

International Winter School

for Master- and Doctoral Students

Comparative Studies in Adult and Lifelong Learning

February 3 - 12, 2016

in Würzburg/Bavaria, Germany

Julius-Maximilians-
**UNIVERSITÄT
WÜRZBURG**



Photo: University of Würzburg

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Contact:

Julius-Maximilian University of Würzburg
Institute for Education
Professorship for Adult and Continuing Education
Oswald-Külpe-Weg 82
97074 Würzburg / Germany
Tel.: +49 931-3186193

lifelong-learning@uni-wuerzburg.de
www.lifelonglearning.uni-wuerzburg.de

Subject

The international Winter School 'Comparative Studies on Adult 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 subjected to a critical analysis. Furthermore, subtopics of Lifelong Learning have been chosen (e.g. participation in adult education in Europa, training the adult learning trainers, quality in adult education) 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 (e.g. European Association for Adult Education). Furthermore, local providers in adult and continuing education in Würzburg (Academy Frankenkarte, Kolping Academy Würzburg, Continuing Education Center of the local Chamber of Industry and Commerce) will be visited. The interaction will lead to a critical analysis and to a comparison of Lifelong Learning strategies, as well as to a theory-practice reflection on international policies in Lifelong Learning.

During the second part, the winter school focuses on the comparison of selected subtopics of Lifelong Learning in selected countries: How does the training of trainers vary in different countries? How does Adult Education participation differ in various European countries? How do quality systems vary in different countries? Which differences and similarities do we find in the policies towards Lifelong Learning in different countries? What conclusions can be drawn out of these differences and similarities?

The Winter School is geared towards master and doctoral students from European and Asian Universities. Mainly focused are students who are enrolled in study programmes close to Adult Education and Lifelong Learning. We welcome an interdisciplinary approach towards these topics.



„We all are really thankful for your cooperation and support there in Würzburg. Winter school 2015 had really been significant in terms of our academic qualification and personal experience. We also want to thank all of you who supported and accompanied us till we have been in Würzburg. Our experiences there have collectively been significant and Joyful we can made a lot out of these experiences and learnings.“

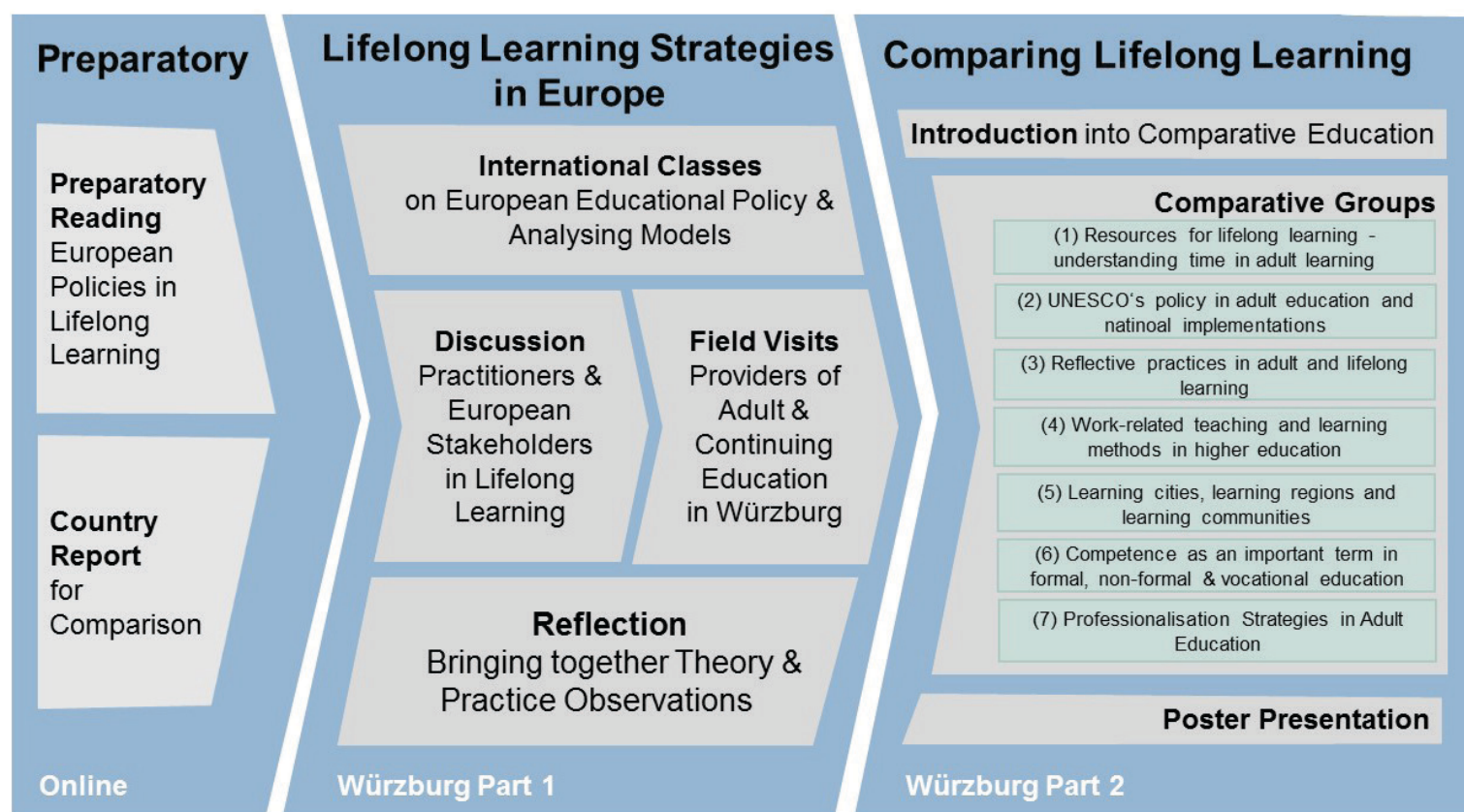
Prateek Bansal - University of Delhi - India

„I really enjoyed participating the Winter School 2015 and it was an exciting learning process that I could work together with a group of enthusiastic students on the theme of quality in our working group! Also, it was a particularly challenging environment where I could collect and share knowledge on adult learning and education in a well-organised format together with an engaged community and its members.“

Prof. Dr. Balázs Németh - Associate Professor & Head of Institution of Adult Education - University of Pécs - Hungary



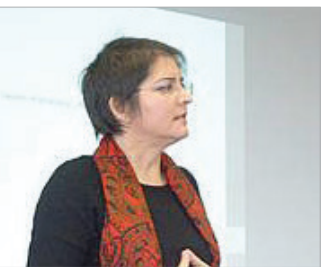
Working Programme of the Winter School





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

Licínio C. Lima is Full Professor of Sociology of Education and Educational Administration at the Department of Social Sciences of Education at the University of Minho. There 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 guest professor. He also is author of many academic works published in thirteen countries and six languages, including more than thirty books.



Prof. Dr. Paula Guimarães, 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.



Prof. Regina Egetenmeyer, University of 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 Visiting Professor at the International Institute of Adult & Lifelong Education, New Delhi (2014-2017). Her research emphasis are on internationally comparative research in Adult and Lifelong Learning.

„I really can advise everyone to think about a participation in the Winter School in Würzburg, even if there are doubts, it is a great chance, offers a lot, helps to learn and results in wonderful experiences.“

Lydia Kratzert – Bielefeld University – Germany



Part 1: European Strategies in Adult and Lifelong Learning

For the analysis of European and international strategies in Lifelong Learning there will be an introduction into a theoretical analysis model. Therefore, we will work with the study guide ‚European Strategies in Lifelong Learning: A Critical Introduction‘. The authors of the study guide, Professor Licínio Lima and Professor Paula Guimaraes, will moderate the discussion of two different groups. This introduction will be followed by discussions with European Stakeholders in adult and Lifelong Learning as well as by the visit of the following Adult Education providers in Würzburg: Frankenwarte Academy (Citizenship Education Provider), Continuing Education Center of the Chamber of Industry and Commerce in Würzburg and Schweinfurt. The finale of the first part of the Winter School will be a reflection and a placing of Lifelong Learning practices into the analytical model.

Group rooms in Z6: Group A: 2.006, Group B 2.007, Group C: 2.009

Tuesday, Feb 2, 2016

Arrival in Würzburg

Wednesday, Feb 3, 2016

09.00-10.00	Arrival on Campus, registration	Z6, 2.010
10.00-11.00	Welcome addresses (R. Egetenmeyer, Prof. Tran-Gia, Presidium, JMU Würzburg, Dr. Lotz, India Center, JMU Würzburg)	Z6, 1.012
11.00-12.00	Get-to-know-eachother	Z6, 1.012
13.00-16.00	<i>Group A:</i> Basic concepts: "Politics, Policies, Strategies in LLL & Social Policy Models" (L.Lima) <i>Group B:</i> Levels of analysis: „Mega, Meso, Macro and Micro“ (P. Guimaraes) <i>Group C:</i> Introduction to AE in Germany and its providers (R. Egetenmeyer)	
17.00-18.00	Guided Würzburg tour in groups Group A with S. Singh, Group B with C. Klass, Group C with M. Staab <i>Meeting point:</i> Vierröhrenbrunnen (fountain) in front of the city hall	
18.00	Possibility for joint dinner at Bürgerspital Würzburg Weinstuben (at own expenses)	

Thursday, Feb 4 2016

9.00-12.00	<i>Group A:</i> Levels of analysis: „Mega, Meso, Macro and Micro“ (P. Guimaraes) <i>Group B:</i> Introduction to AE in Germany and its providers (R. Egetenmeyer) <i>Group C:</i> Basic concepts: „Politics, Policies, Strategies in LLL & Social Policy Models“ (L.Lima)
13.30-16.00	<i>Group A:</i> Introduction to AE in Germany and its providers (R. Egetenmeyer) <i>Group B:</i> Basic concepts: „Politics, Policies, Strategies in LLL & Social Policy Models“ (L.Lima) <i>Group C:</i> Levels of analysis: „Mega, Meso, Macro and Micro“ (P. Guimaraes)
16.30-17.15	<i>Group A:</i> Professional Online Network (R. Egetenmeyer) <i>Group B:</i> Preparation of field exploration (L. Lima) <i>Group C:</i> Preparation of field exploration (P. Guimaraes))
17.15-18.00	<i>Group A:</i> Preparation of field exploration (L. Lima) <i>Group B:</i> Professional Online Network (R. Egetenmeyer) <i>Group C:</i> Professional Online Network (M. Staab, S. Kröner)

Friday, Feb 5 2016

08.00-14.00	Field visit: BildungsCampus Nürnberg (with 1,5h free time in Nürnberg City) - <i>Sanderring Bus station</i>
16.00-18.00	Field visit: Frankenwarte Field Visit: Continuing Education center of the chamber of industry and commerce

Saturday, Feb 6 2016

09.00-12.00	Group A: Role Play (L. Lima) Group B: Role Play (P. Guimaraes) Group C: Role Play (R. Egetenmeyer)	
12.00	Joint group photograph	Z6, base floor
12.15-13.45	Guest lecture: Continuing Training at DB Training	Z6, 2.006
	Guest lecture: Lifelong learning strategies of the European association for the education of adults (EAEA)	Z6, 2.007
	Guest lecture: European Union strategies to support adult learning / continuing training (CEDEFOP)	Z6, 2.009
13.45-14.45	Lunch - Lunch on Saturday can be purchased in the Cafeteria at Hubland Mensa (Mensa is closed)	
14.00-16.45	Reflection of field visits: Intercultural group discussion & role play CGW 1-4 (P. Guimaraes) CGW 5-8 (R. Egetenemyer)	Z6. 1.012 Z6, 2.006

Sunday, Feb 7 2016

Cultural Time

Monday, Feb 8 2016

10.00-14.00	Würzburg Residence as a place of lifelong learning (Reflection of intercultural group discussion - <i>Meeting point</i> : Franconia fountain in front of the Residence Palace)
16.30-18.00	Evening lectures: - Prof. Halim, Prof. Osman (Universiti Kebangsaan Malaysia): Development of Science Facilitators Core Competencies Framework in Nurturing Scientific Literacy in Non-formal Science Learning) - Dr. Simeon Fayomi, Obafemi Awolowo University/Nigeria: An Exploration of African Indigenous Methods for Comparative Thoughts

Part 2: Comparing Lifelong Learning

For the comparison of selected subtopics of Lifelong Learning students will choose one subtopic, which will be guided by an international expert. Each participant will act as representative of his/her home country. Within the group work a comparison will be done. The comparative group work will end with a poster presentation showing the results of the comparison. Every participant will prepare a short country description before the winter school. By this, each students will provide an insight into his/her home country to the group fellows.

CGW 1: Z6, 2.002, CGW 2: Z6, 2.003, CGW 3: Z6, 2.004, CGW 4: Z6, 2.005, CGW 5: Z6, 2.007, CGW 6: Z6, 2.009, CGW 7: Z6, 2.011, CGW 8: Z6, 2.014

Tuesday, Feb 9 2016

09.00-12.00	Introduction into comparative studies in adult education (R. Egetenmeyer)	Z6, 1.012
12.00	Joint group photograph	Z6, base floor
13.00-17.00	Introduction into research-oriented comparative group work (R. Egetenmeyer)	Z6, 1.012
19.00 - 21.00	Cultural activity in comparative groups	

Wednesday, Feb 10 2016

09.30-12.00	Comparative group work: student presentations	
13.30-15.00	Comparative group work: development of categories	
15.30-17.00	Comparative group work: testing of comparative categories (MA & PhD-students only)	

Thursday, Feb 11 2016

09.30-12.00	Comparative group work: interpretation and comparison (MA & PhD-students only)	
13.30-16.00	Comparative group work: interpretation and comparison (MA & PhD-students only)	
19.00-20.30	Franconia evening at „Staatlicher Hofkeller“, Residence Palace <i>Meeting point:</i> Franconia fountain in front of the Residence Palace	

Friday, Feb 12 2016

09.00-10.45	Introduction to presentation of the comparative group work results, first round of comparative group presentations (open space)	
11.15-12.45	Second round of comparative group presentation (open space)	
14.30-15.30	Preparation of book papers	
15.45-16.30	Evaluation of comparative groups with moderators, focus: reflection of supervision of country reports	
16.30-17.00	Closing session (certificates)	

Saturday, Feb 13 2016

Departure

Friday, Feb 12 2016

09.00-10.45	Introduction to presentation of the comparative group work results, first round of comparative group presentations (open space)	CGW 1: Z6, 2.002 CGW 2: Z6, 2.003
11.15-12.45	Second round of comparative group presentation (open space)	CGW 3: Z6, 2.004 CGW 4: Z6, 2.005
14.30-15.30	Preparation of book papers	CGW 5: Z6, 2.007 CGW 6: Z6, 2.009
15.45-16.30	Evaluation of comparative groups with moderators, focus: reflection of supervision of country reports	CGW 7: Z6, 2.011 CGW 8: Z6, 2.014
16.30-17.00	Closing session (certificates)	

Saturday, Feb 13 2016

Departure



Comparative Groups for the Intensive Phase

Comparative Group 1

Resources for Lifelong Learning – Understanding Time in Adult Learning

Participating in lifelong learning always involves making and taking time for development. The question of how to increase participation in adult education is at the top of national and European research and policy agendas. Resources for lifelong learning are normally orientated on economic aspects (money). In this group we focus on resources in an alternative way, arguing that the dimension of time has been neglected or simply taken for granted.

In concrete terms, this group looks at what countries do (on different levels) to mobilize time as a resource for lifelong learning in order to foster adults' participation. Please prepare the following aspects in your essay regarding your home country:

1. Research results/the current situation regarding the use of the resources time and temporality (see e.g. EU Adult Education Survey).
For example:
 - How much time (days, hours) do adults spend in educational activities? And how often per year?
 - To what extent do adults use their own resources to pay for educational activities? Who else bears the costs (see e.g. 2012 CEDEFOP report about 'paid educational leave')?
 - What do we know about the quality of time and the experience of temporalities during lifelong learning processes ('life course' vs. 'lifecycle')? How does it differ between different phases of adulthood (e.g. 'rush hour of life' vs. 'retirement')?
 - How is learning time interwoven with time for other actions?
2. Policies and basic legislation: What legislative background exists concerning time for lifelong learning (paid educational leave, training leave, etc.)? What political actions and developments can be observed in your country?
3. Specific programmes, projects or activities for different target groups: Are there any special programmes, projects and activities concerning time resources?
4. Role and influence of other actors (children, family, enterprises, social environment, the need for relaxation, etc.)?
5. How is time defined and experienced in our 'modern society': cyclical (circadian); natural flow; between past – present – future; social time vs. individual time, etc.?

Prof. Sabine Schmidt-Lauff, University of Chemnitz, 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. Sabine Schmidt-Lauff did her PhD studies at University of Hamburg with a study on collaboration on vocational training and professionalization in Adult Education. In 2008 she accepted a professorship for Adult and Continuing Education at Technical University of Chemnitz. Sabine Schmidt-Lauff's research emphasis lay on questions of professionalization and professionalism, Continuing and Vocational training, international-comparative research in lifelong learning, time and Bildung. These questions are focusing learning and adulthood in general such as learning in companies in specific.



Comparative Group 2

UNESCO's policy in adult education and national implementations

Scholarly attention to global governance in education has given much consideration to core institutions for economic and social development, like the Organization for Economic Co-operation and Development, the European Union or the World Bank. Less attention has been paid to institutions such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), which hold 'enormous intellectual capacities to deliberate the most complex of global problems related to constructing the defenses of peace in the minds of human beings' (Sigh 2011).

In the field of adult education, the UNESCO in 1976 adopted a *Recommendation on the Development of Adult Education*, the only international legal instrument in this field to date. Progress on its implementation at country level has been only loosely and sporadically monitored.

A first monitoring occurred in 1993, upon recommendation by the IV International Conference on Adult Education (Paris, 1985). A new monitoring occurred in 2011, and was based on the *Global Report on Adult Learning and Education* (2009) prepared by the UNESCO Institute for Lifelong Learning in view of VI International Conference on Adult Education (Belém, 2009). Finally, an additional monitoring resulted in the publication of the *2nd Global Report on Adult Learning and Education* (2013).

Although UNESCO recommendations are neither morally nor legally binding, they encourage member states to adopt particular approaches or undertake a certain course of action, and may thus nonetheless exert political influence on national policy.

This raises the question regarding the extent to which membership in UNESCO and increased global monitoring affects adult education developments in selected countries.

During the comparative group work, we will focus on the following aspects (focus of country reports):

1. How have relations between your country and UNESCO evolved over time?
2. Has your country sent delegates to the International Conferences on Adult Education? Which social groups (governments, academics, adult education providers etc.) were represented in the national delegations? Did national delegations change over time (in terms of numbers, social composition, etc.)?
3. What aspects of adult education (policy, programmes, financing streams etc.) has your country reported in UNESCO's monitoring activities? Have these changed over time? How?
4. Which legislative framework in your country can explain what is being reported to UNESCO on adult education? Did this framework evolve over time? How?
5. What are similarities and differences between the evolution of national legislative frameworks and UNESCO's agendas, action plans and monitoring efforts in the field of adult education?

Prof. Marcella Milana, University of Verona, Italy

Marcella Milanas teaches and researches comparative education, education policies, adult education, lifelong learning and citizenship education. She is a Member of the steering committee of the European Society for Research on the Education of Adults (ESREA) and President of the Nordic Comparative and International Education Society (NOCIES). In 2012 she was awarded a Marie Curie Fellowship by the European Commission to carry out a project on Globalization and the Education of Adults (GLOBE-A). She has been guest lecturer at several universities, including the Paulo Freire Institute, University of California-Los Angeles/USA, the University of Trento/Italy and the University of Melbourne/Australia.



Comparative Group 3

Reflective Practices in Adult and Lifelong Learning

The main focus of the comparative group work is the employability of young adults, at the level of higher education, in the social economy sector (caring services, from early childhood care to the adult learning centre), and, above all, in the strategic sector for adult education and learning. The framework is the analysis of past, present and future member state policies regarding the professionalization of the adult educator and the profile of a professional graduating from university with a master's or doctoral degree in adult education. Students will develop an analytical approach on trends and issues in the educational research field both at a micro, meso and macro level, enabling them to compare different strategies, opportunities and solutions, depending on different perspectives.

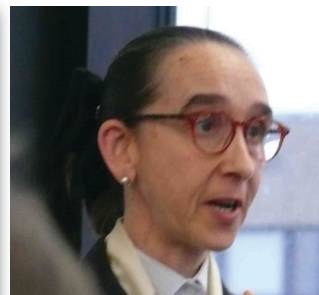
In a cooperative learning setup, master's and PhD students will join a discussion group focused on this theme, and they will acquire collective problem-solving, team-building, relationship and communication skills by striving for a common goal. Moreover, they will be highly involved in a very valuable, engaging and productive learning experience. A coordinator will be engaged in the monitoring and supervision of the learning process in order to guarantee and improve the quality of the process. The coordinator will moreover promote and increase the level of efficiency of the group work.

During the comparative group work, we will focus on the following aspects:

1. What is the historical national background of employability in the social economy field (i.e. the social care services for adults and children, adult educators)?
2. What role can national and international policies play in putting the occupational and entrepreneurial potential of the social economy into reality?
3. Are specific programmes and measures developed at an institutional level to foster youth employability at a national level and at a sectoral level (i.e. that of the social economy)?
4. What is the role of social economy workers in your country? Is it possible to make a comparison with the other EU member states?
5. According to CEDEFOP, European Commission, ILO and OECD publications, which skills characterize the professional profiles of the adult educator and the care service officer for adults and children in your country?

Prof. Vanna Boffo, University of Florence, Italy

Vanna Boffo is Associate Professor in General Pedagogy at the Department of Education and Psychology of the University of Florence. She reached Scientific habilitation for Full Professor in General and Social Pedagogy. She is the coordinator of the European Master Course in Adult Education and Continuing Training and the Delegate of Degree Students Career Guidance and Job Placement in the School of Humanistic and Formation Studies at the University of Florence. She has written more than 130 publications.



Comparative Group 4

Subjective didactics - effects on own pedagogic professional actions

The subjective theories of adults with respect to teaching and learning not only impact the own learning behaviour and thus also the life-long willingness to learn; they regulate - although implicitly - the didactic actions of teachers. As a consequence - so the central discussion topic of the workshop - the reconstruction, i.e. rendering the respective didactic appreciation of teachers of adults visible, provides essential conclusions regarding their own professional pedagogic actions.

Basis of the discussion is a small, internal research project executed, assessed and discussed by the participants of the workshop.

Workshop procedure

A research project at the Ludwigsburg University of Education, which examines the changes to the didactic understanding of students over the course of their studies, forms the starting point of the working group. This was determined with the aid of a so-called vignette test. For this purpose, the students were asked to comment on their perception of teaching and learning and to substantiate their views. These written documents were subsequently made available for assessment. It was possible to analyse the extent at which the interviewed persons differentiate their deliberations professionally and demonstrate them deliberately. The purpose of the working group now is the students' own contact with a vignette test by raising such vignettes in their home countries through fellow students from adult-pedagogic courses. The analysis is designed to determine pivotal pedagogic and didactic categories and correlate them with theoretical concepts of adult education. The determined categories are eventually discussed and compared country-transcendent in the entire group.

The research-methodological purpose of the working group thus revolves around the following issues:

1. Which categories can be derived from the vignettes in the respective countries?
2. Which professional concept can be deducted from these vignettes?
3. What are the differences or commonalities between the countries?
4. How can these results be substantiated by the adult-pedagogic theory?
5. What is the significance of subjective theories for teaching and learning with respect to professional pedagogic actions?
6. How do subjective theories regarding didactic correspond with didactic theories and models?

Preparation for the workshop

Prior to Winter School, the workshop participants receive a methodical template for the vignette test with the request of asking approx. five fellow students of their country to complete it in order to record the subjective didactic comprehension of the test persons. These completed forms represent the basis for the own empiric work. In addition, the students write a country report, which provides information regarding the theory and practice of underlying didactic models and learning theories in the respective country.

***Prof. Ingeborg Schüßler,
University of Education in Ludwigsburg, Germany***

Ingeborg Schüßler is a Professor for Adult Education and Educational Management at the Ludwigsburg University of Education. She acted as a senior researcher at the German Institute for Adult Education (DIE) and is an author and mentor at the Distance and Independent Studies Center of the Technical University of Kaiserslautern. She works in the field of professionalisation and quality development as well as learning culture development in adult and continuing education.



***Dr. Kira Nierobisch,
University of Education in Ludwigsburg, Germany***

Kira Nierobisch received her PhD in 2014: Since 2012 she works as a research associate at the Institute of Adult Education and Vocational Education at University of Education in Ludwigsburg; Her main research and work activities are focused on qualitative methods of empirical social research, educational counseling and extracurricular youth education; before moving to University of Education/Ludwigsburg, she has been a research associate at the University of Mainz and has been working in different practice fields of adult and youth education (e.g. youth volunteering, non-formal education and lifelong guidance).



Concetta Tino, University of Padua, Italy

Before Concetta Tino was with INVALSI (National Institution for Education System's Evaluation Observer) she worked many years as a Primary School Teacher coordinating foreign language projects and participating in the evaluation committee. Since March 2014 Concetta Tino is PhD Student at the University of Padua, where she is conducting a research about school-work alternance as an Italian work-related learning model. Her research is focused on teaching and learning methods that encourage dialogue between the two systems: school and work.



Comparative Group 5

Learning Cities, Learning Regions and Learning Communities

Learning city-region and learning community development has become an important goal both for the European Union, for the UNESCO, and, likewise, for some distinguished professional networks (e.g. PASCAL Observatory; ESREA). The 2002 call of the European Commission on 'European Networks to promote the local and regional dimensions of Lifelong Learning. The R3L initiative' (Call for proposals, (EAC/41/02) - 2002/C 174/06. EC, Brussels) and the UNESCO's Belém Framework for Action (UNESCO, 2009) made it clear that adult and lifelong learning and community development should develop learning platforms for collaboration amongst generations and that institutions and organizations should develop quality learning and raise participation.

Accordingly, this particular initiative was well promoted by several cities and regions inside and outside the EU, during adult learners' weeks, over the Lisbon decade and beyond. Moreover, the UNESCO Institute for Lifelong Learning (UIL) transformed the model into a global initiative called Global Learning Cities Initiative and a network around its call (Source: <http://learningcities.uil.unesco.org/home>). PASCAL Observatory has also opened an online platform with special working group actions of ongoing learning city-region developments in economic, social, cultural and other dimensions. (Source: <http://lcn.pascalobservatory.org/>). Another exciting group of examples is the learnfest/learning festival movement. One example from Bavaria is the Lernfest of Benediktbeuren (Source: <http://lernfest-online.de/>); another is the lernfest of the Swiss Federation of Adult Education, SVEB (Source: <http://www.alice.ch/de/lernfestival/>). Germany developed several lernende regionen (learning regions) during the Lisbon decade. Examples can be collected through the German Federal Ministry of Education and Research, BMBF.

This working group will aim at collecting a number of specific learning city-region and community development examples from Europe by putting the following analytical and comparative questions into focus so as to examine how those models may be of help to promote adult and lifelong learning in the context of the EU 2020 goals. To that end, the following aspects will be examined through individual examples collected and briefly analysed by participating students:

1. What are the main goals of the learning city-region model initiative/ community learning activity?
2. What issues influence participation in the learning city-region model initiative/ community learning activity?
3. What are the choices and barriers to the collaboration of relevant stakeholders in the model/ action?
4. What are the effective forms of collecting and sharing knowledge in the learning city-region model initiative/ community learning activity?
5. Which are the typical lessons learnt, and is the way forward with collaborative models in lifelong learning?



Prof. Balázs Németh, University of Pécs, Hungary

Balázs Németh, PhD is a researcher on European adult and lifelong learning policy development and comparative adult education. He is an associate professor and reader in adult and lifelong learning at the University of Pécs. Balázs Németh is a member of the Adult Education Committee of the Hungarian Academy of Sciences and a founding member of the Hungarian Universities Lifelong Learning Network (MELLearnN).

Comparative Group 6

Competence in formal, non-formal and informal adult and continuing education

Along with the PISA and the PIAAC study the term 'competence' has gained high attention in educational discourses. Hereby Weinerts psychological understanding of the term became relevant. The definition and measurement of competences are being discussed in different psychological, political and philosophical discourses. Furthermore the term 'competence' is being discussed together with other terms as 'qualification', 'skills', 'ability' and 'performance'.

As there are different approaches of understanding the term 'competence' we want to define our understanding and compare it from our different nationalities points of view. Hereby it is going to be examined, how helpful the term can be to describe results of educational and vocational learning processes at different stages of learning.

This working group will aim at understanding the term 'competence' in the different participating countries. Therefore, the following analytical and comparative questions into focus to understand what role the topic has in the current adult and lifelong learning discourse. To that end, the following aspects will be examined through individual examples collected and briefly analysed by participating students.

1. What are the different understandings of the term competence?
2. What disciplines are involved in the competence discourse? How do they differ?
3. How can the term "competence" describe aims and contents of educational and vocational learning processes in different stages of learning?
4. What does "competence" mean in linguistic and scientific contexts?

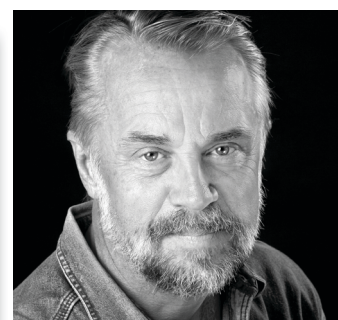
Prof. Hajo Petsch, University of Würzburg, Germany

Hans-Joachim Petsch earned his PhD from the University of Würzburg. His research emphasis is in questions of theory and practical use on non vocational education, vocational training, coaching, supervision and lifelong learning. For many years he was renowned director of the Rudolf-Alexander-Schröder Haus in Würzburg. Today he is honorary professor for the University of Würzburg.



Prof. Søren Ehlers,

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 7

Professionalisation Strategies in Adult Education

The professionalisation of teaching staff is one main demand in the context of European Lifelong Learning documents. Since a few years there is developing in the European context a competence-oriented approach which describes diverse competences teachers and trainers in adult education should have. We may have a look in the comparison on the tradition, theories and legal frames of professionalisation in adult education in students' home countries. Please prepare the following aspects in your essays:

1. Historical national background on professionalisation in adult education: Where do you find roots? Which conditions supported the professionalisation processes in adult education?
2. Basic legislation: Is there any legislative background concerning professionalisation in adult education?
3. Actors: Who engage how in the professionalisation of adult education?
4. Programmes, Projects: Which programmes concerning professionalisation in adult education are available?
5. Financial support/situation: Which information do you have about the financial situation in the context of professionalisation in adult education?
6. Actual situation and developments in professionalisation in adult education
7. Final remarks (synthesis and conclusions)
8. Main bibliographic references used in the paper and other references for further reading



Prof. Regina Egetenmeyer, University of 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 Visiting Professor at the International Institute of Adult & Lifelong Education, New Delhi (2014-2017). Her research emphasis are on internationally comparative research in Adult and Lifelong Learning.

Comparative Group 8: Soft Skills and Didactic Pathways in Adult Education

Research (Maselli, 2012, p. 23; Beblavy et. al., 2012, pp. 16-29; Institute for the Future for University of Phoenix Research Institute, 2011, p. 6-12; OECD, 2008, p.2) shows that new and higher levels of soft skills will be needed for the civil society of tomorrow. Education, formation and training need to adapt at every level in order to satisfy the skill needs of individuals. As a matter of fact, the Process of Bologna called for an urgent reform of the higher education system where Universities are the institutions that drive change and innovation. The comparative group will focus on the themes of soft skills, didactical methods applied in higher education institutions (i.e. Master Degree and PhD) in order to study the curricula and programmes on soft skills implemented by European Universities and embedded in the academic curricula at Master Degree and PhD levels.

Concretely the comparative group asks participants to:

1. Define the meaning of “soft skills” in your country of origin in order to get an idea of the ambiguity that is linked to this term at a European level;
2. Study the role that national policies can play in the definition of higher education programs;
3. Survey the soft skills of interest in the Master Degree and/or PhD curricula in Adult Education at your University;
4. Map the presence/absence of a focus on soft skills in the didactics at your University (presence/absence, features and characteristics within the single courses held at your University in the Master degree and PhD programs);
5. Map the best practises of academic offers in terms of soft skills development (kind of skills, tools for the soft skills development, relation with the professional profiles in the Adult Learning sector, desired outputs in terms of soft skills);

The objective of the comparative group is an analysis of your countries' scenario in order to get to macro categories of comparison.

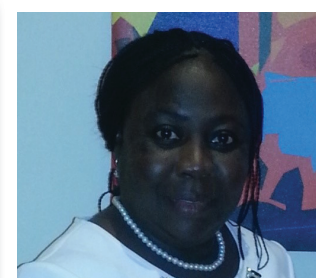
Dr. Gaia Gioli, University of Florence, Italy

Gaia Gioli, Ph.D., is PostDoctoral Researcher in General Pedagogy and Teaching Assistant for “Methodology of the Research in Education” at the University of Florence, Department of Education and Psychology from 2015. Her main research themes relate to three main fields: the first one is that of Adult education, training in formal, non formal and informal contexts; the second to youth transitions and competencies for job placement; the latter addresses to higher education and the study of training programs and devices for the development of employability through the lifespan.



Simeon-Fayomi Bolanle Clara (Ph.D) Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria

Simeon-Fayomi Bolanle Clara is a Senior lecturer in the Department of Adult Education & Lifelong Learning, Obafemi Awolowo University, Ile-Ife, Nigeria where she also serves as the postgraduate coordinator. She has published her works both nationally and internationally. She has attended many international conferences presenting paper on her research areas. She is an executive member of Nigerian National Council for Adult Education (NN-CAE).



Public Guest Lectures Winter School 2016

- 02.02.** Chetan Singai, M.Phil. & Shalini Singh, JNU Delhi, India
09.30 **Trajectory of Lifelong Learning in India –
Reflections from the Field** **Z6, 2.002**
- 08.02.** Prof. JP Dubey, University of Delhi, India
16.00 **Adult education in India:
Field Practices and Professionalization** **Z6, 2.006**
- Prof. Olga Fedotova, Southern Federal University, Rostov-on-Don, Russia
**International and Comparative skills for educational
practice: Who needs and how to form?** **Z6, 2.007**
- 08.02.** Prof. Halim & Prof. Osman, Universiti Kebangsaan, Malaysia
17.00 **Development of Science Facilitators Core
Competencies Framework in Nurturing Scientific
Literacy in Non-formal Science Learning** **Z6, 2.006**
- Dr. Simeon Fayomi, Obafemi Awolowo University, Nigeria
**An Exploration of African Indigenous Methods
for Comparative Thoughts** **Z6, 2.007**
- Dr. Al Noori & Dr. Al Hazam, Iraq
Study Needs of Adults **Z6, 2.011**

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Julius-Maximilian University of Würzburg
Institute for Education
Professorship for Adult and Continuing Education
Oswald-Külpe-Weg 82
97074 Würzburg / Germany
Tel.: +49 931-3186193
lifelong-learning@uni-wuerzburg.de
www.lifelonglearning.uni-wuerzburg.de

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

