

Julius-Maximilians-

**UNIVERSITÄT  
WÜRZBURG**

INTERNATIONAL WINTER SCHOOL  
FOR MASTER- AND DOCTORAL STUDENTS

# COMPARATIVE STUDIES IN ADULT EDUCATION & LIFELONG LEARNING

IN WÜRZBURG/BAVARIA, GERMANY

## 5.-16.2.2018

APPLICATION DEADLINE: 30.09.2017

FOR STUDENTS FROM COMPALL-PARTNER-UNIVERSITIES: 31.10.2017

[www.lifelonglearning.uni-wuerzburg.de](http://www.lifelonglearning.uni-wuerzburg.de)



*In cooperation with*



*With financial support from*



This project is funded with support from the German Academic Exchange Service (DAAD) (project number 57248567) with funds from the Federal Foreign Office, the German Academic Exchange Service (DAAD) within the Programme "Indo-German Partnership in Higher Education Programme", the European Commission within the ERASMUS+ Strategic Partnerships (project number: 2015-1-DE01-KA203-002203)\* and the Julius-Maximilian-University Würzburg within the Human Dynamics Center (HDC) of the Faculty of Human Sciences.

\*This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# Content

<b>Subject</b> .....	4
<b>Programme</b>	
Part 1: European and international strategies in lifelong learning .....	5
Part 2: Comparing lifelong learning .....	6
<b>Comparative groups</b>	
Group 1: Employability & transitions of young adults .....	7
Group 2: Innovative teaching methods for adult and lifelong learning.....	9
Group 3: Time in adult learning and education .....	11
Group 4: Adult education and lifelong learning and the Sustainable Development Goals .....	13
Group 5: Students' voice as teaching and learning methods assessment .....	15
Group 6: Health education for adults .....	17
Group 7: Guidelines for the accreditation/recognition/validation of prior learning....	18
Group 8: National/regional adult education and lifelong learning policies.....	19
Group 9: Adult learning and job-related continuing education and training.....	21
Group 10: Soft skills for adult educators' professionalisation .....	23
<b>Join our LinkedIn Network: Adult education and lifelong learning</b> .....	25
Application & scholarships .....	27
Registration & participation contribution .....	29
Accommodation & certificate .....	30
Exchange programme in adult and continuing education & lifelong learning .....	31
Contact .....	32



**Join our LinkedIn Network!**

Professional Network  
for Adult Education and Lifelong Learning

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

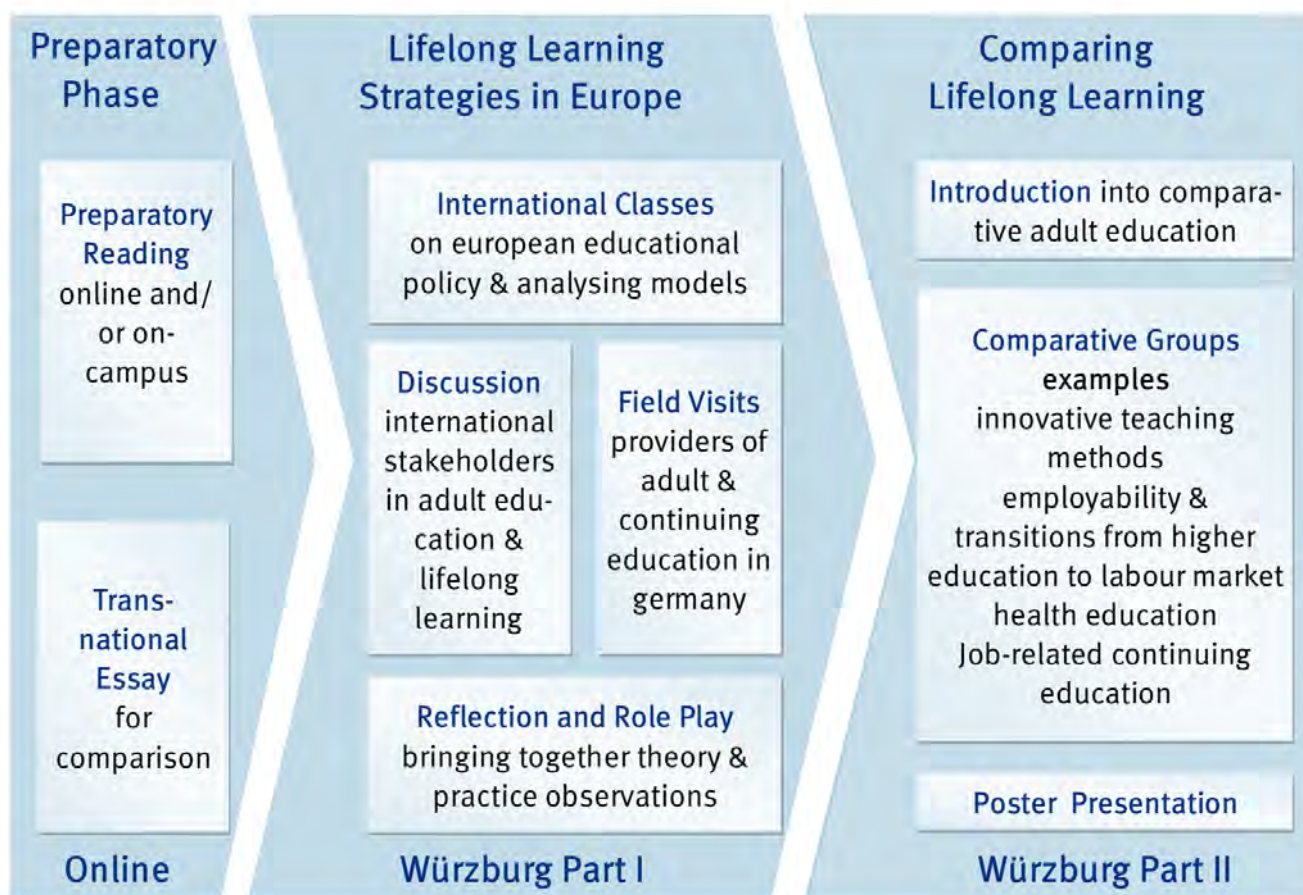


# Subject

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. Furthermore, 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 as well.



# Part 1: European and international strategies in lifelong learning

## Monday, February 5, 2018

- 09.00-10.00 Registration  
10.00 -12.30 Introduction & welcome  
13.30-18.00 Basic concepts: politics, policies and strategies in LLL (Prof. Lima)

## Tuesday, February 6, 2018

- 09.00-12.00 Levels of analysis: mega, meso, macro and micro (Prof. Guimaraes)  
13.30-16.30 Preparation for field exploration: observation grid (Prof. Guimaraes)  
evening Guided city tour

## Wednesday, February 7, 2018

- 8.30-11.30 Social policy models (Prof. Lima)  
13.30-15.15 Introduction to structure and providers of adult education in Germany (Prof. Egetenmeyer)  
15.30-17.30 Field visits to adult and continuing education providers in Würzburg

## Thursday, February 8, 2018

- 9.00-12.00 European policies in lifelong learning (Prof. Egetenmeyer)  
afternoon Field visits to adult and continuing education providers (outside Würzburg activities planned)

## Friday, February 9, 2018

- 09.00-12.00 Role play  
13.30-15.00 Guest lectures from European stakeholders in adult education  
15.30-17.30 Reflection on field visits



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

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

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

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



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

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

# Part 2: Comparing lifelong learning

For the comparison of selected subtopics of lifelong learning, students chose one subtopic, which was 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)
13.00-15.00	Introduction into research-oriented CGW
15.00-17.00	Introduction into research-oriented CGW
Evening	Cultural activity in comparative groups

## Tuesday, February 13, 2018

9.00-12.00	Transnational essay
13.00-15.00	Transnational essay
15.00-17.00	Development of comparative categories

## Wednesday, February 14, 2018

9.00-12.00	Testing of comparative categories
13.00-15.00	Testing of comparative categories
15.00-17.30	Testing of comparative categories

## Thursday, February 15, 2018

9.00-12.00	Interpretation and comparison
13.00-15.30	Finalizing of result of CGW
15.30-16.30	Discussion on preparation of book papers

## Friday, February 16, 2018

9.00	Welcome and start of presentations of group work results
9.30-12.30	Presentation of the group work results (open space)
13.00-13.30	Evaluation and feedback
13.30-14.30	Lunch break
15.30-16.00	Closing session (certificates)
19.30	Franconia evening

# 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 support the transition from university to work. In this sense, the topic directly involves adult education studies for its impact on career pathways and on the development of life plan.

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

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

### COMPARATIVE RESEARCH QUESTION

1. What is the institutional framework of employability (policies and laws) that influences strategies in higher education in your country?
2. What 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 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?

# Comparative groups

## 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 bolster the development of employability and the transition towards the labour market.

## CATEGORIES OF COMPARISON *(selection for the transnational essay is based on participants research interests)*

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

## REFERENCES

Boffo, V. (2015). 'Employability for the Social Economy: the Role of Higher Education'. In Boffo, V., Federighi, P., Torlone, F. (2015). *Educational Jobs: Youth and Employability in the Social Economy*. Firenze: Firenze University Press, pp. 147-168;

Boffo, V., Fedeli, M., Melacarne, C., Lo Presti, F., Vianello, M. (2018), *Teaching and Learning for Employability. New Strategies in Higher Education*, Milan-Turin: Pearson.

European Commission/EACEA/ Eurydice, (2012). *The European Higher Education Area in 2012: Bologna Process Implementation Report*. Brussels: EACEA;

European Commission/EACEA/Eurydice, (2014). *Modernisation of Higher Education in Europe: Access, Retention and Employability 2014*. Eurydice Report. Luxembourg: Publications Office of the European Union.

Harvey, L., (2003), *Transitions from higher education to work, A briefing paper*, York: The Higher Education Academy.

Pegg, A., Waldock, J., Hendy-Isaac, S., Lawton, R., (2012), *Pedagogy for Employability*. York: ESECT and HEA.

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

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



### **Co-Moderation: Carlo Terzaroli, University of Florence, 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.





## 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 maze 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 mode in the inclusion of curriculum and the study of teaching methods in the macro level of their individual home universities in their different programmes and levels, at 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 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, stratagems 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 with from didactic viewpoint and andrological perceptions as applied with students deciding their potentials for comparison.

## 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 or demonstrated contents, retention of knowledge and students' ability to recall new gen. The means by which learning outcomes are achieved and the understanding of selection of teaching methods as dependent on the learners and the characteristics of the learning situation are paramount as deciding factor in the performance in of a facilitator. Several teaching methods will be considered as employed classroom interactions (Crandall, 1994), (Simeon-Fayomi 2016). Innovations that makes 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

Socio-Cultural Practices and Non-Formal Training of Young Women Towards Entrepreneurship Among the Yoruba of Southwest Nigeria <https://eric.ed.gov/?id=ED529427>

Proverbs as Foundations of Lifelong Learning in Indigenous African Education <http://files.eric.ed.gov/fulltext/ED529428.pdf>

Amali, H. I (2014) *The function of folktales as a process of educating children in the 21st century: a case study of Idoma Folktales*. Proceedings of the International Conference on 21st Century Education at Dubai Knowledge Village – 2 (1) 88-97 Retrieved on 31-01-2016 from <http://www.21caf.org/uploads/1/3/5/2/13527682/amali.pdf>

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

Dr. Simeon-Fayomi Bolanle Clara has been prima qualified for associate professor from 2016 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, Nigerian National Council for Adult Education (NNCAE).



## 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 / Thouma (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)?

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) reported 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

OECD (2012 and 2014). Education at a Glance: OECD Indicators, OECD Publishing, Paris.

Leccardi C. (2013). Temporal perspectives in destandardised youth life courses. In: Schröer W., Stauber B., Walther A., Böhnisch L. and Lenz K. (eds.). Handbuch der Übergänge. Weinheim/Basel: Juventa, p. 251-269.

Lima C., Guimarães P. & Touma N. (2016). Adult learning and education policies in Germany, Portugal and Sweden: An analysis of national reports to CONFINTEA VI. In: Egetenmeyer R. (eds.): Adult Education and Lifelong Learning in Europe and Beyond. Comparative Perspectives from the 2015 Würzburg Winter School. Frankfurt am Main: Peter Lang, p. 27-66.

Schmidt-Lauff S. & Bergamini R. (2017). Modern Phenomenon of Adult Learning and Professional Time-Sensitivity - A Temporal, Comparative Approach. In: Egetenmeyer R., Schmidt-Lauff S. and Boffo V. (eds.). Adult Learning and Education in International Contexts. Frankfurt am Main: Peter Lang, p. 147-159.

Schmidt-Lauff S., Schiller J. & Camilloni F. (accessed 2017/2018). Comparing temporal agendas of policies and institutions in work-related adult education. In: Egetenmeyer, R., Ehlers, S. & Fedeli, M. (eds.). Adult Learning, Adult Education and Employment Contexts. Comparative Perspectives from the 2017 Würzburg Winter School. Frankfurt am Main: Peter Lang

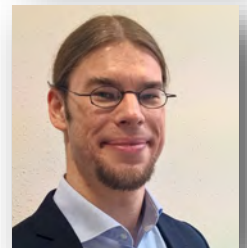
### ***Prof. Sabine Schmidt-Lauff, Helmut-Schmidt-University, Germany***

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, 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.





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

participation, social inclusion, literacy

In 2015 the UN has decided to outset seventeen goals for global sustainable development 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 in the field so as to raise participation of and access for adult learners.

## COMPARATIVE RESEARCH QUESTION

1. What can governments do to develop sustainable adult and lifelong learning?
2. What does sustainable development in adult education and lifelong learning means in your country? What issues are relevant and currently influencing?
3. 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?
4. Has your government reacted/responded to UNESCO's 3<sup>rd</sup> Global Report on Adult Learning and Education (GRALE3-2016), the UNESCO Recommendation on Adult Learning and Education (RALE-2015), or EAEA's 2016 Manifesto for Adult Learning?
5. What actions can you report your government has done to raise participation, and affordable access to adult and lifelong learning?

## CONTEXT OF COMPARISON

Comparison will focus on contexts of institutions/organisations, actions, regulations/laws and geographical contexts as national/regional/local.

However, we ask participating students to indicate at what level they see relevant actions to be indicated (e.g. local/regional, national or international grounds) according to comparable variables as actors, regulations/laws and policies.

Finally, we also ask our participating students to collect some relevant concrete examples by which they can explain the situation in their country/region/locality towards raising participation for better literacies to raise either employment, health and well-being, 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 interests)*

1. Adult and lifelong learning for raising literacy for better health and well-being – actions, programmes, projects and initiatives, strategies, etc.;
2. Adult and lifelong learning for raising literacy and skills for better employment and labour market – relevant actions, programmes, strategies, projects, and initiatives;

3. Adult and lifelong learning for better social, civic and community life – relevant actions, programmes, projects, initiatives, strategies, etc.

## REFERENCES

Hinzen, Heribert – Schmitt, Sylvia (eds.) (2016) Agenda 2030 – Education and Lifelong Learning in the Sustainable Development Goals. International Perspectives in Adult Education 75. Bonn: DVV International (ISBN:[978-3-942755-29-0](#))

Milana, Marcela – Nesbit, Tom (eds.) (2015) Global Perspectives on Adult Education and Learning Policy. 288 p. London: Palgrave Macmillan (ISBN:[9781137388247](#))

Adult Education and Development (80/2013) – Post 2015. Bonn: DVV International (ISSN: 0342 7633)

UNESCO GRALE3 Report – Sources: [www.ul.unesco.org](http://www.ul.unesco.org)



### *Prof. Balázs Németh, University of Pécs, Hungary*

Dr. Balázs Németh 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.

## 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 contribute 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, underling 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, improve teaching and learning methods, generate 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 outcomes 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 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 inter-views

## 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 teachers' didactics is guided? It usually has a strong impacts 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?

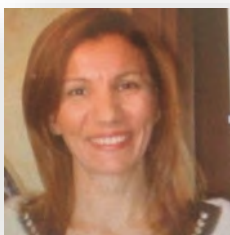
## REFERENCES

- Cook-Sather, A. (2006). Sound, presence, and power: Exploring 'student voice' in educational research and reform. *Curriculum Inquiry*, 36 (4), 359– 390.
- Cook-Sather, A. (2014). The trajectory of student voice in educational research. *New Zealand Journal of Educational Studies*, 49(2), 131.
- Boud (2000). Sustainable Assessment: Rethinking Assessment for Learning Society. *Studies in Continuing Education*, 22(2), 151-167.
- Fielding, M. (2001). Students as radical agents of change. *Journal of educational change*, 2(2), 123-141.
- Fielding, M. (2012). Beyond student voice: patterns of partnership and the demands of deep democracy. *Revista de Educación*, 359, 45-56.
- Grion, V. (2014). Meanings of 'student voice' in Italy: Emerging experiences and practices. *Connect*, (207), 19.
- Mitra, D. (2011). Student participation. *Oxford Bibliographies in Education* .
- <http://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0066.xml?rskey=GDptnG&result=75&q>
- Rudduck, J., & McIntyre, D. (2007). Improving learning through consulting pupils. London: Routledge.



### **Prof. Monica Fedeli, University of Padua, 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.



### **Co-Moderation: Concetta Tino, University of Padua, 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.



# 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 and so the state 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'll 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. But likewise of economical and individual factors and mentalities too (f.i. the difference of 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.

Matthews, Catherine (2014). Critical Pedagogy in Health Education. In Health Education Journal, v73 n5 p600-609 Sep 2014.

Schöpf, Andrea C.; Ullrich, Antje; Nagl, Michaela; Farin, Erik (2016). Group Health Education in Inpatient Rehabilitation: Patients' Role Perceptions. In Health Education Journal, v75 n3 p289-305 Apr 2016.

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

Prof. Petsch earned his PhD from the University of Würzburg. His research emphasis is in 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.



# 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 Lissabon 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.



### **Prof. Søren Ehlers, University of Aarhus, Denmark**

Søren Ehlers earned 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. Visiting Professor at University of Georgia, at Peking University and at Delhi University.

## **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)

### **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.

### **REFERENCES**

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

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

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

Paula Guimarães 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, University of Lisbon, 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.



## 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,...).

## 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 it 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

Bohlinger, Sandra (2015). Governing Vocational Education and Training in Europe. In Sandra Bohlinger, Ulrika Haake, Christian Helms Jørgensen, Hanna Toiviainen and Andreas Wallo (Eds), *Working and Learning in Times of Uncertainty Challenges to Adult, Professional and Vocational Education* (pp.209-222). Rotterdam: Sense Publishers.

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.

Cedefop (2015). *Job-related adult learning and continuing vocational training in Europe: a statistical picture*. Luxembourg: Publication Office. Cedefop Research paper, N°48.



### ***Prof. Natalia Alves, Institute of Education, University of 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, University of 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.

# 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. transdisciplinarity 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.

## **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.

Davies, A., Fidler, D., Gorbis, M. (2011). Future Work Skills 2020, Institute for the Future for the University of Phoenix Research Institute, California.

European Commission (2017). Review of the 2006 Framework of Key Competences for Lifelong Learning. Consultation Strategy, European Commission, Brussels, [https://ec.europa.eu/education/sites/education/files/key-competences-consultation-2017-strategy\\_en.pdf](https://ec.europa.eu/education/sites/education/files/key-competences-consultation-2017-strategy_en.pdf) (05/2017).

European Commission (2016). A New Skills Agenda for Europe. Working together to strengthen human capital, employability and competitiveness, Communication from the Commission to the European Parliament, the Council, the European Economic Social Committee and the Committee of the Regions, European Commission, Brussels, <http://ec.europa.eu/social/main.jsp?catId=1223> (05/2017).

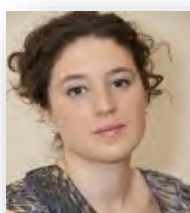
European Commission (2013). Adult and Continuing Education in Europe. Using public policy to secure a growth in skills, European Commission, Brussels, [https://ec.europa.eu/research/social-sciences/pdf/policy\\_reviews/kina25943enc.pdf](https://ec.europa.eu/research/social-sciences/pdf/policy_reviews/kina25943enc.pdf) (05/2017).

Hall, V. (2004). We Are All Educators Now: the implications of adult learning theory for continuing professional development of educational leaders and managers. In *Research in Post-Compulsory Education*, Vol. 9, Number 1, 2004

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

### ***Dr. Francesca Torlone, University of Florence, Italy***

Dr. Francesca Torlone, University of Florence, Italy earned 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.



### ***Nicoletta Tomei, University of Florence, Italy***

Nicoletta currently is a PhD student at the University of Florence and the University of Würzburg



# Join our LinkedIn Network: Adult education and lifelong learning

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

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

### THE INTERNAL 2018 WÜRZBURG WINTER SCHOOL GROUP:

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

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

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

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

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

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

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

## USER PROFILE

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

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

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

## USER'S DATA PROTECTION

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



**Join our LinkedIn Network!**

PROFESSIONAL NETWORK FOR ADULT  
EDUCATION AND LIFELONG LEARNING

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

# Application & scholarships

## REQUIREMENTS FOR APPLICATION

For participating in the Winter School, a Bachelor's degree (or equivalent) in a subject with relation to lifelong learning (e.g. a Bachelor degree in education) forms the minimum requirement. Please apply at our website: [www.lifelonglearning.uni-wuerzburg.de](http://www.lifelonglearning.uni-wuerzburg.de) (Online Application).

**Application Deadline: September 30, 2017**

**For students from COMPALL-Partner-Universities: October 30, 2017**

## GERMAN APPLICANTS

For the online application you are required to provide us with PDF or JPG files (each max. 1 MB):

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

Applicants from the MA or PhD education at the JMU Würzburg, please register until October 12, 2017 at [sb@home](mailto:sb@home)

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

## EUROPEAN APPLICANTS

For the online application you are required to provide us with PDF or JPG files (each max. 1 MB):

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

MA and PhD students are warmly invited to apply for a travel and subsistence scholarship according to the lump sums of the German Academic Exchange Service (DAAD). The scholarship would be paid during your arrival in Würzburg via electronic payment, therefore we require your correct IBAN and BIC code. Please understand that the electronic payment may take some days to be transferred. If you are eligible for a scholarship you would be obliged to participate in the full two weeks programme. Criteria for the distribution of the scholarships are announced at our website .

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.

Applicants from COMPALL partner universities, please contact your local coordinator concerning scholarships:

- Aarhus University (Denmark): Prof. Søren Ehlers
- University of Pécs (Hungary): Prof. Balázs Németh
- University of Florence (Italy): Prof. Vanna Boffo
- University of Padova (Italy): Prof. Monica Fedeli
- University of Lisbon (Portugal): Prof. Paula Guimaraes

## NON-EUROPEAN APPLICANTS

For the online application you are required to provide us with PDF or JPG files (each max. 1 MB):

1. Certificate of matriculation or enrollment at your home university or confirmation of your supervisor on your PhD studies or copy of your student ID including valid start and end dates of matriculation
2. German or English CV with focus on your academic studies and research interests
3. Letter of recommendation of a university professor with experience in questions related to lifelong learning including a confirmation of your english language skills (min. B2 according to the Common European Framework of Reference for Languages) as well as your academic performance in a field of adult education and lifelong learning. For the enrollment as visiting students at the JMU Würzburg:
4. Scan of the application form with your own signature (Download)
5. Scan of your passport or national ID
6. Scan of the AOK insurance form, only if you are below 30 years of age
7. Photograph in passport size

MA and PhD students are warmly invited to apply for a travel and subsistence scholarship according to the lump sums of the German Academic Exchange Service (DAAD). The scholarship would be paid during your arrival in Würzburg in cash. If you are eligible for a scholarship you would be obliged to participate in the full two weeks programme. Criteria for the distribution of the scholarships are announced at our website:

[http://www.lifelonglearning.uni-wuerzburg.de/application\\_scholarships/criteria\\_for\\_the\\_award\\_of\\_scholarships/](http://www.lifelonglearning.uni-wuerzburg.de/application_scholarships/criteria_for_the_award_of_scholarships/)

# Registration & participation contribution

## REGISTRATION

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

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

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

BIC (SEPA area): BYLADEMM

IBAN (SEPA area): DE7570050000001190315

Account number (outside of SEPA area): 1190 315

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

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

Reference: 0002 0168 8879 + full name of the participant

*Please don't forget to add the reference "0002 0168 8879 + full name of the participant" to your electronic transfer as a correct allocation would not necessarily be possible.* After the full participation contribution has been transferred, your registration is binding and the participation contribution cannot be refunded. Please send us the receipt of payment of the transfer via email (lifelonglearning@uni-wuerzburg.de).

## PARTICIPATION CONTRIBUTION

The regular participation contribution for the Winter School is 200 EUR. There is a reduced participation contribution for participants from international partner universities of 140 EUR:

- Denmark: Aarhus University
- Hungary: University of Pécs
- India: Delhi University, Jawaharlal Nehru University
- Italy: University of Florence, University of Padua, University of Verona
- Nigeria: Obafemi Awolowo University
- Portugal: University of Minho, University of Lisbon

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

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

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

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



# Accommodation & certificate

## ACCOMMODATION

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

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

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

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

Hotels can be found at the website of Würzburg city:

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

## CERTIFICATE

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



© JMU Würzburg

# Exchange programme in adult and continuing education & lifelong learning

*Winter term 2017/2018*

## **Rethinking Adult and Continuing Education in the context of the United Nations 2030 Agenda for Sustainable Development**

Prof. Dr. h. c. mult. Arne Carlsen,  
UNESCO Institute for Lifelong Learning, Hamburg

## **Measuring, Monitoring and Evaluating Adult Learning and Education: How and Why?**

Prof. Dr. h. c. mult. Arne Carlsen,  
UNESCO Institute for Lifelong Learning, Hamburg

## **Building Inclusive and Sustainable Learning Cities**

Prof. Dr. h. c. mult. Arne Carlsen,  
UNESCO Institute for Lifelong Learning, Hamburg

## **Globalisation, Lifelong Learning and Learning Societies**

Chetan Singai,  
National Law School of India University, Bangalore/India

## **Leadership Education and Counselling**

Prof. Omar Mizel  
Bethlehem University, Palestine

# Contact

## VENUE

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

## CONTACT

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

Tel.: +49 931-3186193  
[lifelonglearning@uni-wuerzburg.de](mailto:lifelonglearning@uni-wuerzburg.de)  
[www.lifelonglearning.uni-wuerzburg.de](http://www.lifelonglearning.uni-wuerzburg.de)

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



© JMU Würzburg