

Julius-Maximilians-

**UNIVERSITÄT  
WÜRZBURG**

# WINTER SCHOOL

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

**4.-15.2.2019**

in Würzburg, Germany

**WELCOME TO WÜRZBURG!**





## IN COOPERATION WITH



University of Delhi



## WITH FINANCIAL SUPPORT FROM



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**FIND OUT MORE!**

<https://go.uniwiue.de/lifelonglearning>



# Subject

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

## FIRST WEEKS' PATHWAY FOR MA STUDENTS

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

## FIRST WEEKS' PATHWAY FOR PHD STUDENTS

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

## SECOND WEEK

During the second week, MA students, PhD students and practitioners will work together in comparative groups on selected topics in adult education and lifelong learning. The groups will come with a policy-perspective (MA students), a theory-perspective (PhD students) and a practice-perspective (practitioners) in small groups of 6-10 participants. The first day starts with perspectives on employability in adult education and lifelong learning. For the comparative analysis, all learners will provide a transnational essay, which will serve as the basis for the international comparison. Practitioners will contribute with good practice(s) from their working field. For the comparison, a didactical methodology will be used for learning in heterogenous 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).



# Online tutorials

## FOR MA STUDENTS

### INTERNATIONAL STRATEGIES IN ADULT EDUCATION

Introduction to the Winter School • Preparing of Transnational Essay • International Networks in Adult Education and Lifelong Learning • European Policies in Adult and Lifelong Learning & European Policy Strategies • Comparative Studies in Adult Education & Examples • Transnational Essay

## FOR PHD STUDENTS

### THEORIES FOR INTERNATIONAL ADULT EDUCATION

Paulo Freire: Pedagogy of the Oppressed • Country perspectives on Freire: Paper published in the country and the language of each student & paper about Freire published in the country of each student • Videos: Introduction to the preparation • Comparative studies in adult education & examples • Transnational essay

## FOR PRACTITIONERS

Introduction to the Winter School • How to present a good practice for a Comparative Group Work?

Including two  
interactive webinar-sessions  
on Adobe Connect

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



# International strategies in adult education

4.-8.2.2019

## Part I for MA students

You can find your group (A or B) at WueCampus or at the list in the Winter School office.

### Monday, February 4, 2019

- 8.00-9.15 Registration | Z6, 2.012
- 9.30-11.30 Introduction & welcoming addresses | Z6, 0.002  
PROF. EGETENMEYER | PROFESSORSHIP FOR ADULT AND CONTINUING EDUCATION, PROF. DR. KABAK | VICE PRESIDENT OF THE JMU WÜRZBURG & PROF. DR. NORD | ACADEMIC DEAN OF THE FACULTY OF HUMAN SCIENCES OF THE JMU WÜRZBURG
- 13.00-17.00 PLENARY LECTURE: The *politicity* of education: politics, policies, strategies—  
Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography | PROF. LIMA | 1.013

### Tuesday, February 5, 2019

- 9.00-12.00 A: Levels of analysis: “Mega, meso, macro and micro” | PROF. GUIMARÃES | Z6, 1.006  
B: Adult education providers in Germany | PROF. EGETENMEYER | Z6, 2.011
- 13.00-17.00 A: Social policy models | PROF. LIMA | Z6, 2.011  
B: Social policy models | PROF. GUIMARÃES | Z6, 2.011
- 18.00-19.00 Guided Würzburg tour | **MEETING POINT: VIERRÖHRENBRUNNEN (fountain) in front of the RATHAUS (cityhall)**  
From HUBLAND/MENSA Bus 10 until SANDERRING | From SANDERRING 2 stations by tram until RATHAUS

### Wednesday, February 6, 2019

- 9.00-11.30 A: Adult education providers in Germany | PROF. EGETENMEYER | Z6, 1.006  
B: Preparation for field exploration | PROF. GUIMARÃES | Z6, 2.011
- 13.00-15.00 A: Preparation for field exploration | PROF. GUIMARÃES | Z6, 1.006  
B: European and International policies in adult education | PROF. EGETENMEYER | Z6, 2.011
- Field Visits in Würzburg**
- 15.10-18.00 ● **Frankenwarte Academy** | with PROF. EGETENMEYER | MEETING POINT: 1<sup>st</sup> floor | **15.23** Bus 10 from HUBLAND/MENSA | **15.36** SANDERRING | **15:50** Bus 35 from SANDERRING | **15.56** FRANKENWARTE
- **Kolping Academy** with PROF. LIMA  
MEETING POINT: 2<sup>nd</sup> floor | **15.25** Bus 14 from AM HUBLAND | **15.37** STIFT HAUG
- **Continuing Medical Education at University Würzburg Hospital** | with PROF. GUIMARÃES  
MEETING POINT: Ground floor | **15.25** Bus 14 from AM HUBLAND | **15.40** HAUPTBAHNHOF  
**15.46** Tram 1/5 from HAUPTBAHNHOF OST | **15:51** UNI-KLINIK BEREICH D

### Thursday, February 7, 2019

- 9.00-11.30 A: European and International policies in adult education | PROF. EGETENMEYER | Z6, 1.006  
B: Levels of analysis: “Mega, meso, macro and micro” | PROF. GUIMARÃES | Z6, 2.011
- Afternoon **Field Visits outside of Würzburg—Please bring your lunch with you!**
- **Volkshochschule Hassberge e.V.** with PROF. GUIMARÃES  
**12.30** Departure at Z6 by bus | **14.00** Field visit | **16.00** Free time in Hassfurt | **19.00** Departure around **20.00** Arrival at Würzburg main station & Hubland
- **Caritas Frankfurt** | with PROF. LIMA | **12.00** Departure at Z6 by bus | **14.00** Field visit | **16.30** Free time in Frankfurt | **18.30** Departure | around **21.00** Arrival at Würzburg main station & Hubland

### Friday, February 8, 2019

- 9.00-12.00 A: Role Play: Social Policy Models and Adult Education Practice | PROF. GUIMARÃES | Z6, 1.006  
B: Role Play: Social Policy Models and Adult Education Practice | PROF. EGETENMEYER | Z6, 2.011
- 13.00-15.00 **Field insights to main stakeholders**
- **UNESCO Institute for Lifelong Learning** | W. Mauch | with PROF. GUIMARÃES & PROF. LIMA | Z6, 2.011
- **European Advocacy and Civil Society in Adult Learning** | G. Ebner,  
European Association for the Education of Adults | with PROF. EGETENMEYER | Z6, 2.007
- 15.00-17.00 A: Reflection on field explorations | PROF. GUIMARÃES | Z6, 1.006  
B: Reflection on field explorations | PROF. EGETENMEYER | Z6, 2.011

# Theories for international adult education

4.-8.2.2019

Part I for PhD students

## Monday, February 4, 2019

- 8.00-9.15 Registration | Z6, 2.012
- 9.30-11.30 Introduction & welcoming addresses | Z6, 0.002  
PROF. EGETENMEYER | PROFESSORSHIP FOR ADULT AND CONTINUING EDUCATION, PROF. DR. KABAK | VICE PRESIDENT OF THE JMU WÜRZBURG & PROF. DR NORD | ACADEMIC DEAN OF THE FACULTY OF HUMAN SCIENCES OF THE JMU WÜRZBURG
- 13.00-17.00 PLENARY LECTURE: The politicity of education: politics, policies, strategies—  
Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography | PROF. LIMA | 1.013

## Tuesday, February 5, 2019

- 9.00-12.00 Why studying Freire today? The contributions of Freire to policy studies in ALE/LLL: Critical encounters with Ettore Gelpi and Ivan Illich | PROF. LIMA | Z6, 2.007
- 13.30-15.00 Adult education providers in Germany | PROF. EGETENMEYER | Z6, 2.007
- 15.00-17.00 Group work on Freire | PROF. LIMA | Z6, 2.007
- 18.00-19.00 Guided Würzburg tour | **MEETING POINT: VIERRÖHRENBUNNEN (fountain) in front of the RATHAUS (cityhall)**  
From HUBLAND/MENSA Bus 10 until SANDERRING | From SANDERRING 2 stations by tram until RATHAUS

## Wednesday, February 6, 2019

- 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 | Z6, 2.007
- 13.00-15.00 Popular adult education & critical literacy: reading the world & reading the words | PROF. LIMA | Z6, 2.007
- 15.10-18.00 **Field Visits in Würzburg**
- **Frankenwarte Academy** | with PROF. EGETENMEYER | MEETING POINT: 1<sup>st</sup> floor | **15.23** Bus 10 from HUBLAND/MENSA | **15.36** SANDERRING | **15:50** Bus 35 from SANDERRING | **15.56** FRANKENWARTE
  - **Kolping Academy** with PROF. LIMA  
MEETING POINT: 2<sup>nd</sup> floor | **15.25** Bus 14 from AM HUBLAND | **15.37** STIFT HAUG
  - **Continuing Medical Education at University Würzburg Hospital** | with PROF. GUIMARÃES  
MEETING POINT: Ground floor | **15.25** Bus 14 from AM HUBLAND | **15.40** HAUPTBAHNHOF  
**15.46** Tram 1/5 from HAUPTBAHNHOF OST | **15:51** UNI-KLINIK BEREICH D

## Thursday, February 7, 2019

- 9.00-11.30 Paulo Freire as public administrator in the city of São Paulo: Pedagogy of the City | PROF. LIMA | Z6, 2.007
- Afternoon **Field Visits outside of Würzburg—Please bring your lunch with you!**
- **Volkshochschule Hassberge e.V.** with PROF. GUIMARÃES  
**12.30** Departure at Z6 by bus | **14.00** Field visit | **16.00** Free time in Hassfurt | **19.00** Departure around **20.00** Arrival at Würzburg main station & Hubland
  - **Caritas Frankfurt** | with PROF. LIMA | **12.00** Departure at Z6 by bus | **14.00** Field visit | **16.30** Free time in Frankfurt | **18.30** Departure | around **21.00** Arrival at Würzburg main station & Hubland

## Friday, February 8, 2019

- 9.00-12.00 The Pedagogy of Freedom: Teaching and learning  
– ethics, democracy, autonomy and participation in decision making | PROF. LIMA | Z6, 2.007
- 13.30-15.00 **Field insights to main stakeholders**
- **UNESCO Institute for Lifelong Learning** | W. Mauch | with PROF. GUIMARÃES & PROF. LIMA | Z6, 2.011
  - **European Advocacy and Civil Society in Adult Learning** | G. Ebner,  
European Association for the Education of Adults | with PROF. EGETENMEYER | Z6, 2.007
- 15.30-17.00 Reflection on Field Explorations in a Freirian perspective | PROF. LIMA | Z6, 2.007





***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.

***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. 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.

# Programme for practitioners

11.-15.2.2019

NOW ALSO OPEN FOR  
PRACTITIONERS!

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

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

While students prepare a transnational essay for the comparison, practitioners will contribute with a good practice perspective of their working context. Therefore, practitioners are invited to select a comparative group of their interest.

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



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# Employability in adult education

11.2.2019

You can find your group (I, II or III) at WueCampus or at the list in the Winter School office.

Monday, February 11, 2019

## MORNING SESSION: THE THEORY

- 9.00-10.00 Employability in adult education and lifelong learning in Europe — A theoretical framework | Z6, 2.002
- 10.00-10.45 Case stories, strategic and transversal skills  
Group I | PROF. BOFFO | Z6, 2.002  
Group II | DR. GIOLI | Z6, 2.003  
Group III | C. TERZAROLI | Z6, 2.004
- 11.00-12.00 Job opportunities and channels for the active job search | Z6, 2.002 | Z6, 2.003 | Z6, 2.004  
Group I | PROF. BOFFO | Z6, 2.002  
Group II | DR. GIOLI | Z6, 2.003  
Group III | C. Terzaroli | Z6, 2.004
- 12.00-13.30 Lunch Break

## AFTERNOON SESSION: THE PRACTICE

- 13.30-14.15 A bridge between the Winter School and Employability  
Group I | PROF. BOFFO | Z6, 2.002  
Group II | DR. GIOLI | Z6, 2.003  
Group III | C. TERZAROLI | Z6, 2.004
- 14.15-15.00 Self reflexivity and Professional Lifeline  
Group I | PROF. BOFFO | Z6, 2.002  
Group II | DR. GIOLI | Z6, 2.003  
Group III | C. TERZAROLI | Z6, 2.004
- 15.30-16.15 The challenge for the future of adult education: personal skills, knowledge and emotions  
Group I | PROF. BOFFO | Z6, 2.002  
Group II | DR. GIOLI | Z6, 2.003  
Group III | C. TERZAROLI | Z6, 2.004
- 16.15-17.00 Steps for a CV for future adult educators  
Group I | PROF. BOFFO | Z6, 2.002  
Group II | DR. GIOLI | Z6, 2.003  
Group III | C. TERZAROLI | Z6, 2.004
- 17.00-17.30 **Re-arrangement of rooms** | Please support us in the preparation of your comparative group rooms. Please get moderation material (markers, papers, moderation cards etc. from the Winter School office and bring it to your comparative group room (see next page). Please arrange group tables. Thank you.

## EVENING

- 18.00-19.00 Guided Würzburg tour for practitioners & (co-)moderators  
**MEETING POINT:** VIERRÖHRENBRUNNEN (fountain) in front of the RATHAUS (cityhall)  
From HUBLAND/MENSA Bus 10 until SANDERRING | From SANDERRING 2 stations by tram until RATHAUS
- Evening 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. Some suggestions can be found at page 41.

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

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



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

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



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

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



# Comparative studies in adult education & lifelong learning 12.-15.2.2019

**Part II  
for MA students**

**Part II for  
PhD students**

**& FOR  
PRACTITIONERS!**

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 12, 2019

- 9.00-12.00 Introduction into Comparative Studies in Adult Education | PROF. EGETENMEYER | 1.012
- 13.00-15.00 Introduction to Comparative Group work | IN GROUPS
- 15.00-17.00 COMPARATIVE GROUP WORK Learners presentation | IN GROUPS
- 17.00-17.30 PUBLIC LECTURE: 100 Years of Volkshochschulen - 50 Years of DVV International. Local and global perspectives of adult education and lifelong learning | PROF.(H) DR. DR. H. C.(H) HINZEN | Z6, 1.012
- 17.30-18.00 PUBLIC LECTURE: Adult Education in the U.S. | PROF. JEAN-FRANCOIS | Z6, 1.012

## Wednesday, February 13, 2019

- 9.00-12.00 COMPARATIVE GROUP WORK Development of comparative categories | IN GROUPS
- 13.00-15.00 COMPARATIVE GROUP WORK Testing of comparative categories | IN GROUPS
- 15.00-17.00 COMPARATIVE GROUP WORK Interpretation and comparison | IN GROUPS
- 16.00-16.30 PUBLIC LECTURE: Reaffirming environmental adult education in the global world | DR. SISODIA | Z6, 1.012
- 16.30-17.00 PUBLIC LECTURE: Skill development in India | DR. YADAV | Z6, 1.012

## Thursday, February 14, 2019

- 9.00-12.00 COMPARATIVE GROUP WORK Interpretation and comparison | IN GROUPS
- 13.00-15.00 COMPARATIVE GROUP WORK Interpretation and comparison | IN GROUPS
- 15.00-17.00 COMPARATIVE GROUP WORK Interpretation and comparison | IN GROUPS
- 17.00-17.45 International publication of comparative research results | ONLY FOR PHD STUDENTS

### Rooms for the comparative group work:

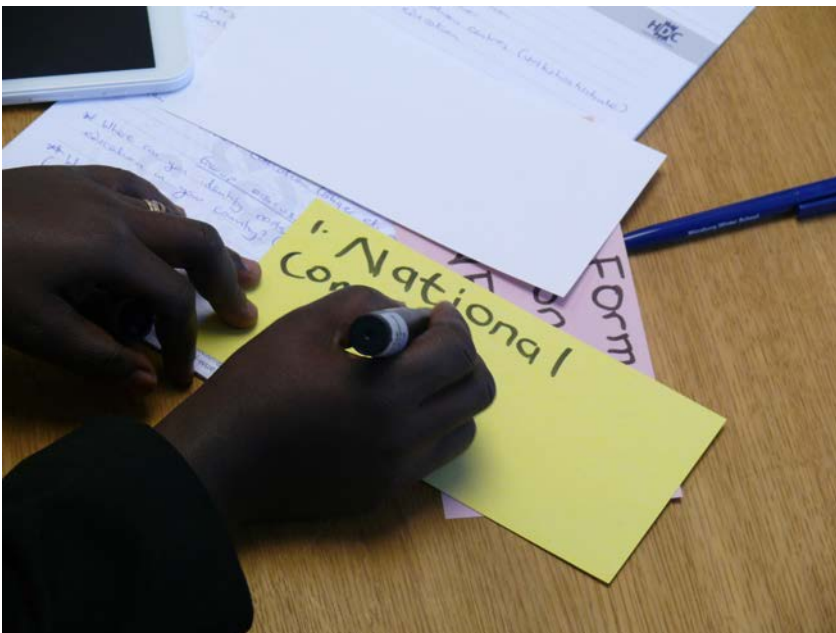
CG 1: 2.011	CG 2: 2.006	CG 3: 2.007	CG 4: 2.002	CG 5: 2.003
CG 6: 2.004	CG 7: 2.005	CG 8: 2.010	CG 9: 1.003	CG 10: 1.013

The audience groups will be announced  
in your comparative group on Thursday.

## Friday, February 15, 2019

- 9.00 **Welcome to the Group Presentation** | Z6, FORUM 2ND FLOOR NEXT TO THE STAIRS
- 9.15 **Presentations of CGW 1, 2 and 3 & interaction with other groups** | each group 25 minutes with 5 minutes break | members of CGW 1, 2 and 3 will divide in audiences a, b and c
- 9.15-9.40 CGW 1 – Audience Group a | ROOM 2.001  
CGW 2 – Audience Group b | ROOM 2.006  
CGW 3 – Audience Group c | ROOM 2.007
- 9.45-10.10 CGW 1 – Audience Group b | ROOM 2.001  
CGW 2 – Audience Group c | ROOM 2.006  
CGW 3 – Audience Group a | ROOM 2.007
- 10.15-10.40 CGW 1 – Audience Group c | ROOM 2.001  
CGW 2 – Audience Group a | ROOM 2.006  
CGW 3 – Audience Group b | ROOM 2.007
- 10.45 Coffee Break
- 11.15 **Presentations of CGW 4, 5 and 6 & interaction with other groups** | each group 25 minutes with 5 minutes break | members of CGW 4, 5 and 6 will divide in audiences d, e and f
- 11.15-11.40 CGW 4 – Audience Group d | ROOM 2.002  
CGW 5 – Audience Group e | ROOM 2.003  
CGW 6 – Audience Group f | ROOM 2.004
- 11.45-12.10 CGW 4 – Audience Group d | ROOM 2.002  
CGW 5 – Audience Group e | ROOM 2.003  
CGW 6 – Audience Group f | ROOM 2.004
- 12.15-12.40 CGW 4 – Audience Group d | ROOM 2.002  
CGW 5 – Audience Group e | ROOM 2.003  
CGW 6 – Audience Group f | ROOM 2.004
- 12.45 Lunch Break
- 14.15 **Presentations of CGW 7, 8, 9 and 10 & interaction with other groups** | each group 25 minutes with 5 minutes break | members of CGW 7, 8, 9 and 10 will divide in audiences g, h, i and j
- 14.15-14.40 CGW 7 – Audience Group g | ROOM 2.005  
CGW 8 – Audience Group h | ROOM 2.010  
CGW 9 – Audience Group i | ROOM 1.003  
CGW 10 – Audience Group j | ROOM 1.013
- 14.45-15.10 CGW 7 – Audience Group g | ROOM 2.005  
CGW 8 – Audience Group h | ROOM 2.010  
CGW 9 – Audience Group i | ROOM 1.003  
CGW 10 – Audience Group j | ROOM 1.013
- 15.15-15.40 CGW 7 – Audience Group g | ROOM 2.005  
CGW 8 – Audience Group h | ROOM 2.010  
CGW 9 – Audience Group i | ROOM 1.003  
CGW 10 – Audience Group j | ROOM 1.013
- 15.45-16.10 CGW 7 – Audience Group g | ROOM 2.005  
CGW 8 – Audience Group h | ROOM 2.010  
CGW 9 – Audience Group i | ROOM 1.003  
CGW 10 – Audience Group j | ROOM 1.013

- 16.15 Coffee Break
- 16.30 Evaluation | all groups will meet with their moderators in their CGW-rooms  
Please bring your mobile devices (e.g. laptop, tablet), as the evaluation will be done online.
- 17.15 **Re-arrangement of rooms** | Please support us in bringing back the rooms to normal: Please bring all materials (paper, pens, cables, flipcharts) back to the Winter School Office. Please bring the tables and chairs in the room in the order the plan (next to the door of each room) shows. Thank you very much!
- 17.30 Closing Session | Z6, FORUM 2ND FLOOR NEXT TO THE STAIRS
- 20.00 Franconia evening | Bürgerspital at Theaterstraße 19  
Meeting point: Inner courtyard of the Bürgerspital at the corner of Semmelstraße & Theaterstraße.  
Please be on time as we will depart in the wine cellar. Further information will follow.



# Comparative groups

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

Lifelong learning • policies • European Union

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

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

### COMPARATIVE RESEARCH QUESTION

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

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

### CONTEXT OF COMPARISON

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

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

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



## CATEGORIES OF COMPARISON

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

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

## GOOD PRACTICES

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

Practitioners should focus on

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

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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 2

# NATIONAL QUALIFICATION FRAMEWORKS IN LIFELONG LEARNING PERSPECTIVE

Qualifications frameworks • learning outcomes • transnational organisations

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

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

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

### COMPARATIVE RESEARCH QUESTION

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

### CONTEXT OF COMPARISON

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

### CATEGORIES OF COMPARISON

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

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

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

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

## GOOD PRACTICES

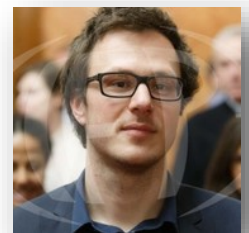
Given that NQFs in Europe and developing countries around the globe are a recent development and can be best described as “a work in progress”, it is too early to reach conclusions about their long-term (negative or positive) effects and best practices. However, when studying qualifications frameworks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

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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.



### ***Dubravka Mihajlovic, M.A., University of Belgrade, Serbia***

Dubravka Mihajlovic, M.A. is a PhD student at the Department for Andragogy, Faculty of Philosophy, University of Belgrade, where she also works as a research and teaching assistant and she is engaged in the following courses: Vocational education of adults, Analysis of needs for skills and training, Quality of education, Career guidance and development. She is actively engaged in training of teachers and in the activities regarding Publicly recognized organizer of AE activities in Serbia. Her research emphasis are on career guidance and counselling of adults and especially on analyzing the nature, role and place of education within career guidance and counselling.

## COMPARATIVE GROUP 3

# LEADERSHIP FOR ADULT EDUCATION & ORGANIZATIONAL LEARNING

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

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

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

### COMPARATIVE RESEARCH QUESTION

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

### CONTEXT OF COMPARISON

The context of comparison aims at:

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

## CATEGORIES OF COMPARISON

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

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

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

## GOOD PRACTICES

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

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

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



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

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

## COMPARATIVE GROUP 4

# EMPLOYABILITY & TRANSITIONS

## OF YOUNG ADULTS FROM HIGHER EDUCATION TO LABOUR MARKET

Employability • transitions • higher education • skills

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

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

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

### COMPARATIVE RESEARCH QUESTION

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

### CONTEXT OF COMPARISON

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

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

## CATEGORIES OF COMPARISON

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

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

## GOOD PRACTICES

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

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

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



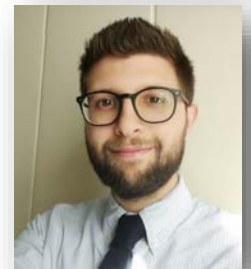
***Dr. Gaia Gioli, University of Florence, Italy***

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



***Carlo Terzaroli, University of Florence, Italy***

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



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## COMPARATIVE GROUP 5

# GENDER INFLUENCE ON INNOVATIVE TEACHING METHODS IN ADULT EDUCATION

Innovative teaching methods • gendered instruction

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

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

### COMPARATIVE RESEARCH QUESTION

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

### CONTEXT OF COMPARISON

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

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

### CATEGORIES OF COMPARISON

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

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

## GOOD PRACTICES

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

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

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



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

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

## COMPARATIVE GROUP 6

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

Adult education • transformative learning • critical reflection

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

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

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

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

### COMPARATIVE RESEARCH QUESTION

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

## CONTEXT OF COMPARISON

The comparison will be carried out :

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

## CATEGORIES OF COMPARISON

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

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

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

## GOOD PRACTICES

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

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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 7

# EMPLOYABILITY POLICIES IN THE CONTEXT OF SUSTAINABILITY & KNOWLEDGE ECONOMY

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

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

### COMPARATIVE RESEARCH QUESTION

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

### CONTEXT OF COMPARISON

The comparison will include:

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

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

### CATEGORIES OF COMPARISON

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

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

### GOOD PRACTICES

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

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

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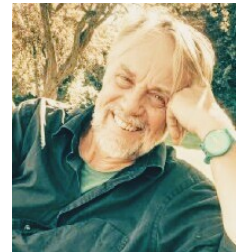
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### ***Prof. Søren Ehlers, Julius-Maximilian University Würzburg, Germany***

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

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



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

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



## COMPARATIVE GROUP 8

# DEVELOPING ACTIVE CITIZENSHIP THROUGH ADULT LEARNING & EDUCATION

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

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

### COMPARATIVE RESEARCH QUESTION

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

### CONTEXT OF COMPARISON

Context will indicate:

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

Interdependencies will relate to:

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

### CATEGORIES OF COMPARISON

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

## GOOD PRACTICES

Good practice may refer to:

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

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

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

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

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

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

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



### ***Prof.(H) Dr. Dr. h. c. mult. Heribert Hinzen, Former director, DVV International***

Heribert Hinzen studied at the Universities of Bonn, Cologne and Heidelberg, Germany, gaining a doctorate in comparative studies with a thesis on Adult Education and Development in Tanzania, worked for DVV International from 1977 in headquarters and in offices of Sierra Leone, Hungary, and Lao PDR for South- and Southeast Asia till his retirement in 2015.



## COMPARATIVE GROUP 9

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

Occupational Structures • professionalization • career paths

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

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

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

### COMPARATIVE RESEARCH QUESTION

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

### CONTEXT OF COMPARISON

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

### CATEGORIES OF COMPARISON

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

## GOOD PRACTICES

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

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

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

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

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



## COMPARATIVE GROUP 10

# EMPOWERMENT AND GENDER IN THE CONTEXT OF SOCIAL CHANGE

Empowerment • gender • social change

In the context of social change and individualisation processes, different social practices in the context of empowerment and gender can be observed. We search for *good practice* adult education programmes that contribute towards gender equality and empowerment of the participants. Reasons why empowerment and gender equality gained importance in the last years will be discussed along with the question how social change can be observed in different policies. The international comparison will contribute towards an understanding of social change in different societies.

### COMPARATIVE RESEARCH QUESTION

1. What is the understanding of empowerment? In what kind of social practices can empowerment be observed?
2. How can adult education contribute towards the empowerment of participants?
3. What kind of policies can contribute towards the empowerment of persons in a society?

### CONTEXT OF COMPARISON

The context of comparison is on the macro level:

What policies do national and international political actors follow to contribute towards gender equality and empowerment? (e.g. UNESCO, 2006)

### GOOD PRACTICES

We compare good practices from adult education practice. Some examples can be found in the journal *Adult Education and Development* of the DVV International (e.g. Ghose, 2009, Kwapong Hossain, 2012). Furthermore, education campaigns as the Literacy Initiative for Empowerment (LIFE) that has been implemented by the UNESCO (2006) will be analysed.

### CATEGORIES OF COMPARISON

*Policies of national and international political actors that contribute towards gender equality and empowerment*

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***Prof. Dr. 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.

***Stefanie Kröner, Julius-Maximilian-University Würzburg, Germany***

Since 2014, Stefanie Kröner is a PhD Student and research fellow at the professorship for adult and continuing education at the JMU Würzburg. Her Research interest is social equality, empowerment and literacy. From 2014 until 2018 she has been coordinating the international Winter School in 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 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 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 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.
- b) 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).
- 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.



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Monday, 4 February, 13.00-17.00, Z6, 1.013 | Prof. Licínio C. Lima, University of Minho, Portugal

## The politicity of education: politics, policies, strategies

Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography

Friday, 8 February, 13.30-15.00, Z6, 2.011 | Gina Ebner, European Association for the Education of Adults

## European Advocacy and Civil Society in Adult Learning

Friday, 8 February, 13.30-15.00, Z6, 2.007 | Werner Mauch, UNESCO Institute for Lifelong Learning

## UNESCO Institute for Lifelong Learning

Tuesday, 12 February 17.00-17.45, Z6, 1.012 |

Prof.(H) Dr. Dr. h. c. mult. Heribert Hinzen, Former director, DVV International

## 100 Years of Volkshochschulen - 50 Years of DVV International

Local and global perspectives of adult education and lifelong learning

Tuesday, 12 February 18.00-18.45, Z6, 1.012 | Prof. Emmanuel Jean Francois, Ohio University, USA

## Adult Education in the U.S.

Wednesday, 13 February, 17.00-17.30, Z6, 1.012 | Dr. Vandana Sisodia, Delhi University, India

## Reaffirming environmental adult education in the global world

Wednesday, 13 February, 17.30-18.00, Z6, 1.012 | Dr. Rahul Yadav, Delhi University, India

## Skill development in India



# Exchange programme in lifelong learning

## SUMMER TERM 2019

QUALITY IN ADULT EDUCATION, 17.-25.5.2019

Prof. Dr. Aleksandra Pejatovic, Belgrade University, Serbia

ADULT LEISURE EDUCATION, 13.-22.6.2019

Tamara Nikolic, Belgrade University, Serbia

METHODS IN COMMUNITY PROJECTS, 26.-27.4., 31.5-1.6., 28.6.2019

Dr. Rabab Tamish & Dr. Omar Mizel, Bethlehem University, Palestine

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## WINTER TERM 2019/2020

THE ROLE OF ADULT LEARNING AND EDUCATION  
IN THE DIFFERENT PERSPECTIVES ON LIFELONG LEARNING OFFERED BY  
UNESCO, OECD AND THE EUROPEAN UNION

Prof. Dr. (h.c. mult) Sir Alan Tuckett

NEEDS, WANTS, DEMAND AND SUPPLY:  
ENGAGING ADULTS IN LEARNING

Prof. Dr. (h.c. mult) Sir Alan Tuckett

READING THE WORLD: ADULT LEARNING,  
ADVOCACY AND SOCIAL CHANGE

Prof. Dr. (h.c. mult) Sir Alan Tuckett

Find out more:  
[go.uniwue.de/exchangeprogramme](https://go.uniwue.de/exchangeprogramme)



# Contact



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Professorship for Adult and Continuing Education



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Contact person for the Winter School programme



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Contact person for ERASMUS agreements

We wish you a pleasant stay  
in Würzburg.

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

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INTERNATIONAL & COMPARATIVE STUDIES  
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