manifestos, declarations, and strategies of international organisations, together with relevant examples of practice in the field, represented by stakeholders, so as to raise participation of and access for adult learners in the contexts of sustainable development.

### Comparative research question

What issues, related to sustainable development goals (SDGs), are currently influencing adult education and lifelong learning policy (issues incorporated in national strategies, laws and other documents related to education and LLL) and practice in your country

(examples of good practice in integrating issues of sustainable development in different sectors (e.g. schools, companies, NGOs, etc.) and at the different levels (content, approach, institutional development, participatory planning, etc.)

### Context of comparison

1. Reflections/responses to UNESCO's 3<sup>rd</sup> Global Report on Adult Learning and Education (GRALE3-2016), or to the UNESCO Recommendation on Adult Learning and Education (RALE-2015) and to EAEA's 2016 Manifesto for Adult Learning recognized in national policies or governments' decisions/initiatives.
2. Relevant actions (e.g. at local/regional, national or international grounds) government(s) and key stakeholders in the represented countries have done in collaboration towards adult and lifelong learning *for sustainability?*
3. *Concrete examples* by which participating students can explain the situation in represented country/region/locality *towards raising participation* in programmes designed to increase employment, health and well-being, or social, civic and community life.

This approach tries to enable students not just to relate to trends and issues, but also to reason what consequences can be drawn from the country-specific findings of theirs being put into comparison so as to find some similarities and differences across countries around the same topic.

### Categories of comparison *(selection for the transnational essay is based on participants' research interest)*

Two policy actions for SDGs in comparison:

1. What have your government and relevant stakeholders done in collaboration towards adult learning and education for sustainable development? Please provide max 2-3 concrete examples of collaborative actions (if existing!)
2. Have UN sustainable development goals and the 2030 Agenda been addressed in your country by organisations, institutions of adult education, lifelong learning, HEIs, or beyond? Please mention 2-3 relevant topics, or focus (if existing!)



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Please respond to the below three specific actions for comparison in the context of the reality of your country:

This is optional referring to existing country specific actions! (Only respond to those point where you find concrete example(s) from your country!

1. Adult and lifelong learning for better health, quality environment and well-being – Please try to collect examples of relevant actions, programmes, projects and initiatives, etc.
2. Adult and lifelong learning for raising literacy and skills for better employment and labour market – Please try to collect examples of relevant actions, programmes, strategies, projects, and initiatives;
3. Adult and lifelong learning for better social, civic and community life – Please try to collect examples of relevant actions, programmes, projects, initiatives, strategies, etc.

## References

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- UNESCO GRALE3Report – Sources: [www.uil.unesco.org](http://www.uil.unesco.org)
- Global Education monitoring Report (2016) Education for people and planet: Creating sustainable futures for all. Source: <http://gem-report-2016.unesco.org/en/home/>
- Global Education Monitoring Report (2017) Accountability in Education. Meeting our Commitments. Source: <http://unesdoc.unesco.org/images/0025/002593/259338e.pdf>

### **Prof. Balázs Németh, Pécsi Tudományegyetem, Hungary**

Balázs Németh, PhD, is a researcher in 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 from 1850 to 1950; Learning Cities and Regions.



### **Prof. Arne Carlsen, Julius-Maximilian University Würzburg, Germany**

From 2011 to 2017, Prof. Carlsen has been the director of the UNESCO Institute for Lifelong Learning in Hamburg, Germany. His career history demonstrates a long-standing commitment to adult and continuing education. Prof. Carlsen leads UIL's work in fostering lifelong learning in all 195 UNESCO Member States. In his role as Director of UIL, Prof. Carlsen works with a team of outstanding education experts to spearhead research, capacity building, networking and publication on lifelong learning. He has initiated a number of high-impact interventions advocating lifelong learning as the main conceptual framework and principle for education reforms in the twenty-first century. In winter term 2017/2018 Prof. Carlsen will be visiting professor at the Institute of Education at the Julius-Maximilian University Würzburg within the DAAD guest lecturer programme.



### **Violeta Orlovic Lovren, PhD, Univerzitet u Beogradu, SERBIA**

Violeta Orlovic Lovren, PhD, is Associate professor in Department of Andragogy, Faculty of Philosophy, University of Belgrade. Her expertise is adult teaching, environmental adult education and sustainability. Her research interests are focused on adult teaching strategies, implications of sustainability on adult and lifelong learning, sustainable development in universities, as well as the role of adult learning in increasing disaster risk resilience and quality of life in local communities. She is member of ESREA (European Society for Research on Education of Adults) and coordinator of the Board of the IUSDRP (Inter-University Sustainable Development Research Program) network for University of Belgrade, Serbia.

# WINTER SCHOOL: Comparative groups

## COMPARATIVE GROUP 5: STUDENTS' VOICE AS TEACHING AND LEARNING METHODS IN HIGHER EDUCATION AND ASSESSMENT

students' centered, methods, participatory learning environment, assessment

The comparative group work will be developed under 'student's voice' perspective that has found its roots within the English and American contexts (Czerniawski & Kidd, 2011; Flutter & Rudduck, 2004; Rudduck & McIntyre, 2007). The core of this new educational vision is related to the recognition of the important contribution given by students to the improvement of the teaching and learning process, and policies as well (Cook-Sather, 2009). Rethinking the role of the students within educational contexts means to recognize the collective contribution of diverse students' presence, participation, and power in the processes of planning and research (Cook-Sather, 2002; 2006). Cook-Sather (2014) explored 'rights' and 'respect' through students' voice perspective, underlining that 'If a rights framework is not combined with genuine respect for all parties involved and intentional structures to support collective action by adults and young people, which includes student empowerment, then the result can be empty rhetoric—claims not acted on in practice?'(p.134). Putting into practice this perspective based on students' voices, rights, and power, improves teaching and learning methods, generates democratic learning environment (Grion, 2013), empowering students as responsible agents of their own learning process also through their active participation within the assessment process (Fielding, 2012).

The expected learning outcome of this CGW is related to the development of awareness in the participants of new learning environments; the comparison of policies and of the levels of adoption of students' voice perspective in the different countries with the consequent impact on the innovation of teaching and learning methods, and assessment system.

### Comparative research question

1. How do policies support students' participation within teaching and learning process?
2. How do higher education institutions encourage students' participation in the university's life, and decision making processes?
3. Are there specific university's project /actions in which students are usually involved?
4. What is the role of students in the teaching and learning process?
5. How do teachers encourage students to participate in the teaching, learning, and assessment process?
6. What is the pedagogical approach of didactics at university?
7. What are the characteristics of assessment culture?

### Context of comparison

1. Different policies at national and local universities level
2. Different theoretical approaches to investigate the didactical approaches in different countries.
3. State of the art of teaching and learning methods, and the role of students in assessment system according to student's voice perspective, at the universities involved. They will be investigated through some narrative interviews

# WINTER SCHOOL: Comparative groups

## Categories of comparison *(selection for the transnational essay is based on participants research interests)*

1. educational policies: Which national or universities policies to support student's participation?
2. pedagogical teachers approach: From which pedagogical approach are teachers' didactics guided? This usually has a strong impact on the roles of teaching and learning actors, and on the didactics and practices;
3. the role of students in the learning, teaching and evaluation system: Which is the role of students within the formal contexts of learning? What is the level of innovation and the level of democracy within the learning environment?

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### **Prof. Monica Fedeli, Università di Padova, Italy**

Her main research interests are: organizational development, and human resources management, teaching and learning methods in higher education and in non formal and informal settings. Work-related teaching and learning. Since 2008 (when she started her tenure track at University of Padua) she has been having an active role in several national and international projects: projects on lifelong learning, apprenticeship and employability, junior research fellowships for skills mapping, ESF projects on non-formal skills validation; faculty development and students voice in Higher Education.

### **Prof. Valentina Grion, Università di Padova, Italy**

Prof. Valentina Grion received her PhD in education in December 2008. Her main research interests are: assessment and evaluation, as well as pre- and in-service teacher education, online education and Student Voice. She is currently holding a position as Researcher and Assistant Professor in Experimental Pedagogy at the Faculty of Education, University of Padua, Italy. In the past academic years she has been a Visiting Scholar at the Centre of Education and Research in the School of Education at the University of Northampton, UK, Universidade do Estado do Rio De Janeiro, Brasil, Faculty of Education in the University of Cambridge, UK and Université de Cergy-Pontoise, France.



### **Co-Moderation: Concetta Tino, PhD, Università di 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 competences for students within work-related learning experiences.

# WINTER SCHOOL: Comparative groups

## COMPARATIVE GROUP 6: HEALTH EDUCATION FOR ADULTS

health, fitness, health management

Health education is very important in adult education. It has many aspects: (1) the personal life of the learners in the sense of a satisfying lifestyle and high vitality in private and vocational regards; (2) being relatively fit is a premise for a successful and fulfilled job and because of that many companies are engaged in kind of health-management for their employees; (3) health is very important for the society as a whole which is why government and NGOs are engaged in supplying actions for Public Health (for instance informing about addiction, nutrition, prevention of diseases, child mortality, successful aging, clarification of risks for health and so on).

### Comparative research question

In our group we will compare achievements, problems and institutions of Health Education for adults in different life situations. The main question is: What is the actual situation and significance of Health Education for adults in the context of the healthcare system of our countries? What about health as an issue of learning?

### Context of comparison

The comparison aims at the corporative and political guidelines of health in the context of public welfare and health policy, as well as economical and individual factors and mentalities (f.i. the difference between big cities and rural regions, between rich and poor people).

### Categories of comparison *(selection for the transnational essay is based on participants research interests)*

1. The healthcare system of your country (strengths and weaknesses)
2. The significance and targets of health education for adults in general
3. The institutions concerned with health education for adults and their range including professionals
4. Specific target audiences for Health Education for adults

### References

Website of the WHO in general, country-specific requirements, concrete programs

Førland, Georg; Silèn, Charlotte; Eriksson, Monica; Ringsberg, Karin C. (2017). Searching and Dealing, Confirmation and Feeling--Participants' Approaches to Learning in a Health Education Setting. In *Health Education Journal*, v76 n3 p326-336 Apr 2017.

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#### **Prof. Hajo Petsch, Julius-Maximilian University Würzburg, Germany**

Prof. Petsch received his PhD from the University of Würzburg. His research emphasis is on questions of theory and practical use on job training, vocational training, coaching, supervision and lifelong learning. For many years, he was renowned director of an adult education centre in Würzburg. Today, he is honorary professor at the University of Würzburg. He is especially interested in reference sciences of educational science: philosophy, psychology and neuroscience. Furthermore, questions of systemic thinking and acting.



#### **Co-Moderation: Nikola Koruga, Julius-Maximilian University Würzburg, Germany**

Nikola Koruga is a PhD student at Belgrade University, Faculty of Philosophy Department for Andragogy and Pedagogy. Since 2011 he helps in teaching as student demonstrator. He has been working on EU projects as associate of Adult Education Society Belgrade. Since 2012 he is a member of renewed Adult Education Festival national board. Regularly, Nikola participates in national reporting on the state of adult education for EAEA reports. He presented and published papers in international journals related to community education and learning. Since august 2017 he is a board vice president of the Center for Drama in Education and Art.



# WINTER SCHOOL: Comparative groups

## COMPARATIVE GROUP 7: IMPLEMENTATION OF GUIDELINES FOR THE ACCREDITATION / RECOGNITION / VALIDATION OF PRIOR LEARNING IN TRANSNATIONAL AND NATIONAL CONTEXTS

informal, non-formal-and formal learning

What are adults learning inside and outside the frameworks of educational provision? A simple answer (in EU member states) may be that the outcomes of learning processes in all kinds of settings are knowledge, skills and competences. There are, however, no simple answers if the follow-up-questions are:

1. How can the outcomes of adult learning outside the frameworks of educational provision be accredited / recognized / validated by countries and providers of education?
2. What are transnational actors as the Council of Europe, the EU, the OECD, and the UNESCO doing in the field of accreditation / recognition / validation of prior adult learning in order to facilitate the formulation and the implementation of guidelines?
3. What seems to be the barriers in all kinds of settings – when adults want individual learning outcomes accredited / recognized / validated?

The point of departure for this Comparative Group will be the Lisbon Convention formulated by Council of Europe in 1997.

### Comparative research question

How can adults earn credits for learning outcomes acquired outside the provision of education?

### Context of comparison

The case study approach (as defined in a specific scientific publication about educational research) is the foundation for this Comparative Group. The contexts of comparison will be the guidelines formulated by specific countries and/or specific providers of education.

### Categories of comparison *(selection for the transnational essay is based on participants research interests)*

The National Qualification Frameworks (the NQFs) in the countries in question will be the point of departure for the students writing a transnational essay. The levels 4, 5, 6 or 7 (in the NQFs in question) are supposed to be the settings for all case studies. The categories of comparison are knowledge, skills, and competences.

### References

- Andersson, P. et al. (2016) (eds.), *Recognition of prior learning research from around the globe*. London: Routledge.
- Colardyn, D. & J. Bjørnåvold (2004), Validation of Formal, Non-Formal and Informal Learning: policies and practices in EU member states. In: *European Journal of Education*. Vol. 39. No. 1.
- Singh, M. (2012), *UNESCO Guidelines for the Recognition, Validation and Accreditation of the outcomes of Non-Formal and Informal Learning*. Hamburg: UNESCO Institute for Lifelong Learning.

# WINTER SCHOOL: Comparative groups



***Prof. Søren Ehlers, Aarhus Universitet, Denmark***

Søren Ehlers received his Dr. Paed. degree in History of Education (Royal Danish School of Education). His approach to studies of education policy is global. Dr. Ehlers took the lead in 2005 when a consortium of European universities (Institute of Education in London, University of Deusto in Bilbao and Danish University of Education) designed European Masters in Lifelong Learning: Policy and Management. He is a visiting Professor at University of Georgia, at Peking University and at Delhi University.



***Co-Moderation: Shalini Singh, International Institute of Adult and Lifelong Education, New Delhi, India***

Shalini Singh is a Senior Research Fellow at International Institute of Adult and Lifelong Education, New Delhi, India and a Guest Researcher at the University of Aarhus, Denmark.

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## COMPARATIVE GROUP 8: NATIONAL/REGIONAL ADULT EDUCATION AND LIFELONG LEARNING POLICIES

national/regional policies, adult education, lifelong learning

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 adopted be interpreted?
2. What national or regional historical and contextual aspects can be used to understand such 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)

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## 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.

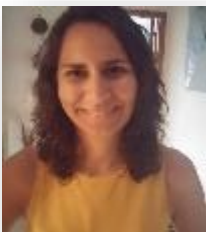
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### ***Prof. Paula Guimarães, Institute of Education, Universidade de Lisboa, Portugal***

Paula Guimarães received her PhD in Educational Sciences (Educational Policy) in 2011. She has been working as an Assistant Professor of the Institute of Education of the University of Lisbon since January 2012. She lectures themes concerning adult education. She was vice-president of the European Society for Research on the Education of Adults (ESREA) and co-convenor of the ESREA network Adult Democratic and Citizenship Education.



### ***Co-Moderation: Catarina Doutor, Institute of Education, Universidade de Lisboa, Portugal***

Catarina Doutor is a PhD student in education at the Institute of Education of the University of Lisbon (Portugal). She has participated in research projects that focus on the themes of literacy, adult education and non-traditional students in higher education. Her research interest includes the transition of Portuguese - Speaking African countries' students to Higher Education in Portugal, with a particular emphasis on the biographical learning and the identity process.



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## COMPARATIVE GROUP 9: ADULT LEARNING AND JOB-RELATED CONTINUING EDUCATION AND TRAINING

lifelong learning; job-related learning; continuing education and training

Within globalization, national and regional economic systems and labour markets have been showing profound changes owing to unemployment, transformations in the organization of work and workers' qualifications, competences and skills. To deal with these changes an increased emphasis has been put in adult education and lifelong learning. Continuing education and training is considered a main tool of lifelong learning. By continuing education and training we mean all kind of education or training after initial education and training – or after entry into working life - aimed at helping individuals to: improve or update their knowledge and/or skills; acquire new skills for a career move or retraining; increase earnings; continue their personal or professional development (Cedefop, 2004; OCDE, 2007). For the purposes of this comparative group we will focus on job-related continuing education and training, i.e. provisions oriented towards professional skills development.

From a policy-maker viewpoint, continuing education and training is not only a mean of increasing productivity, economic growth, employability, innovation and competitiveness, but also of improving equity, social cohesion and participation of disadvantaged groups in the labour market and society. For firms, continuing education and training is considered important in terms of updating and renewing the knowledge, skills and competences of their workers, responding to increasing global competition and adapting to fast-changing technological and socioeconomic development. For individuals, continuing education and training is supposed to contribute to employability, employment status and professional and social development.

However, continuing education and training presents different kinds of arrangements across countries and regions according to different welfare regimes and relationship among State, market and civil society.

In this comparative group we expect students:

1. to identify similarities and differences in continuing education and training policy discourses;
2. to compare the role played by state, market and civil society in continuing education and training forms of provision;
3. to identify and compare the most relevant CVET target groups and their definition.

### Comparative research question

How can national/regional continuing education and training policies be characterised according to the types of discursive arguments, forms of provision, providers and target groups?

### Context of comparison

The context of comparison privileged in this group work will be the national/regional level, namely CVET policy discourses (laws, regulations, financed programmes); CVET providers (state, market and civil society) and target groups (employed, unemployed, women, migrants, older workers, low skilled workers,...).

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## Categories of comparison *(selection for the transnational essay is based on participants research interests)*

1. Continuing education and training national/regional policy discourses – discourses in general and policy discourses in particular not only describe social reality but they actively contribute to its production, namely by the problems they address, the solutions they propose and the type of arguments they mobilize to justify policy action (laws, regulations, programs, initiatives, forms of provision).
2. Continuing education and training providers – According to countries/regions, state (national, federal, regional, municipal), market (firms/enterprises, employers' associations) and civil society (NGO, trade unions) play different roles and are responsible for different continuing education and training forms of provision.
3. Continuing education and training target groups - policy discourses and forms of provision construct different target groups defined by specific attributes (individual, educational, social, economic, ethnic).

## References

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Nilsson, Staffan and Nyström, Sofia (2013). Adult learning, education, and the labour market in the employability regime. *European journal for Research on the Education and Learning of Adults*, 4 (2), pp. 171-187.

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### **Prof. Natália Alves, Institute of Education, Universidade de Lisboa, Portugal**

Natália Alves is an assistant professor at Instituto de Educação, Universidade de Lisboa. She holds a PhD on Sociology of Education. Her main fields of research are school to work transitions and IVET and CVET policies, forms of provision and practices.



### **Prof. Borut Mikulec, Univerza v Ljubljana, Slovenia**

Borut Mikulec is assistant professor of adult and continuing education at the Department of Educational Sciences at the University of Ljubljana since 2016. He is one of the chief editors of the *Andragogic Perspectives* journal. His research areas include themes concerning adult education, i.e. education policy, comparative adult education, vocational education and training, recognition of non-formal and informal learning, lifelong learning. Previously he worked as senior advisor at the Institute of the Republic of Slovenia for Vocational Education and Training for more than 8 years.

# WINTER SCHOOL: Comparative groups

## COMPARATIVE GROUP 10: SOFT SKILLS FOR ADULT EDUCATORS' PROFESSIONALISATION

learning action, soft skills, knowledge production

The focus of the comparative group work is on the soft skills of adult educators. This is an important issue as long as we narrow and define what we mean by “soft skills” referred to such a delicate and important professional role. The importance is to be considered in connection to the new models of production, new organisational issues, new job schemes and contexts, new HRMS-Human Resources Management Systems' policies. Comparative studies and research are called to investigate on defining who adult educators are in the new productive era and how they can support processes of knowledge production.

The starting point will be the analysis of the main theories referring to the knowledge production processes (the endogenous and exogenous ones) and the role adult educators (at different levels) can play in them – from the strategic, management and operational level) (European Commission, 2013). Students will develop the study on different roles adult educators can play when dealing with:

exogenous processes of knowledge production and related impact (teaching and training roles, innovative methods, innovative learning objectives). This has mainly to deal with transmission of knowledge that is already encoded, endogenous processes of knowledge production and related impact (innovative learning methods aimed at enriching the learning contents of everyday life). This has to deal with creating new knowledge via the daily life and work.

### Comparative research question

1. Who are adult educators in relation to the human resources management policies in your country?
2. What is the role adult educators can play with vocational training, performance assessment, supportive management policies and creation of opportunities for informal learning?
3. According to the national level, which are the challenges for educational and training systems posed by new forms of production systems and organisational models?
4. Which are the soft skills, knowledge, attitudes that support adult educators in their innovative role?
5. Which kind of soft skills are needed to adult educators in managing learning processes that take place outside classrooms?
6. Which are the soft skills needed to adult educators as to support citizens in classrooms, daily life, working place in order for them to be employable?
7. Which kind of learning actions do you know that may support adult educators in better playing their role towards learners?

### Context of comparison

The comparison will deal with educational and learning policies and strategies that are developed at a global, national and local level to promote the development of soft skills of adult educators. Comparison will also study on the kind of soft skills adult educators need in relation to the new production and employment systems as well as to the new life contexts, i.e. transdisciplinary skills, results and impact-oriented skills, organisational skills, sense-making ability, social intelligence skills, innovative and adaptive thinking, cross-cultural competencies, computational thinking competencies, critical thinking skills, etc. (Davies et al., 2011).

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.

# WINTER SCHOOL: Comparative groups

## Categories of comparison *(selection for the transnational essay is based on participants research interests)*

We will consider the soft skills category in relation to different profiles of adult educator and the way they are implemented in the national context of students: Expert in contents/discipline, expert in adult learning processes, expert in services management, leader/manager in adult learning and connected services

We will investigate on adult educators' soft skills in relation to their field of work (formal education/training, companies, social public policies, third sector, etc.)

Practices and case studies will be discussed considering some adult educator professions and the specific contexts they work in, also looking at the international and national debate on their skills and role (ie adult educator in prison, adult educator in innovative organisations)

## References

Boffo, V., Federighi, P., Torlone, F. (2015). Educational Jobs: Youth and Employability in the Social Economy, Florence University Press, Firenze.

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OECD (2010), Innovative workplaces: making better use of skills within organisations, Paris, OECD Publishing.



**Francesca Torlone, PhD, Università degli Studi di Firenze, Italy**

Francesca Torlone, PhD, University of Florence, Italy received her PhD at the University of Florence-Department of Education and Psychology (April 2012). Her current research activities that were and are being developed on a national and international levels are concentrated in four areas: 1) Adult education, embedded learning processes as part of the workplace learning; 2) institutional learning and policy transfer processes strictly linked to the learning policies/measures analysis; 3) training needs analysis processes; 4) matching between the training needs and learning actions.



**Co-Moderation: Nicoletta Tomei, Università degli Studi di Firenze, Italy**

Nicoletta currently is a PhD student at the University of Florence, Italy.

# MULTIPLIER EVENT: Comparative Analysis in Adult and Lifelong Learning

**FRIDAY, 16. FEBRUARY 2018**

8.00 *Bus transfer from GHotel to Z6 (conference venue)*

**8.30 Arrival and Registration - Z6, 2.011**

9.00 **Comparative Adult Education in Higher Education - Z6, 1.012**

**COMPALL-Project Experiences**

Prof. Vanna Boffo, Università degli Studi di Firenze, Italy  
Prof. Regina Egetenmeyer, Julius-Maximilian University Würzburg, Germany  
Prof. Søren Ehlers, Aarhus Universitet, Denmark  
Prof. Paula Guimarães, Universidade de Lisboa, Portugal  
Prof. Sabine Schmidt-Lauff, Helmut-Schmidt-University Hamburg, Germany  
Concetta Tino, PhD, Università di Padova, Italy  
Prof. Balász Németh, Pécsi Tudományegyetem, Hungary

**10.30 Coffee Break - Z6, 1.012**

10.45 **Comparative Perspectives on Adult and Continuing Education**

**Employability & transitions of young adults - Z6, 2.002**

Prof. Vanna Boffo & Carlo Terzaroli, Università degli Studi di Firenze, Italy  
Babalola Adejoke Clara, PhD, Obafemi Awolowo University, Ile-Ife, Nigeria

**Innovative teaching methods for adult and lifelong learning - Z6, 2.010**

Prof. Bolanle Simeon-Fayomi, Obafemi Awolowo University, Ile-Ife, Nigeria

**Time in adult learning and education - Z6, 1.005**

Prof. Sabine Schmidt-Lauff & Jan Schiller, Helmut-Schmidt-University Hamburg, Germany

**Adult education and lifelong learning and the sustainability goals - Z6, 2.007**

Prof. Balász Németh, Pécsi Tudományegyetem, Hungary  
Violeta Orlovic Lovren, PhD, University of Belgrade, Serbia  
Prof. Arne Carlsen, Julius-Maximilian University Würzburg, Germany

**Students' voice as teaching and learning methods in higher education and assessment - Z6, 2.012**

Prof. Monica Fedeli, Valentina Grion, PhD & Concetta Tino, PhD, Università di Padova, Italy

**Health Education for Adults - Z6, 0.006**

Prof. Hans-Joachim Petsch & Nikola Koruga, Julius-Maximilian University Würzburg, Germany

**Implementation of guidelines for the accreditation, recognition, validation of prior learning in transnational and national contexts - Z6, 1.003**

Prof. Søren Ehlers, Aarhus Universitet, Denmark  
Shalini Singh, International Institute for Adult and Lifelong Education, New Delhi

**National/regional adult education and lifelong learning policies - Z6, 1.010**

Prof. Paula Guimarães & Catarina Doutor, Universidade de Lisboa, Portugal

**Adult learning and job-related continuing education and training - Z6, 1.013**

Prof. Natália Alves, Universidade de Lisboa, Portugal  
Prof. Borut Mikulec, Univerza v Ljubljana, Slovenia

**Soft skills for adult educators' professionalization - Z6, 0.002**

Francesca Torlone, PhD & Nicoletta Tomei, Università degli Studi di Firenze, Italy

# MULTIPLIER EVENT: Comparative Analysis in Adult and Lifelong Learning

FRIDAY, 16. FEBRUARY 2018

- 12.00      **Lessons Learned: Future and Sustainable Perspectives of COMPALL - Z6, 1.012**  
*Book Presentations*  
Regina Egetenmeyer, Paula Guimarães, Balázs Németh (eds.)  
*Joint Module and Internationalisation in Higher Education. Reflections on the Joint Module “Comparative Studies in Adult Education and Lifelong Learning”*  
Peter Lang: Frankfurt/Main. 2017  
Regina Egetenmeyer, Monica Fedeli (eds.)  
*Adult Education and Work Contexts: International Perspectives and Challenges.*  
Peter Lang: Frankfurt/Main. 2017  
Egetenmeyer, R. & Schmidt-Lauff, S. & Boffo, V. (eds.):  
*Adult Learning and Education in International Contexts. Future Challenges for its Professionalisation*  
Peter Lang: Frankfurt/Main. 2017
- 12.30      **Light Lunch - Z6, 1.012**
- 14.00      **Keynotes on Internationalisation and Professionalisation in Adult Education and Lifelong Learning - Z6, 0.002**
- 19.15      *Bus transfer from Z6 (conference venue) to residence palace*
- 19.45      **Franconia Evening at Staatlicher Hofkeller of Residence Palace**  
(for Multiplier Event participants)  
The meeting point is the Franconia Fountain in front of Residence Palace. Kindly note that belated persons may not be able to enter the wine cellar any more! The Franconian evening includes a guided tour through the historical wine cellar as well as a wine tasting with small Franconian side dishes.



Financial Support from

**Erasmus+**

# CONFERENCE: Lifelong Learning Policies & Adult Education Professionals

## LIFELONG LEARNING POLICIES & ADULT EDUCATION PROFESSIONALS: CONTEXTUAL AND CROSS-CONTEXTUAL COMPARISONS BETWEEN EUROPE AND ASIA

16-17 FEBRUARY 2018

International and comparative research still plays a rather small role in adult education research. From an international perspective, it has a focus on lifelong learning policies, cultural and structural paradigms and the interrelations to professionalization in adult education. In the European context, comparative research on lifelong learning is changing in a ground breaking manner: contextualism — seen as an act of deterritorialization and transcultural construction — represents a major impetus for the analysis of policy as ideological, socially constructed and subjective. Lifelong learning represents an ongoing process of globalization in adult education, which decades ago was mainly a national issue (e.g. policies of supra and international organizations such as UNESCO, European Union, OECD, World Bank). Beyond the policy level, these processes of internationalization also target the meso and micro levels of adult education. This means that the contexts, structures, institutions, networks and offerings of providers and adult education professionals are progressively becoming more international.

Initial comparative studies of Asia and Europe indicate that this also becomes valid in its own way in Asian countries and between policies not formally connected.

Whereas *international educational policy research* focuses mainly on the comparison of national policies as well as convergent and divergent developments, *international research on professionalization in adult education* focuses rather on cross-contextual results towards professionalization in adult education. The latter research focuses on transnational and cross-context results towards professionalization in adult education at the micro, meso and macro level of professionalization in adult education. Adult education professionals are managing, planning, counselling, teaching and transferring as an ongoing process of cultivating learning throughout the lifetime in various contexts. Context means more than the sum of external factors surrounding us – its emphasis is on the formative and interpretative ways of making lifelong learning a reality. Therefore, professionalization is linked to political decisions, frameworks, and convergent or divergent future challenges.

The objective of the conference is to analyse these two approaches (in terms of research question and research methodology): Therefore, the conference will take an international comparative approach, focusing on a contextual comparison as well as on the analysis of cross contextually valid results. The objective of the conference is to analyse (1) the contextual and cross-contextual role of professionalization in adult education in national, international and transnational policies in lifelong learning; (2) professionalization in adult education and its governance by educational policies towards lifelong learning (today and in historical perspective); and (3) professionals in adult education and their identification in the context of national, international and transnational policies in lifelong learning. To those ends, the conference will focus on multi-methodological and multi-theoretical research, including empirical studies, discourse analysis, and an analysis of the history of approaches focusing on globalization, internationalization and transnationalization theories.

# CONFERENCE: Lifelong Learning Policies & Adult Education Professionals

## SCIENTIFIC COMMITTEE

Prof. Arne Carlsen, Julius-Maximilian University Würzburg, Germany  
Prof. Regina Egetenmeyer, Julius-Maximilian University Würzburg, Germany  
Prof. Karen Evans, UCL Institute of Education, United Kingdom  
Prof. Ekkehard Nuißl, German Institute for Adult Education, Germany  
Prof. Mike Osborne, University of Glasgow, United Kingdom  
Prof. Kamisah Osman, Universiti Kebangsaan, Malaysia  
Prof. R. Govinda, National University of Educational Planning and Administration, India  
Prof. Sabine Schmidt-Lauff, Helmut-Schmidt University Hamburg, Germany  
Prof. Sumalee Sungsi, Sukhothai Thammathirat Open University, Thailand  
Prof. Choi Unshil, Ajou University, Republic of Korea



## *Financial Support*

# DFG DAAD

## PRE-MEETINGS OF ASEM-EDUCATION AND RESEARCH HUB NETWORKS

*Thursday, 15. February 2018*

**14.00-16.30 Registration - Z6, 2.011**

### Network 2:

**Workplace Learning (Contact: Prof. Karen Evans)**

15.00-18.00 Z6 (conference venue), Zentrales Hörsaal- und Seminargebäude,  
Am Hubland 1, Würzburg - **Z6, 2.003**

### Network 3:

**Professionalisation of Adult Teachers and Educators in ASEM countries (Contact: Prof. Ekkehard Nuißl)**

16.00-18.00 Z6 (conference venue) - **Z6, 2.004**

### Network 4:

**National strategies for Lifelong Learning (Contact: Prof. Mike Osborne)**

18.00-20.00 Restaurant at GHotel, Schweinfurter Str. 3, Würzburg - *dinner costs at own expenses*



# CONFERENCE: Lifelong Learning Policies & Adult Education Professionals

**FRIDAY, 16. FEBRUARY 2018**

**12.30-13.30 Arrival and Registration - Z6, 2.011**

**13.30 -14.00 Welcome Address, Opening - Z6, 0.002**

Prof. Phuoc Tran-Gia, Vice-President for International Affairs,  
Julius-Maximilian University Würzburg, Germany

Prof. Arne Carlsen, DAAD Visiting Professor at Julius-Maximilian University Würzburg, Germany

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

**14.00 -16.00 Keynotes with Dialogue - Z6, 0.002**

*Moderation:* Prof. Ekkehard Nussli, German Institute for Adult Education, Germany

Prof. Han SoongHee, Seoul National University, Republic of Korea

## ***Institutionalization and securing professionalism in East Asian lifelong learning***

The movement of lifelong learning since the 1990s has globally been a series of producing new organs of human learning management systems, sometimes expanding the boundaries of our existing school-centered societies. New notions, such as adult skills and competences, learning cities, national lifelong learning strategies, lifelong learning laws, RPL or learning outcome recognition systems, and academic credit bank systems were invented and interconnected in an attempt to institutionalize adult education as part of the formal education system. I believe the issue of professionalizing adult educators needs to be combined with the whole formation process of “lifelong learning system” in general. The experiences with lifelong learning and adult education in East



Asian countries reveal interesting cases, and that is what I intend to share in my presentation. In this presentation, I will also argue that lifelong learning systems are the next generation of educational systems that not only expand the territory of schooled society but also transform the nature of our school-centered education systems. Adult educators, not only school teachers, need to be certified by standardized professional qualifications. It is not only a matter of adult education but rather a wide-ranging and radical question of whom the “educators in general” are and how they need to be qualified in an age of lifespan and life-wide learning societies.

# CONFERENCE: Lifelong Learning Policies & Adult Education Professionals

FRIDAY, 16. FEBRUARY 2018

Prof. Maria Slowey, Dublin City University, Ireland

## *Lifelong education centre stage: new forms of professional development for new forms of lifelong learning*

The nature of work - and the shape of working lives - is changing dramatically across Europe. The conventional image of the 'job for life' and the associated notion of a linear lifecycle education-employment-retirement in practice applied only to certain sectors of society, and, importantly, was always highly gendered. Factors such as moves towards greater gender equality, the economic crisis, impact of technology, rise of the service sector, ageing populations, new migration patterns and the growth of the 'gig economy' combine in complex ways so that the reality facing many, if not most people, is very different.

In this context the role of the adult educator is also changing. Professionals are increasingly called upon to apply their knowledge and skills at different ages and life stages across a range of settings such as: community education, social enterprises, universities and colleges, private and public sector employers, civil society organisations, health and regional development agencies.

Many adult educators also find themselves working in rather vulnerable situations, as reductions in state expenditure mean that core career opportunities are hollowed out and replaced by short-term and/or part-time positions. So, what are the implications for their own professional development? How can they be best supported to enhance their expertise in such ways as to best position them to work in ever changing circumstances?

*Comparative Note:* Prof. Steffi Robak, Leibniz Universität Hannover, Germany

*Comparative Dialogue between*

Prof. Han SoongHee, Prof. Maria Slowey & Prof. Steffi Robak



16.00-16.30 **Coffee Break - Z6, 2.011**

# CONFERENCE: Lifelong Learning Policies & Adult Education Professionals

**FRIDAY, 16. FEBRUARY 2018**

16.30-19.00

**Parallel sessions**

**Globalisation and Transnational Perspectives**  
**Z6, 2.004**

*Moderation: Prof. Silke Schreiber-Barsch, University of Hamburg, Germany*

Prof. Balázs Németh, Pécsi Tudományegyetem, Hungary

Lifelong Learning for All in Global Learning Cities in Asia and in Europe: Policy Insight to an UNESCO Network

Prof. Steffi Robak, Leibniz University Hannover, Germany

Program Planning Research in a transnational and comparative perspective

Prof. Irina Maslo, University of Latvia, Latvia

Methodology of identification the breakdowns in national, regional and local policies in adult learning professionalization perspective

Poster

Influence of Lifelong Learning on Professionalization in Adult Education in the Context of Knowledge Economy (Shalini Singh, International Institute for Adult and Lifelong Education, India)

**Workplace Learning and Professionalisation**  
**Z6, 2.005**

*Moderation: Prof. Nor Aishah Buang, Universiti Kebangsaan, Malaysia*

Prof. Laureano Jiménez Esteller & Prof. Dieter Thomas Boe, Universitat Rovira i Virgili Tarragona, Spain

Dual learning in Engineering. TEED, a comparison of Europe and Asia practices

Dr. Gabor Erdei, University of Debrecen, Hungary

Workplace learning and knowledge management in a learning driven-sector

Prof. Lilia Halim, Prof. Nor Aishah Buang, Prof. Kamisah Osman, Prof. Saemah Rahman, Prof. Ruhizan Mohd Yassin, Universiti Kebangsaan, Malaysia

Needs of Lifelong Learning Professionalization of Industrial Workers: Opportunities and Challenges

Poster

Well-being in the context of workplace learning (Orsolya Kereszty & Brigitta Szócs, Eötvös Loránd University Budapest, Hungary)

**Adult Education Professionals**  
**Z6, 2.006**

*Moderation: Dr. Helen Bound, Institute for Adult Learning, Singapore*

Prof. Anke Grotlüschen & Christopher Stammer, University of Hamburg, Germany

Teaching People. What do we know from PIAAC about those who teach?

Prof. Borut Mikulec, Univerza v Ljubljana, Slovenia

Competences of adult education professionals in Slovene and European context

Dr. Hakan Ergin, Istanbul University, Turkey

Professional Adult Educators in Villages: Era of Village Institutes in Turkey

Poster

Transformation of Researchers Training Policy in Russia under the Influence of Internationalisation Agenda (Prof. Oksana Chigisheva, Southern Federal University, Russia)

**19.00**

**Closing of First Conference Day - Z6, 1.012**

19.15

*Bus transfer from Z6 (conference venue) to residence palace*

**19.45**

**Franconia Evening at Staatlicher Hofkeller of Residence Palace**

(for Multiplier Event participants)

The meeting point is the Franconia Fountain in front of Residence Palace. Kindly note that belated persons may not be able to enter the wine cellar any more. The Franconian evening includes a guided tour through the historical wine cellar as well as a wine tasting with small Franconian side dishes.

# CONFERENCE: Lifelong Learning Policies & Adult Education Professionals

**SATURDAY, 17. FEBRUARY 2018**

8.30 *Bus transfer from GHotel to Z6 (conference venue)*

9.00-10.00

**Keynote - Z6, 0.002**

*Moderation:* Prof. Choi Unshil,  
Ajou University, Republic of Korea

Dr. Lesley Doyle, University of Glasgow,  
United Kingdom

## ***International perspectives on professionalism***

As in every field, so too in education, terminology is adopted and adapted by policy makers over time and in different contexts, to serve a purpose. As Freire notes, it is difficult to know where politics

ends and education begins without being clear in whose interests one is working. Driven by the economic imperative of globalisation, adult education has been reconfigured into fluid and portable policies for 'lifelong learning' which, in contrast to its elegant name, encompasses employability programmes, literacy and numeracy courses, life skills and vocational education and training, all to be made transferable across national boundaries. In this sense, lifelong learning serves to deepen the precarious state of working people, including adult educators, expected by global employers and policy makers to be training and re-training as needed, ready to move between jobs and places whether they want to or not. Within this economic model, the free time, income, identity and stability of working people are undermined, with cultural differences and national boundaries becoming barriers. To lubricate the lifelong learning agenda there is concomitant pressure to impose globally-recognised professionalisation on adult education professionals, as distinct from their own professionalism. How can adult educators be supported in their response to the effects of lifelong learning and globalisation on learners, on adult education, and on themselves as professionals?



10.00-10.30 **Coffee Break - Z6, 2.011**

# CONFERENCE: Lifelong Learning Policies & Adult Education Professionals

**SATURDAY, 17. FEBRUARY 2018**

10.30-13.00

**Parallel sessions**

## **Inclusion and Equality**

**Z6, 2.004**

*Moderation: Prof. Mike Osborne, University of Glasgow, United Kingdom*

Dr. Natasha Kersh, UCL Institute of Education, United Kingdom & Prof. Hanna Toiviainen, University of Tampere, Finland

The role of adult education in facilitating social inclusion, engagement and active citizenship of vulnerable young adults: insights from the Horizon 2020 project

Chompoonuh K. Permpoonwivat, PhD, Srinakharinwirot University, Thailand & Pier Paolo Pasqualoni, PhD, University of Applied Sciences Tyrol, Austria

Implementation of University-Community Engagement for Older Adult Lifelong Learning in Thailand

Dr. Daiva Bukantaite, Vytautas Magnus University, Lithuania

Skill formation systems in the Baltic countries and their implications for the educational and social inequalities

## **Professionalisation and Market Contexts**

**Z6, 2.005**

*Moderation: Prof. Anke Grotluschen, University of Hamburg, Germany*

Prof. Nor Aishah Buang, Prof. Ruhizan Mohd Yassin, Prof. Lilia Halim, Prof. Kamisah Osman & Prof. Saemah Rahman, Universiti Kebangsaan, Malaysia

Employers' Provision of Lifelong Learning Programs for their Workers and Status of their Collaboration with Public Higher Learning Institutions in Malaysia: Towards Policy Implications

Prof. Dana Bernardová, Kateřina Ivanová, PhD & Mgr Jelena Kubicová, Moravian University College Olomouc, Czech Republic

Educational Policy and Education within the Concept of Corporate Social Responsibility of SMEs at National, International and Transnational Level (from the EU through the V4 to the CR)

Prof. Helen Bound, Sahara Sadik & Arthur Chia, Institute for Adult Learning, Singapore

Evolving policies, markets and pedagogical discourses

## **Current Challenges for Adult Education Professionals**

**Z6, 2.006**

*Moderation: Prof. Arne Carlsen, Julius-Maximilian University Würzburg, Germany*

Prof. Ekkehard Nuisel, German Institute for Adult Education, Germany

Digital Competences of Professionals in Adult Education

Shalini Singh, International Institute for Adult and Lifelong Education, India & Prof. Søren Ehlers, Aarhus Universitet, Denmark

The Role of Professional Adult Educators in Learner-Centric Models of Education: A case study in ICT Context

Dr. Andrey Zuev, Euroexpo AG in Moscow, Russia

Excellence development in adult education

Poster

Whether the professionalization of lifelong learning a myth or reality? (Prof. Adinarayana Reddy, S.V. University, Tirupati, India & Prof. Uma Devi, Sri Padmavati Mahila Visva-vidyalayam, India)

## **Time and Space for Professionalisation in Adult Education**

**Z6, 2.007**

*Moderation: Prof. Balázs Németh, Pécsi Tudományegyetem, Hungary*

Prof. Karen Evans, UCL Institute of Education, United Kingdom

Researching the learning spaces of professional development in Asia and Europe

Prof. Sabine Schmidt-Lauff, Dr. Jörg Schwarz, Helmut-Schmidt-University Hamburg, Germany

Adult Education Policies and Professional Time-Sensitivity

Assoc. Prof. Elina Maslo, Aarhus Universitet, Denmark

Studying diverse learning spaces at work together with people who learn and work in Asia and Europe

Poster

The place of Transgender Identities in Adult and Lifelong Learning Education Policies: Contextual Overview from India (Dimpal Kumari, University of Delhi, India)

# CONFERENCE: Lifelong Learning Policies & Adult Education Professionals

**SATURDAY, 17. FEBRUARY 2018**

13.00-14.00 Light Lunch - Z6, 2.011

14.00-16.30 Parallel sessions

<b>Inclusion as Task for Adult Education Professionals</b> <b>Z6, 2.004</b>	<b>Professionalisation of Adult Education in National Policies</b> <b>Z6, 2.005</b>	<b>Higher Education and Professionalisation in Adult Education</b> <b>Z6, 2.006</b>
<i>Moderation: Prof. Bola C. Simeon-Fayomi, Obafemi Awolowo University, Ile-Ife, Nigeria</i>	<i>Moderation: Prof. SoongHee Han, Seoul National University, Korea</i>	<i>Moderation: Prof. Vanna Boffo, Università degli Studi di Firenze, Italy</i>
Prof. Roberta Piazza, University of Catania, Italy  Supporting immigrants: career guidance professionals in adult education across Europe. Elements of comparison	Prof. Simona Sava, West University of Timisoara, Romania & Prof. Dae-Bong Kwon, Jungjoo Kim, Korea University, Republic of Korea  Europe and Asia: Common and different views on Professionalisation in Adult Education. A case study on the two countries Romania (Europe) and South Korea (Asia)	Prof. Vanna Boffo & Carlo Terzaroli, Università degli Studi di Firenze, Italy  Skills Development as a Challenge for Professionalization. The Case of the University of Florence
Prof. Divya Upadhyaya Joshi, Kumoun University, India  Issues of Gender Equity in Access to Opportunities for Professional Advancement within the Government's Human Resource Development Centres in India	Prof. Paula Guimarães, Prof. Natalia Alves, Catarina Doutor, Universidade de Lisboa, Portugal  The professionalization of adult education in Portugal: a critical analysis of occupation within public policy	Prof. Rajesh & Nitish Anand, University of Delhi, India  Lifelong Learning a dream and realities in Higher Education Policy - a Comparative study of South Asia and Europe
Areeya Rojvithee & Panat Nontawanich, PhD, Fatoni University, Thailand  Lifelong Learning for Adult and Aging People in Thailand	Prof. Kamisah Osman, Dr. Denise Koh & Dr. Zanaton Iksan, Universiti Kebangsaan, Malaysia  Continuous Professional Development Initiatives for Malaysian Educators: Pathway towards Effective Practitioners and Lifelong Learners	Poster  Lifelong Learning Policies and Adult Education Professionals in India (Prof. Uma Devi, Sri Padmavati Mahila Visvavidyalayam, India & Prof. Adinarayana Reddy, S.V. University, Tirupati, India)
Poster  Gerontology in Taiwan: Educating Pensioners of a Graduate School's Seniors Department (Chung-Hsuan Lo, University of British Columbia in Vancouver, Canada)	Poster  Lifelong Learning: a comparison between Germany and India (Susmita Mondal, Visva-Bharati University Santiniketan, India)	

# CONFERENCE: Lifelong Learning Policies & Adult Education Professionals

**SATURDAY, 17. FEBRUARY 2018**

**16.30-16.45 Coffee Break - Z6, 2.011**

**16.45 –18.00 Lessons learned - Z6, 1.012**

*Moderation:*

Prof. Arne Carlsen, DAAD Visiting Professor at Julius-Maximilian University Würzburg

*Participants:*

Prof. Vanna Boffo, Università degli Studi di Firenze, Italy

Prof. Kamisah Osman, National University of Malaysia, Malaysia

Prof. Mike Osborne, University of Glasgow, United Kingdom

Prof. Rajesh, University of Delhi, India

Prof. Sabine Schmidt-Lauff, Helmut-Schmidt University Hamburg, Germany

**18.00 End of Conference**

*18.15 Bustransfer from Z6 (conference venue) to Fortress Marienberg*

**19.00 Networking Options within a Guided Tour at  
“Museum für Franken” at Fortress Marienberg**

**20.00 Dinner in “Burggaststätte” at Fortress Marienberg** at own expenses

*22.00 Bus transfer from Fortress Marienberg to the GHotel*

# 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, pictures. After the Winter School, 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.

In this network 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, members' 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.



# JOIN OUR LINKEDIN NETWORK: Adult education and lifelong learning

- 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 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. Therefore please 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 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 AND LIFELONG LEARNING

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

# Exchange programme in adult and continuing education & lifelong learning

## SUMMER TERM 2018

TEACHING AND LEARNING METHODS IN ADULT EDUCATION (APRIL 2018)  
Daniela Frison, PhD, Università di Padova, Italy

PROFESSIONALIZATION IN ADULT EDUCATION (MAY 2018)  
Prof. Kristinka Ovesni, University of Belgrade, Serbia

REMEMBERING FOR THE FUTURE. CONSCIOUSNESS OF HISTORY AND LEARNING FROM THE PAST - SELECTED EXAMPLES (JUNE 2018)  
Heribert Hinzen, Prof.(H) Dr. Dr. h. c.(H), DVV International

PRISON EDUCATION (JUNE 2018)  
Balázs Pankász, PhD, Pécsi Tudományegyetem, Hungary

AUTUMN SCHOOL: UNIVERSITY EXTENSION AND MARGINALIZED GROUPS IN ADULT EDUCATION (SEPTEMBER 2018)  
Delhi University and the International Institute for Adult & Lifelong Education, New Delhi, India

## WINTER TERM 2018/2019

WOMEN'S STUDIES: CONTRIBUTIONS FROM THE "OTHER WOMEN"  
Dr. Tinka Schubert, Universitat Rovira i Virgili, Reus, Spain

SCHOOLS AS LEARNING COMMUNITIES IN SPAIN: TRANSFORMING ADULT EDUCATION THROUGH DIALOGIC LEARNING  
Dr. Tinka Schubert, Universitat Rovira i Virgili, Reus, Spain

SUCCESSFUL EDUCATIONAL ACTIONS FOR INCLUSION OF VULNERABLE GROUPS  
Dr. Tinka Schubert, Universitat Rovira i Virgili, Reus, Spain

WINTER SCHOOL: COMPARATIVE STUDIES IN ADULT EDUCATION AND LIFELONG LEARNING (FEBRUARY 2019)

Further information will be available at our website:

[http://www.erwachsenenbildung.uni-wuerzburg.de/internationales/exchange\\_programme/](http://www.erwachsenenbildung.uni-wuerzburg.de/internationales/exchange_programme/)

# Public guest lectures



## Public guest lectures

on 9.2.2018, 13.30-15.00

Z6, room 2.005 & 2.006

### Adult Education at the European Level - Policy, Advocacy & Civil Society

Gina Ebner, European Association  
for the Education of Adults



### Making the case for adult learning: The International Council for Adult Education and the gap between rhetoric and practice

Prof. Dr. Sir Alan Tuckett,  
International Council for Adult Education

**INTERNATIONAL WINTER SCHOOL 2018**  
**COMPARATIVE STUDIES IN ADULT EDUCATION & LIFELONG LEARNING**  
[WWW.LIFELONGLEARNING.UNI-WUERZBURG.DE](http://WWW.LIFELONGLEARNING.UNI-WUERZBURG.DE)

# Contact



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**Jenny Fehrenbacher, M.A.**

ASEM conference, COMPALL & Indo-German Partnerships



**Stefanie Kröner, M.A.**

Winter School organisation and the DAAD-Summer School Programme



**Clara Kuhlen, M.A.**

ERASMUS+ and studying in Würzburg or abroad



**Monika Staab, M.A.**

COMPALL, multiplier event



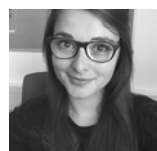
**Nikola Koruga**

Winter School organisation



**Helen Sayegh, B.A.**

Winter School organisation



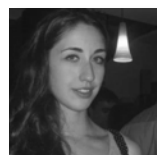
**Rachel Camenzuli**

Winter School organisation



**Katharina Fries**

ASEM conference



**Zorana Milicevic**

Winter School organisation

*We wish you a pleasant stay in Würzburg.  
Please don't hesitate to contact us in case you have any  
further questions!*



# WÜRZBURG WINTER SCHOOL 2018

## COMPARATIVE STUDIES IN ADULT EDUCATION AND LIFELONG LEARNING

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