

WINTER SCHOOL

INTERNATIONAL & COMPARATIVE STUDIES
IN ADULT EDUCATION & LIFELONG LEARNING
FOR MA & PhD STUDENTS & PRACTITIONERS

3.-14.2.2020

in Würzburg, Germany

**ADULT EDUCATORS' PROFESSIONALISATION,
PROFESSIONAL ROLES, IDENTITIES & COMMUNITIES**





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



Master's and doctoral students as well as colleagues from the field of adult education and lifelong learning are invited to join the Winter School in Würzburg. The programme in Würzburg is structured in two weeks, preceded by an online preparation phase.

ONLINE PREPARATION

During the online preparation the participants are able to participate at online tutorials, which helps to prepare for the first week of the Winter School. These online tutorials are organized in a self-directed learning mode. Each tutorial is structured in a different way and the participants can work with them step by step for every, which allows them a good in-depth preparation for the Winter School. All online tutorials can be found here:

<https://www.hw.uni-wuerzburg.de/compall/winter-schools/online-tutorial/>

FIRST WEEKS' PATHWAY FOR MA STUDENTS

INTERNATIONAL STRATEGIES IN ADULT EDUCATION

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

FIRST WEEKS' PATHWAY FOR PHD STUDENTS

THEORIES FOR INTERNATIONAL ADULT EDUCATION

Doctoral students will focus on theories in adult education and lifelong learning. They will develop a theoretical-analytical perspective. PhD students will focus on much more specialised theoretical knowledge to be able to synthesize different perspectives systematically and theoretically.

PATHWAY FOR COLLEAGUES AND PRACTITIONERS FROM THE FIELD OF ADULT AND CONTINUING EDUCATION

INTERNATIONAL STRATEGIES IN OR THEORIES FOR ADULT EDUCATION

Practitioners in adult education (e.g. adult and continuing education trainers, adult education programme planners, adult education project managers) who are affiliated with the European Association for the Education of Adults (EAEA) and with DVV International are invited to participate in the Winter School. They can choose, if they want to join the classes about international policies or about theories in adult education.

These perspectives theoretical insights during the first week are accompanied by field visits to adult education providers in Würzburg and beyond. Furthermore, presentations of international associations in adult education are organised (e.g. EAEA, ICAE, UNESCO Institution for Lifelong Learning). These insights will serve as case studies for practicing the analytical models.

SECOND WEEK

The second week of the International Winter School starts with perspectives on employability in adult education and lifelong learning. Together students and practitioners will work on their employability skills and conduct their own international comparative study. The master and doctoral students deal with the job opportunities in adult education and lifelong learning and the colleagues from the field have the opportunity to present their field of activity.

During the other four days of the Winter School, MA students, PhD students and practitioners will work together in comparative groups on selected topics in adult education and lifelong learning (topics see “comparative group descriptions” in this booklet). The groups will come with a policy-perspective (MA students), a theory-perspective (PhD students) and a practice-perspective (practitioners) in small groups of 6-10 participants. For this comparative analysis, all learners will provide a transnational essay (during the preparation phase), which will serve as the basis for the international comparison. Practitioners will contribute with good practice(s) from their working field. International experts in adult education and lifelong learning will moderate the comparative groups. For the comparison, a didactical methodology will be used for learning in heterogeneous groups. On the last Winter School day, the results of the comparisons will be presented to all other groups. The subsequent online phase includes the publication of the comparative results (only for PhD students).



International strategies in adult education

3.-7.2.2020

Part I for MA students

Part I for Practitioners

Monday, February 3, 2020

8.30-9.15	Registration
9.30-11.30	Introduction & welcoming addresses PROF. EGETENMEYER PROFESSORSHIP FOR ADULT AND CONTINUING EDUCATION
11.30-13.00	Lunch Break
13.00-17.00	PLENARY LECTURE: The <i>politicity</i> of education: politics, policies, strategies— Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography PROF. LIMA

Tuesday, February 4, 2020

9.00-12.00	A: Levels of analysis: “Mega, meso, macro and micro” PROF. GUIMARÃES B: Adult education providers in Germany PROF. EGETENMEYER
12.00-13.00	Lunch Break
13.00-15.15	A: Social policy models PROF. LIMA B: Social policy models PROF. GUIMARÃES
15.00-15.15	Coffee Break
15.15-17.00	A: Social policy models PROF. LIMA B: Social policy models PROF. GUIMARÃES
18.00-19.00	Guided Würzburg tour

Wednesday, February 5, 2020

9.00-11.30	A: Adult education providers in Germany PROF. EGETENMEYER B: Preparation for field exploration PROF. GUIMARÃES
11.30-13.00	Lunch Break
13.00-15.00	A: Preparation for field exploration PROF. GUIMARÃES B: European and International policies in adult education PROF. EGETENMEYER
15.10-18.00	Field Visits to Adult and Continuing Education Centres in Würzburg

Thursday, February 6, 2020

9.00-11.30	A: European and International policies in adult education PROF. EGETENMEYER B: Levels of analysis: “Mega, meso, macro and micro” PROF. GUIMARÃES
Afternoon	Field Visits to Adult and Continuing Education Centres outside of Würzburg

Friday, February 7, 2020

9.00-12.00	A: Role Play: Social Policy Models and Adult Education Practice PROF. GUIMARÃES B: Role Play: Social Policy Models and Adult Education Practice PROF. EGETENMEYER
12.00-13.00	Lunch Break
13.00-15.00	Field insights to main stakeholders, e.g. European Association for the Education of Adults
15.00-15.30	Coffee Break
15.30-17.00	A: Reflection on field explorations PROF. GUIMARÃES B: Reflection on field explorations PROF. EGETENMEYER

Theories for international adult education

3.-7.2.2020

Part I for PhD students

Part I for Practitioners

Monday, February 3, 2020

8.30-9.15	Registration
9.30-11.30	Introduction & welcoming addresses PROF. EGETENMEYER PROFESSORSHIP FOR ADULT AND CONTINUING EDUCATION
11.30-13.00	Lunch Break
13.00-17.00	PLENARY LECTURE: The <i>politicity</i> of education: politics, policies, strategies— Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography PROF. LIMA

Tuesday, February 4, 2020

9.00-12.00	Why studying Freire today? The contributions of Freire to policy studies in ALE/LLL: Critical encounters with Ettore Gelpi and Ivan Illich PROF. LIMA
12.00-13.30	Lunch Break
13.30-15.00	Adult education providers in Germany PROF. EGETENMEYER
15.0-15.15	Coffee Break
15.00-17.00	Group work on Freire PROF. LIMA
18.00-19.00	Guided Würzburg tour

Wednesday, February 5, 2020

9.00-12.00	The opus magnum: The Pedagogy of the Oppressed and its main concepts Radical democracy, liberation and participation; modernization and development. Extension or Communication? Education as the Practice of Freedom PROF. LIMA
12.00-13.00	Lunch Break
13.00-15.00	Popular adult education & critical literacy: reading the world & reading the words PROF. LIMA
15.10-18.00	Field Visits to Adult and Continuing Education Centres in Würzburg

Thursday, February 6, 2020

9.00-11.30	Paulo Freire as public administrator in the city of São Paulo: Pedagogy of the City PROF. LIMA
Afternoon	Field Visits to Adult and Continuing Education Centres outside of Würzburg

Friday, February 7, 2020

9.00-12.00	The Pedagogy of Freedom: Teaching and learning – ethics, democracy, autonomy and participation in decision making PROF. LIMA
12.00-13.00	Lunch Break
13.00-15.00	Field insights to main stakeholders, e.g. European Association for the Education of Adults
15.00-15.30	Coffee Break
15.30-17.00	Reflection on Field Explorations in a Freirian perspective PROF. LIMA

Prof. Licínio C. Lima, University of Minho, Portugal

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



Prof. Rabab Tamish, University of Bethlehem

Rabab Tamish is an assistant professor at the faculty of education (Bethlehem University-Palestine). Her main interest is at developing community programs with the objective of enhancing the quality of adult learning in Palestine and the Arab world. She is engaged in several research projects that aim to integrate the principles of progressive pedagogies in formal and informal learning settings.

Prof. Paula Guimarães, University of Lisbon, Portugal

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



Prof. 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. Her research emphasis is on internationally comparative research in adult and lifelong learning.

APPLY UNTIL 15.09.2019
[GO.UNIWUE.DE/LIFELONGLEARNING](https://go.uni-wue.de/lifelonglearning)



Employability in adult education

10.2.2020

Part II for MA students

Part II for Practitioners

Part II for PhD students

Monday, February 10, 2020

MORNING SESSION: THE THEORY

- | | |
|------------|--|
| 8.15-9.00 | Registration |
| 9.00-9.30 | Introduction in the Second Week of the Winter School |
| 9.30-10.30 | Employability in adult education and lifelong learning in Europe — A theoretical framework |

10.30-11.00 Coffee Break

- | | |
|-------------|---|
| 11.00-11.30 | Employment Story of Adult Education Practitioners |
| 11.35-12.05 | Employment Story of Adult Education Practitioners |
| 12.10-12.40 | Employment Story of Adult Education Practitioners |

12.40-14.00 Lunch Break

AFTERNOON SESSION: THE PRACTICE (FOR MA & PHD STUDENTS)

- | | |
|-------------|--|
| 14.00-15.00 | A bridge between the Winter School and Employability |
| 15.00-16.00 | Self reflexivity and Professional Lifeline |

16.00-16.15 Coffee Break

- | | |
|-------------|--|
| 16.15-17.15 | The Challenge for the future of adult education: personal skills, knowledge and emotions |
| 17.15-18.00 | Steps for a CV for future adult educators |

AFTERNOON SESSION: FIRST WEEK IN SHORT (FOR PRACTITIONERS)

Lecture about “international strategies in adult education” (overview week 1) | PROF. GUIMARÃES

Adult Education providers in Germany
| PROF. EGETENMEYER

Travel to the City

Guided Würzburg tour for practitioners & (co-)moderators (17.00-18.00)

EVENING

Get-Together

Prof. Vanna Boffo, University of Florence, Italy

Prof. Dr. Vanna Boffo, University of Florence, is working as Associate Professor in General Pedagogy and Adult Education at the Department of Education and Psychology of the University of Florence (since 1/11/2014). She is Rector's Delegate for Job Placement (since 1/11/2015). She is called as Full Professor in General and Social Pedagogy from March 2019 and she is waiting the formalization of the University of Florence. Vanna Boffo has a broad experience in three main field of research that are training for and in the workplace, work pedagogy, pedagogical care, professional educational roles and care of the human person. She is Coordinator of the European Master in Adult education for the Italian Universities from September 2012. She is the Coordinator of the PhD Course in "Educational Sciences and Psychology" at the University of Florence.



Dr. Gaia Gioli, University of Florence, Italy

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

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

Carlo Terzaroli, University of Florence, PhD in Educational Sciences and Psychology, he is involved in training for the development of employability and entrepreneurship, in national and international contexts, at the workplace of the University of Florence. The research interests are oriented to the analysis and interpretation of the training processes supporting the university-work transition, with particular reference to the study of transversal competences, Career Service models and training courses for entrepreneurship and entrepreneurship.



Comparative studies in adult education & lifelong learning 11.-13.2.2020

Part II for MA students

Part II for PhD students

Every participant prepared a short transnational essay before the winter school. By this, each student and each practitioner will provide an insight into his/her researched context to the group fellows. For the comparison of selected sub-topics of lifelong learning, students and practitioners choose one subtopic, which is guided by an international expert. Each participant will act as a representative of his/her home context (e.g. home country, home university). In 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.

Tuesday, February 11, 2020

9.00-12.00	Introduction into Comparative Studies in Adult Education PROF. EGETENMEYER
12.00-13.00	Lunch Break
13.00-14.00	Introduction to Comparative Group work IN GROUPS
14.00-14.15	Coffee Break
14.15-15.45	Working in Comparative Groups IN GROUPS
15.45-16.00	Coffee Break
16.00-18.00	COMPARATIVE GROUP WORK Learners presentation IN GROUPS

Cultural evening in comparative groups

Please discuss within your comparative group at WueCampus whether, how and where you would like to spend the evening together.

Wednesday, February 12, 2020

9.00-12.00	COMPARATIVE GROUP WORK Development of comparative categories IN GROUPS
12.00-13.00	Lunch Break
13.00-14.00	PRESENTATION: Good Practice
14.00-15.00	COMPARATIVE GROUP WORK Development comparative categories IN GROUPS
15.00-15.15	Coffee Break
15.15-16.45	COMPARATIVE GROUP WORK Testing of comparative categories IN GROUPS
16.45-17.00	Short Break
17.00-17.45	PUBLIC LECTURE: N.N.
17.45-18.30	PUBLIC LECTURE: N.N.

Thursday, February 13, 2020

9.00-12.00	COMPARATIVE GROUP WORK Interpretation and comparison IN GROUPS
12.00-13.00	Lunch Break
13.00-15.00	PRESENTATION: Good Practice
15.00-15.15	Coffee Break
15.15-17.00	COMPARATIVE GROUP WORK Finalisation of Comparative Groups IN GROUPS
17.00-17.45	International publication of comparative research results ONLY FOR PHD STUDENTS

Joint dinner possibility

Comparative studies in adult education & lifelong learning 11.-13.2.2020

Part II for Practitioners

Tuesday, February 11, 2020

9.00-12.00	Introduction into Comparative Studies in Adult Education PROF. EGETENMEYER N.N.
12.00-13.00	Lunch Break
13.00-14.00	Introduction to Comparative Group work IN GROUPS
14.00-14.15	Coffee Break
14.15-15.45	Working in Comparative Groups IN GROUPS
15.45-16.00	Coffee Break
16.00-18.00	COMPARATIVE GROUP WORK Learners presentation IN GROUPS

Cultural evening in comparative groups

Please discuss within your comparative group at WueCampus whether, how and where you would like to spend the evening together.

Wednesday, February 12, 2020

9.00-12.00	COMPARATIVE GROUP WORK Development of comparative categories IN GROUPS
12.00-13.00	Lunch Break
13.00-14.00	PRESENTATION: Good Practice
14.00-15.00	COMPARATIVE GROUP WORK Development comparative categories IN GROUPS
15.00-15.15	Coffee Break
15.00-17.00	COMPARATIVE GROUP WORK Testing of comparative categories IN GROUPS
16.45-17.00	Short Break
17.00-17.45	PUBLIC LECTURE: N.N.
17.45-18.30	PUBLIC LECTURE: N.N.

Thursday, February 13, 2020

9.00-12.00	Lecture about Professionalisation in Adult Education
12.00-13.00	Lunch Break
13.00-14.00	PRESENTATION: Good Practice
14.00-17.00	Field Visits to Adult Education Centres in Würzburg

Joint dinner possibility

Comparative studies in adult education & lifelong learning 14.2.2020

Friday, February 14, 2020

9.00	Welcome to the Group Presentation
9.15-10.45	Presentations of Results of Comparative Groups
10.45	Coffee Break
11.15-12.15	Presentations of Results of Comparative Groups
12.15	Lunch Break
13.45-15.10	Presentations of Results of Comparative Groups
15.15	Coffee Break
15.30	Evaluation
16.30	Closing Session
20.00	Franconia evening

Comparative Groups

Subject

- Group 1: Entrepreneurship in Higher Education for the development of innovation & creative thinking
- Group 2: Certificate programmes—a way to professionalisation of adult educators?!
- Group 3: Learning teaching in higher education
- Group 4: Transnational Initiatives and Policies for Professionalisation
- Group 5: In Between Global and Local: The Roles of Adult Educators to develop Learning Cities for Lifelong Learning
- Group 6: The role of adult education organisations and institutions in professionalisation of adult educators
- Group 7: Education for sustainable development in non-governmental organisations: the roles of adult educators
- Group 8: Discussing the Work of Adult Educators in Recognition of Prior Learning



COMPARATIVE GROUP 1

ENTREPRENEURSHIP IN HIGHER EDUCATION FOR THE DEVELOPMENT OF INNOVATION AND CREATIVE THINKING

Entrepreneurship • Creativity • Innovation • Skills

Technological changes and innovation trends are quickly sharpening jobs and professions. Industry 4.0 paradigm is transforming the role of workers within the organization. This has an impact on people's role in work, especially for young adults who will navigate different transitions during their professional life. Which is the added value of the humans in a technological world? Many studies highlight the relevance of creativity and entrepreneurial mindset to be able to catch opportunities generating new ideas and values for the society, community and economy (Boffo, 2018). In this sense, entrepreneurship is emerging as an educational concept that could support students' growth to face new challenges today and in the future.

The idea of developing entrepreneurship into Higher Education pathways has generated many different programs in the last few decades. A myriad of effects has been stated to result from this, such as economic growth, job creation and increased societal resilience, but also individual growth, increased educational engagement and improved equality (Lackéus, 2015). The topic refers to a great variety of meanings, from a narrow definition that leads to start up creation to a broader one aimed to make students more creative, proactive, opportunity oriented and innovative (Bacigalupo, Kampylis, Punie, Van den Brande, 2016).

Starting from a theoretical analysis of definitions, the comparative group will focus on three levels: the *macro* level of policies and measures to bolster entrepreneurship education in Higher Education; the *meso* level of educational programs implement in universities; the *micro* level of tools and methods to support the development of innovation and creative thinking (Terzaroli, 2018).

COMPARATIVE RESEARCH QUESTION

1. What are the policies and laws for entrepreneurship education that influence strategies in higher education in your country?
2. Which programmes have been implemented at your home university for entrepreneurship education?

CONTEXT OF COMPARISON

The comparison will deal with the programs and activities that Universities implement to bolster innovation and creativity through entrepreneurship education. 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.

CATEGORIES OF COMPARISON

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

1. The **definition of entrepreneurship** will be considered as a standpoint for theoretical reflection.
2. **Entrepreneurship education programs** will be considered a category since they are very important from a pedagogical point of view for the study of the dynamic processes for innovation and creativity.
3. **Educational tools and methods used in university entrepreneurship** education programs will be considered a category to analyse the way to support innovation and creativity for young people.

ROLE OF PRACTITIONERS

Practitioners will be asked to broaden the international perspective on entrepreneurship, presenting projects and experiences for developing adults' innovation and creativity.

REFERENCES

- Lackéus, M. (2015). *Entrepreneurship in Education: What, Why, When, How*. Paris: OECD.
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Prof. Vanna Boffo, University of Florence, Italy

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COMPARATIVE GROUP 2

CERTIFICATE PROGRAMMES

- A WAY TO PROFESSIONALISATION OF ADULT EDUCATORS?!

Professionalisation • Career Paths • Certificate Programmes

In comparing different national cultures and traditions, structures and practices of adult education, we also have to examine the professionalisation of adult education. The comparative group will focus on certificate programmes for adult educators: Which certificate programmes exist? What kind of knowledge and skills are considered as relevant? Which career paths do they presuppose? How do they contribute to professionalisation?

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

The outcomes of the comparative group will enable the participants to analyse the professionalisation of adult education in their home countries and to compare them with others in international contexts. Last but not least, participants reflect their own process of professionalisation.

COMPARATIVE RESEARCH QUESTION

1. Which requirements, structures and contents characterize certificate programmes for adult educators?
2. What are benefits of these programmes and how do they contribute to professionalisation?

CONTEXT OF COMPARISON

The main context of comparison will be different certificate programmes for adult educators within specific institutional contexts, e.g. Curriculum globALE, NALA-WIT Accreditation Project (Ireland) and wba-certification (Austria). Of course, also the influence of policies, programmes and regulations on national as well as on supranational level have to be taken into account.

CATEGORIES OF COMPARISON

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

1. **Target groups:** The first category deals with the target groups of adult educators' certificate programmes and their prerequisites. Who participates in the programmes? Which entrance requirements exist?
2. **Structures and contents of certificate programmes:** This category will consider the structures and contents of certificate programmes for adult educators. How are the programmes structured? Which contents are taught?
3. **Relevance and benefit:** This category includes an assessment of the relevance of certificate programmes for adult educators. Here it is necessary to establish a connection to professionalisation. How can certificate programmes promote the professionalism of adult educators? How important are certificate programmes to build a professional pathway?

ROLE OF PRACTITIONERS

On the one hand, practitioners reflect on their way of being a professional and in how far certificate programmes played a role in their own professional biography, either as a participant or as an educator in / an coordinator of such programmes. Where do Practitioners see the benefits of such programmes and their impact on professionalisation? The international comparison allows them to embed this reflection in a broader context of different national settings. On the other hand, they bring their practice experience to the group.

REFERENCES

- Egetenmeyer, R., Breitschwerdt, L., and Lechner, R. (2019): From ‘traditional professions’ to ‘new professionalism’: A multi-level perspective for analysing professionalisation in adult and continuing education. In: Journal of Adult and Continuing Education 25 (1), pp 7-24.
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- Lattke, S. / Nuissl, E. (2008): Qualifying adult learning professionals in Europe. Bielefeld: wbv.



Dr. Jörg Schwarz, Helmut Schmidt University Hamburg, Germany

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

Jessica Kleinschmidt, Helmut Schmidt University Hamburg, Germany

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



COMPARATIVE GROUP 3

LEARNING TEACHING IN HIGHER AND ADULT EDUCATION

Learner-centred • higher education • participative approach

The CGW is focused on learner-centred teaching, putting the learner at the center of the process as an active participant in knowledge construction. This approach expects learners and teachers to construct meaningful knowledge while working on authentic problems (Elen, Clarebout, Léonard, & Lowyck, 2007). The framework of Weimer (2013) is based on five key issues:

- The role of teacher in classroom and outside
- The balance of power in teaching and learning
- The function of the content and how to cover it
- The responsibility of learning
- The purpose of the feedback and evaluation

This approach is focused on learning and how adults learn – what the learners are doing is the central concern of teachers. Teaching that promotes learning is a kind of change of perspective for teachers and learners. The aim is how to manage the learning process, which is not focus on telling learners what they should do, but what they should know.

This approach changes the balance of power between teachers and learners. Normally teachers decide what learners have to know and they exert an enormous control over the learning process.

The challenges of this approach is to find those strategies that give learners control and responsibility.

COMPARATIVE RESEARCH QUESTION

1. What kind of national and institutional interventions are addressed to improve teaching and learning in your university?
2. What kind of students'centred methods can you relieve through the courses syllabus analysis of your home university?
3. What learner centered teaching practices are implemented in the classes?

CONTEXT OF COMPARISON

The comparison will include:

- Comparison of national and institutional interventions to improve teaching and learning
- Impact of existing institutional interventions on teaching and learning.
- Impact on teaching practices

CATEGORIES OF COMPARISON

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

- Institutional policies for supporting students' participation
- Provisions (teaching methods, participation, syllabus, materials, programmes) of participatory adult learning approach

ROLE OF PRACTITIONERS

- Practices in Teaching and Learning Adults
- Practices in Teaching and Learning in Higher Education

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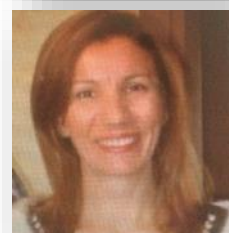
Prof. Monica Fedeli, University of Padova, Italy

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



Dr. Concetta Tino, University of Padova, Italy

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



COMPARATIVE GROUP 4

PROFESSIONALISATION OF ADULT EDUCATION AND LIFELONG LEARNING: A TRANSNATIONAL POLICY PERSPECTIVE

Professionalisation of Adult and Continuing Education and Lifelong Learning •
Policies • Stakeholders • Contextual Factors

This study will lead to an understanding about the role of policies in facilitating or hindering professionalisation in the field.

After the group work, the participants will be aware about

1. The current professionalisation status of the field in selected contexts.
2. The way in which policies address professionalisation in selected contexts and the reasons for the same.
3. Role of policies and policy stakeholders in addressing, promoting and/or restricting the professionalisation of the field in selected contexts.

COMPARATIVE RESEARCH QUESTION

Primary Question:

How do policy provisions (international, national, regional etc.) support or hinder the professionalisation of adult and continuing education and/or lifelong learning in your context?

Secondary Questions:

1. How do you define professionalisation of the field in your country/context and why (what contextual factors are relevant)?
2. Which policies and their provisions deal with professionalisation of the field and why (what contextual factors are relevant)?
3. Which actors/ stakeholders have a primary say in the policy process (at any stage)? What are their stakes in relation to professionalisation of the field?

CONTEXT OF COMPARISON

Policies (international, national, regional, local etc. whichever are relevant in your context)

The participants are expected to look upon the policy documents (international, national, regional, local, etc.) relevant in the context (country/region etc.) of their study and find out the provisions relating to the professionalisation of the field. Based on this, the participants can analyse if such provisions contribute or curtail the professionalisation of the field and reflect about the reasons for the same.

CATEGORIES OF COMPARISON

1. Definition and aspects/characteristics of professionalisation of the field embedded in a particular context.
2. Policies (international, national, regional) and their relevant provisions dealing with professionalisation of the field in their context.
3. Primary stakeholders and their stakes
4. National/contextual conditions that support/ hinder the professionalisation of the field in a particular context

All categories are descriptive as well as analytical and step by step facilitation for writing transnational essays will be provided during the preparation phase by the moderator and the co-moderator.

ROLE OF PRACTITIONERS

1. The practitioner will share data about each category of comparison
2. The practitioner will critically analyse the comparison and analysis by each participant from a practitioner's point of view during group work.
3. The practitioner, along with the moderator and the co-moderator, will facilitate the discussion and comparative analysis during the group work.

REFERENCES

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- Mikulec, B. (2018). Normative presumptions of the European Union's adult education policy, *Studies in the Education of Adults*, 50(2), p. 133-151.



Prof. Søren Ehlers, University of Ljubljana, Slovenia

Dr. Paed. Søren Ehlers is emeritus from Aarhus University, Denmark and Distinguished Professor at the International Institute of Adult and Lifelong Education, India. His current research areas include: transnational policy formulation, comparative research, employability policies, policy analysis, sustainability, measurement of progression in learning, and knowledge economy.

Shalini Singh, University of Ljubljana, Slovenia

Shalini Singh is a Senior Research Fellow at the International Institute of Adult and Lifelong Education, India. Her current research interests include: policy frameworks, comparative research, employability policies, policy analysis, sustainability, measurement of progression in learning, and knowledge economy.



COMPARATIVE GROUP 5

IN BETWEEN GLOBAL AND LOCAL: THE ROLES OF ADULT EDUCATORS TO DEVELOP LEARNING CITIES FOR LIFELONG LEARNING

Participation • adult learning • community • professional roles

Having been identified in several recent documents of UNESCO and its Institute for Lifelong Learning, comparative research of learning cities has become an important issue for adult education and lifelong learning in several aspects. Also, learning cities could successfully integrate global and local influences upon adult learning in order to claim a special role for knowledge transfer, community development, skills development for individuals,

Today, not only policy perspectives on lifelong learning, but also the dimensions of citizenship education can be strongly tied up to learning cities, on the one hand, when we try to underline the role of professional roles to orientate learning city developments towards SDGs, more precisely, to quality education and learning. On the other hand, adult educators have a responsibility to organise community-focused and needs-oriented celebratory events of learning festivals, adult and lifelong learners' weeks, etc. These events should help raising participation and quality in adult learning through the development of knowledge and skills.

Comparison of learning cities, regions and of learning communities allow us to recognise similarities and differences in order to get a better understanding of the topic with transnational perspectives and collaborative approaches. ASEM LLL HUB, PASCAL International Observatory and ESREA publications will be of help in these contexts.

COMPARATIVE RESEARCH QUESTION

Please choose one learning city as model:

- In your selected model, what are the main socially driven goals of the learning city-region model initiative/community learning activity?
- What issues, matters influence participation in the learning city you have chosen referring to initiative as community learning activity?
- What are the choices and barriers of collaboration of relevant stakeholders in the selected model/action?
- What are the effective forms of collecting and sharing knowledge in the learning city model, initiative as community learning activity you have chosen?

CONTEXT OF COMPARISON

The following aspects will be examined through individual examples participating students will have to collect and shortly analyse based on the learning city/region or learning community they focus on:

- Drivers of building a learning city/ learning community;
- Reasons for participation in learning city-region initiative/community learning activity;
- Choices and barriers of collaboration of relevant stakeholders in building the learning or smart city;
- Forms of collecting and sharing knowledge in the learning city-region/community learning activity
- The role and impact of the adult learners' weeks/lifelong learning weeks in the country the participating student may represent;

- Learning in between global and local (in between global/international initiatives and local/regional realities) – the roles of learning festivals, ‘learnfests’, etc.
- The role of the media and social media and public discourse on the benefits of local/regional collaborations around learning;
- Learning with/through economic organisations/companies/firms and learning in cultural/community/NGOs and other socially driven organisations (e.g. museums, libraries, community learning centres, etc.). Pointing to some good examples in those two major dimensions (social and the economic)

CATEGORIES OF COMPARISON

Potential categories of comparison:

- The drives of making a learning city a reality
- Goals of the learning city-region
- Composition of stakeholders and their claims
- The impact of relevant policy, law and financing
- Roles of adult educators in the development of learning cities and learning communities.

GOOD PRACTICES

Practitioners can collect examples of learning cities and relate their skills and competences to the demands of learning city teams upon how to raise participation and performance of adult learning through learning city services and programmes.

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Longworth, Norman (2006) *Learning cities, learning regions, learning communities*. Routledge. London-New York.

Doyle, L. – Adams, D. – Tibbitt, J. – Welsh, P. (eds.) (2008) *Building Stronger Communities*. NIACE, Leicester.

Németh, Balázs (2019) *Learning cities and culture working together* Pécs: PTE-CKH

Students will find info on several learning cities at: <http://uil.unesco.org/lifelong-learning/learning-cities>

The 2019 UIL Handbook on Lifelong Learning (to be published in May – June 2019)

Prof. Balázs Németh, Institute for Human Development and Cultural Science at the Faculty of Humanities of the University of Pécs, Hungary

Dr. Balázs Németh is an associate professor of adult learning and education at the University of Pécs, Hungary and a researcher of learning cities and regions from the comparative scope of non-vocational adult learning, community development and intercultural dialogue/understanding, development of active citizenship. Also, Németh is interested in the analysis of the roles of Inter-governmental organisations (IGOs) and Non-governmental organisations (NGOs) in the development of learning cities.



COMPARATIVE GROUP 6

THE ROLE OF ADULT EDUCATION ORGANISATIONS AND INSTITUTIONS IN PROFESSIONALISATION OF ADULT EDUCATORS

Adult education organisations • professionalisation • professional development

International intergovernmental organisations as well as the adult education research community are emphasising the importance of well-qualified personnel working in the field of adult education. However, although nowadays students can study adult education mostly at master level university studies, only a small part of personnel working in the adult education have studied adult education. Moreover, they are coming from highly diverse academic disciplines.

The range of professionals working in the field of adult education is wide and diverse—depending on the sector and the institution in which they work, for example, adult educators working in folk high schools, commercial institutes, business companies, higher education institutions, parties, unions, (political) foundations and the church—, as adult education is linked with a country's social structure, its socio-economic, cultural and political traditions, low regulation of the adult education system and different understandings of adult education.

In knowledge based society, adult education organisations and institutions integrated into the state, market and third sector contexts, are becoming important actors in the development of professionalism, as these organisations offer different opportunities for learning, continuing professional development and professional network development. Therefore, this comparative group will explore different opportunities adult education organisations and institutions offer for the professionalization—further professional education and training—of personnel working in the field of adult education.

COMPARATIVE RESEARCH QUESTION

1. What are the main organisations and institutions in the field of adult education in your country?
2. What kind of opportunities these organisations and institutions offer for further professional education and training—knowledge and skills development—of personnel working in organisations and institutions for adult education in your country?
3. Which international, national or regional policies support professionalization of adult educators in your country?

CONTEXT OF COMPARISON

Institutions and organisations for adult education of countries to which students and practitioners belong will represent the main context (cases) of comparison. However, interdependencies of institutions and organisations with (a) international policies (for example, “Curriculum globALE” (2013), “Key competences for adult learning professionals” (2010)) and (b) national or regional regulations and policies will be explored as well.

CATEGORIES OF COMPARISON

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

1. Types of organisations and institutions: which are the main institutions and organisations—i.e. adult education institutes, associations, adult education centres, folk high schools, vocational/continuing education centres, schools, third age universities, NGOs etc.—in the field of adult education in a given country?
2. State of professionalization: which international, national or regional policies and regulations in a given country supports professional education and training of adult educators?
3. Institutionalized career paths: which strategies, programmes and ways of becoming adult educator are offered by institutions and organisation for adult education in a given country?

ROLE OF PRACTITIONERS

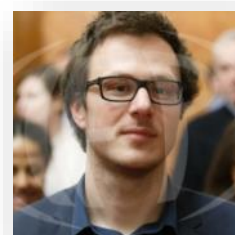
Practitioners should focus on examples (programs, learning activities, network cooperation) from their own institutions, or organisation with which they cooperate, and share their practices about continuing professional development. They could be leaded by the following question: Which knowledge and skills you gained (or not) while working in adult education institution(s) and how are these influencing your professional development as adult educator?

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Prof. Borut Mikulec, University of Ljubljana, Slovenia

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



COMPARATIVE GROUP 7

EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NON-GOVERNMENTAL ORGANISATIONS: THE ROLES OF ADULT EDUCATORS

Education for sustainable development • non-governmental organisations • adult educators

Education for sustainable development is based on a critique to development. At first, development was an idea that was central in social sciences as well as social and educational policies since the mid of the 20th century. Development was mainly directed at economic growth and sustained an influential modernization discourse. This understanding suffered strong criticism since the 1970's. These critics focused on the exhaustion of natural resources, environmental threat and ecological crisis, among others.

Within this frame, after several events and the release of the Brundtland Report in 1987, sustainable development emerged as a new understanding of development, directed at stressing the need to reinforce an ethical behaviour and attitudes in what refers to nature preservation stressing the link among economy, technology, society and policy. Education has been considered a strong pillar of sustainable development.

Education for sustainable development has been developed by several organisations such as non-governmental ones (for instance CA3C in Italy, ADELPHI in Germany, Biosphere Expeditions and Bioregional Development Group in the United Kingdom, Centre for Science and Environment in India, etc.). In these NGOs, projects and activities have been supported by transformative education guidelines that foster alternative models of producing and living, being these ecologically sustainable. Additionally, initiatives on sustainable development in line with a growing number of formal education programs have also been promoted by these NGO for instance in projects developed in cooperation between NGO and basic and secondary education schools and higher education institutions. Also, several programs directed at implementing social responsibility can be found in these NGO, being these funded by profit-making enterprises.

The implementation of such educational sustainable development projects and activities is supported by adult educators who develop several types of roles. Within projects and activities that are directed at transformative education guidelines that foster alternative models of producing and living, adult educators can have roles of social and environmental activists guiding intervention towards radical social change and critical education. In what refers to initiatives on sustainability within projects developed in cooperation of formal education institutions (such as school of basic and secondary education and higher education institutions), adult educators are in many circumstances teachers in formal and non-formal contexts concerned the degradation of the planet earth and aiming at changing students' behaviors and attitudes that are respectful of ecological conservation, following for instance UN guidelines. In what concerns programs directed at implementing social responsibility funded by profit-making enterprises, adult educators' often act as trainers informing people of the importance of having a social model of development including multiple dimensions that have to combine economic viability as well as ecological viability, trying to combine a more humanistic approach to learning and a more economic approach to living in contemporary societies.

COMPARATIVE RESEARCH QUESTION

1. Which policies of adult education for sustainable development can be found in different countries?
2. Which projects and activities of adult education for sustainable development can be found in NGO?
3. Which kind of roles are played by adult educators in projects and activities of education on sustainable development can be found in NGO?

CONTEXT OF COMPARISON

The contexts of comparison include concrete providers developing national policies as well as projects and activities of education for sustainable development. These projects and activities are provided by different organisations such as NGO various countries and are implemented by adult educators playing different kinds of roles.

CATEGORIES OF COMPARISON

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

1. Policies and strategies of education for sustainable development existing in specific countries.
2. Guidelines on education for sustainable development of projects and activities implemented by NGO.
3. Roles of adult educators involved in education for sustainable development of projects and activities.

ROLE OF PRACTITIONERS

Practitioners should focus on national policies and strategies of education for sustainable development; analyse guidelines on education for sustainable development of projects and activities implemented by NGO; and explore roles of adult educators involved in education for sustainable development of projects and activities.

REFERENCES

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

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



COMPARATIVE GROUP 8

DISCUSSING THE WORK OF ADULT EDUCATORS IN RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning • adult educators • professional roles • professional activities

Prior Learning Recognition (RLP) was initially introduced in USA and Canada in order to provide access to higher education. Based on the idea of social justice, RPL aimed at giving a second chance to get a tertiary education degree to those who had no opportunity to enter higher education.

The last decades have seen a development in policies and practices for recognition of prior learning around the world. RPL has become an educational response to wide participation in education and training for economic development and social inclusion and strongly connected to discourses on lifelong learning. Validation of non-formal and informal learning became a key instrument of lifelong policies worldwide while the discourse on RPL shifted from social justice to economic development and employability.

The implementation of RPL is supported by adult educators with different professional roles who develop several kinds of activities. According to the countries and in some cases to the education and training sectors (HE, VET, training, adult education) we can find different staff arrangements involved in RPL: teams composed exclusively of RPL professionals; teams composed of several types of adult educators (RPL professionals, trainers, counsellors/advisors, and so on).

Comparison of the RPL discourses and the members of staff engaged in validation of non-formal and informal learning will allow us to acknowledge the differences and the similarities of : RPL aims and discourses; the type of adult educators/RPL practitioners involved in this adult education policy and the activities they perform.

COMPARATIVE RESEARCH QUESTION

- Which are the problems RPL pretend to tackle in different countries?
- Which are the RPL target groups and how are they defined?
- Who is the staff involved in RPL (counsellors/advisors, RPL/validation professionals, trainers, external evaluators, and so on)?
- Which are the requirements to become a member of RPL staff (qualifications, experience, specific training)?
- Which are the activities performed by each member of RPL staff?

CONTEXT OF COMPARISON

According to the characteristics of each country, the contexts of comparison include concrete national/ regional RPL policies frameworks.

CATEGORIES OF COMPARISON

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

- The categories of comparison will include, but not limited to:
- Aims and target groups of RPL in each country
- Professional roles of adult educators involved in RPL
- Professional Activities of adult educators involved in RPL
- Requirements to become an adult educator involved in RPL

ROLE OF PRACTITIONERS

Practitioners can focus on national/ regional aims and target groups of RPL; identify the professional roles of adult educators involved in RPL; and characterize their requirements and professional activities.

REFERENCES

- Andersson, P., Fejes, A., & Sandberg, F. (2013). Introducing research on recognition of prior learning. *International Journal of Lifelong Education*, 32(4), 405–411.
- Travers, N., Harris, J (2014). Trends and issues in professional development of RPL practitioners. In J. Haris, C. Wihak, J.V. Kleef (Eds). *Handbook of recognition of prior learning. Research into practice* (pp. 233-258). Leicester: National Institute of Adult Continuing Learning.
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Prof. Natalia Alves, University of Lisbon, 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.



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 School. Our aim is to connect students, researchers, experts and professors interested in adult education and lifelong learning. We offer two LinkedIn groups:

THE INTERNAL 2020 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 to 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, information and photos. After the Winter School term, we use the group to share ideas and events related to Winter School topics. The Winter School groups are non-public.

The Professional Network for Adult Education and Lifelong Learning Group

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

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

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

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

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 with regards to 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.
- a) Institution/workplace This can refer to your educational institution or workplace, if relevant. If you would like your profile to be included in our professional network, please state the name(s) of the most relevant institution(s) and their focus.

- c) Location If you only state the name of your institution, other members will, of course, be able to locate it on the map but they will find you more easily, especially if you are nearby, if you give state the exact location of your institution (town/city, country).
- c) Languages spoken Employers and research project members often look for staff/partners in terms of language skills, so if you speak a rare language, you will make a very good impression if you mention this. Please therefore provide a comprehensive list of languages spoken and the level(s) of proficiency achieved.
- c) 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.
- c) Contact information You can either opt to provide your personal contact details, or only allow yourself to be contacted via LinkedIn. If you choose the former, please remember that other LinkedIn users not related to our network may also be able to access your contact details. If you choose the latter, your personal contact details will not be accessible. If you wish to make them available to someone, you will need to forward them yourself.

USER'S DATA PROTECTION

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



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Professional Network for Adult Education & Lifelong Learning

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Application

REQUIREMENTS FOR APPLICATION

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

We are happy to support research associates at European universities in organising an ERASMUS+ teaching mobility and/or staff mobility, which would be funded over the international office of your university. For this purpose, please contact us.

Application Deadline: 15 September 2019

APPLICANTS FROM MA OR PHD EDUCATION AT THE UNIVERSITY WÜRZBURG

Applicants from the MA or PhD education at the JMU Würzburg, please register until October 30, 2019 at wuestudy for "Vorbereitungsseminar für die Winter School" and "Winter School: International and Comparative Studies in Adult Education and Lifelong Learning". Please also do Step 1 of the application process and fill in the online application on go.uni-wuerzburg.de/application

ALL OTHER APPLICANTS FROM GERMANY AND ABROAD

- Step 1:** Fill in the online application go.uni-wuerzburg.de/application
Step 2: Submit all required documents to lifelonglearning@uni-wuerzburg.de

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

**All documents must be submitted until 15 September 2019 23:59 CET.
Kindly acknowledge that only complete applications can be considered.
Delayed applications will not be considered.**

THE FOLLOWING DOCUMENTS NEEDED TO BE SHOWN:

1. Application form, completed and signed (Download here: go.uniwue.de/step2)
2. Statement of reference of a University Professor (Download here: go.uniwue.de/step2)
3. School Certificates: (Certified) copies of all your school certificates which entitle you to be admitted to a university & (certified) translations by a recognised translator in German or English, if certificates are not available in a language using the Latin alphabet.
Please note: For the selection of students and the following enrolment we need certificates, which are issued either in German or in English or which are translated to German or English by a recognised translator, if not otherwise specified.
4. (Certified) copy of Higher Education Entrance Examination, if required in your home country.
5. Higher Education Certificates: Certified copies of transcripts and certificates obtained during a course of study at university in your home country. These may have to be translated into German or English by an official translator and legalised by the German embassy or consulate.
6. Diploma supplement (description of your course of study and your degree)
7. CV covering everything up to the date of application (Download here: go.uniwue.de/step2)
8. Applicants from Mongolia, China and Vietnam must submit the original certificate from the Academic Evaluation Center (Akademische Prüfstelle - APS). You'll get further information at the the German Embassy in your home country.

More information on the required documents and our privacy policy are available at our website:
<https://go.uniwue.de/application>



Scholarships

INTALL SCHOLARSHIPS

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

- Helmut-Schmidt-University Hamburg, GERMANY: Prof. Sabine Schmidt-Lauff
- Pécsi Tudományegyetem, HUNGARY: Prof. Balazs Németh
- Dublin City University, IRELAND: Prof. Maria Slowey
- Università degli Studi di Firenze, ITALY : Prof. Vanna Boffo
- University of Padua, ITALY: Prof. Monica Fedeli
- Universidade de Lisboa, PORTUGAL: Prof. Paula Guimarães
- Univerza v Ljubljana, SLOVENIA: Prof. Borut Mikulec
- Practitioners who are affiliated with the with DVV International: Dr. Thomas Lichtenberg
- Practitioners who are affiliated with the European Adult Education Association: Aleksandra Kozyra



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INDO-GERMAN PARTNERSHIPS

Students from the Department of Adult Continuing Education & Extension of the Delhi University, India, please contact Prof. Dixit concerning the possibility of scholarships. The programme is funded by the University Grants Commission and the German Academic Exchange Service (DAAD) with funds from the Federal Ministry of Education and Research.



DAAD SUMMERSCHOOL PROGRAMME

We plan to apply for the DAAD Summer School Programme that is funded by the German Academic Exchange Service (DAAD) with funds from the Federal Foreign Office. As we don't have an approval yet, you can apply for participation, but we only could confirm a scholarship in the end of November 2019. In case, we receive the funding and you would be selected, we will inform you as soon as possible, but latest in the end of November 2019 in case a scholarship could be granted to you. The funding would include a weekly allowance of 250 EUR plus a lump sum for travel depending on the country you travel from. You can find further information, e.g. on the lump sum for travel, at the website of the DAAD:

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

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

ATTENDANCE

Please be aware that participation at the Winter School is only possible, if you arrive no later than 2.2.2020 and depart not earlier than 15.2.2020.

APPLICATION DEADLINE

Deadline for the scholar-application is **15.09.2019**.

Please use the Winter School application platform for applying for a scholarship.

Registration & participation contribution

REGISTRATION

After successful examination of your application, you will be informed via email about the approval of your participation in the Winter School. All accepted participants will then turn into the formal registration process of University of Würzburg. You will then be enrolled as (module) student for the Winter School at University of Würzburg. We will inform you as soon as your application has been approved about the next steps for your formal registration.

PARTICIPATION CONTRIBUTION

The regular participation contribution for the Winter School is **137,90 EUR**.

After the approval of your application, we will further inform you about the payment, which has to be done directly to University of Würzburg. All formally enrolled students receive a student ID, which they also can use for free local transport in Würzburg. Furthermore, they can use the ID for reduced university cafeteria fares. We are happy to supply coffee, tea and water (self-care), one Franconian evening, one field visit outside from Würzburg as well as a city guided tour during the Winter School.



Accommodation & certificate

ACCOMMODATION

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

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

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

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

Hotels can be found at the website of Würzburg city:

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

CERTIFICATE

After participating at the Winter School and completing the transnational essay, you will receive a detailed certificate of attendance (12 ECTS). All fully registered students will have the possibility to participate in an examination for receiving additionally a formal university document with the grade. This is only an option for interested participants. Interested doctoral students who can be guided in publishing a joint-comparative paper after the Winter School.



Contact

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

VENUE

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WÜRZBURG WINTER SCHOOL 2020
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IN ADULT EDUCATION AND LIFELONG LEARNING

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