

Adult Education Academy

for master's students, doctoral students and practitioners

#AEAcademyWue

**International and comparative studies
in adult education and lifelong learning**

1.-12. February 2021

virtually in Würzburg/Bavaria, Germany

**Programme
for practitioners**



In cooperation with



With financial support from



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More information on the INTALL ERASMUS+ Strategic Partnership: go.uniwiue.de/intall.

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More info

<https://go.uniwue.de/>

About the Adult Education Academy

The Adult Education Academy is embedded in the ERASMUS+ strategic partnership programme “INTALL - International and Comparative Studies for Students and Practitioners in Adult Education and Lifelong Learning”. Since 2014, it takes place at the University of Würzburg in Bavaria, Germany, in the first two weeks of February. The Adult Education Academy promotes international networks in adult education and lifelong learning, aiming to foster a connection between academic learning and the field of adult education.

During the intensive programme of two weeks, analytical and comparative skills in adult education will be (further) developed in an international environment. An understanding of internationally relevant educational policies in the context of lifelong learning is provided, while communication, teambuilding skills and critical thinking are strengthened by working together in this international setting.

Target groups

Master's and doctoral students in adult education, as well as colleagues from the field of adult education and lifelong learning, in the following called „practitioners“, are invited to join the Adult Education Academy in Würzburg virtually. The practitioners should be affiliated with DVV International or the European Association for the Education of Adults (EAEA). All participants should hold a Bachelor's degree (or equivalent) in a subject related to lifelong learning as a minimum requirement.

The programme, is starting on 1. February 2021, 9.00 CET and is ending on 12 February 2021 at 17.00 CET.

Structure

The Adult Education Academy is structured as a two-week programme, divided into a preparatory phase, the collaborative work from 1.-12. February and an optional follow-up for practitioners and doctoral students.

Time	Preparation <i>online</i>	Week I <i>virtually in Würzburg</i>	Week II <i>virtually in Würzburg</i>	Follow-up <i>online</i>
Topic	Online preparatory phase	International strategies in adult education	Comparing lifelong learning	Possibility for publication
Activities	Online tutorial Preparatory readings Presentation „good practice example“	Classes on educational policies, adult education in Germany, analysis of models Joint field visits and discussions with stakeholders <ul style="list-style-type: none"> field visits to German providers of adult and continuing education discussions with international stakeholders in adult education and lifelong learning Reflection and role play: theory and practice observations	Introduction to comparative adult education Comparative group work on nine different topics Open space presentations	Publication of good practice examples
Selection options	Tutorial: All Readings: week I Presentation: week I	International strategies in adult education	Choose one out of the nine topics for the comparative groups to work on in week II	Optional

Week I

In the course “International policies in adult education and lifelong learning” (for Master and doctoral students), the analysis will focus on specialised competences for developing new knowledge and innovation by integrating different perspectives.

The theoretical insights during the first week are accompanied by virtual field visits to adult education providers inside and outside of Würzburg, together with all the participants of the Adult Education Academy. Furthermore, presentations of international associations in adult education (European Association for the Education of Adults, International Council in Adult Education, DVV International) are organised to serve as case studies for practicing the analytical models or the theories dealt within the respective classes.

Week II

During the second week, the participants will work in comparative groups, divided by nine different topics regarding adult education and lifelong learning. The affiliation to the comparative group is being pre-selected. The “good practice presentation” will be prepared in advance. It is complemented by literature-based transnational essays that the students prepared prior to the group work. The “good practice presentation” should relate to the topic of the selected comparative group. On the last day of the Adult Education Academy, the results of the comparisons will be presented to all other groups.

Structure of the Good Practice(s)

1. Setting the scene
2. Implementation
3. Outcomes

Certification and follow-up

After successful participation in the Adult Education Academy, you receive a certificate of participation.

As a colleague from the field, you can also choose to publish a paper about your good practice experiences after the Adult Education Academy.

Participants' guide

[https://go.uniwue.de/
participantguide](https://go.uniwue.de/participantguide)

Week I: International strategies in adult education

Master's students, doctoral students and practitioners who chose to work on questions of "international strategies in adult education and lifelong learning" in the first week of the Adult Education Academy will work with a policy analysis perspective. This perspective will educate analytical skills by integrating and analysing different perspectives. The theoretical analysis perspective are accompanied by field visits to adult education providers inside and outside of Würzburg. Presentations of international organisations of adult education (EAEA, ICAE, DVV International) will complete the programme. These insights will be applied to the analytical models as case studies.

Participants who choose this topic will be divided in two groups (announced on 1st February 2021). These group arrangements are not identical with the comparative groups. Each group will be assigned to a virtual course room. Prof. Egetenmeyer and Prof. Guimarães will be rotating for leading the groups.

Monday, 1. February 2021

9.00-10.30	Introduction and welcoming address PROF. DR. BORIS KABAK — VICE PRESIDENT FOR INTERNATIONALIZATION, JMU WÜRZBURG PROF. DR. ILONA NORD — ACADEMIC DEAN, FACULTY OF HUMAN SCIENCES, JMU WÜRZBURG	PROF. EGETENMEYER
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	Get to know each other	KUHLEN DANQUAH
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	Plenary lecture: The politicity of education: politics, policies, strategies — Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography	PROF. LIMA
15.00-15.30	<i>Coffee break</i>	
15.30-17.00	Plenary lecture: The politicity of education: politics, policies, strategies — Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography	PROF. LIMA
18.00	Virtual Guided-Würzburg-Tour	

Tuesday, 2. February 2021

9.00-10.30	GROUP A: Levels of an analysis: "Mega, macro, meso and micro"	PROF. GUIMARÃES
	GROUP B: Adult education providers in Germany	PROF. EGETENMEYER
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	GROUP A: Levels of an analysis: "Mega, macro, meso and micro"	PROF. GUIMARÃES
	GROUP B: Adult education providers in Germany	PROF. EGETENMEYER
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	GROUP A: Social policy models	PROF. GUIMARÃES
	GROUP B: Social policy models	PROF. LIMA
15.00-15.30	<i>Coffee break</i>	
15.30-17.00	GROUP A: Social policy models	PROF. GUIMARÃES
		PROF. LIMA

Wednesday, 3. February 2021

9.00-10.30	GROUP A: Adult education providers in Germany GROUP B: Preparation for field visits	PROF. EGETENMEYER PROF. GUIMARÃES
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	GROUP A: Adult education providers in Germany GROUP B: Adult Education, adult learning and lifelong learning policies of international organisations	PROF. EGETENMEYER DR. SINGH
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	GROUP A: Preparation for field visits GROUP B: CONFITEA VII — The international conference on adult learning and education in Morocco in 2022 in light of the 2030 education agenda of the sustainable development goals	PROF. GUIMARÃES PROF. HINZEN
15.00-15.30	<i>Coffee break</i>	PROF. EGETENMEYER
15.30-17.00	ALL GROUPS: Virtual field visits to providers of adult and continuing education in Würzburg <ul style="list-style-type: none"> • Continuing professional education at the German Plastic Center, Würzburg • Public Fire Fighting Academy, Würzburg • Rudolf-Alexander-Schröder-Haus, Würzburg 	PROF. EGETENMEYER KUHLEN DANQUAH



Week I: International strategies in adult education

Thursday, 4. February 2021

9.00-10.30	GROUP A:	Adult education, adult learning and lifelong learning policies of international organisations	DR. SINGH
	GROUP B:	Levels of an analysis: "Mega, macro, meso and micro"	PROF. GUIMARÃES
10.30-11.00	<i>Coffee break</i>		
11.00-12.30	GROUP A:	CONFITEA VII — The international conference on adult learning and education in Morocco in 2022 in light of the 2030 education agenda of the sustainable development goals	PROF. HINZEN
	GROUP B:	Levels of an analysis: "Mega, macro, meso and micro"	PROF. GUIMARÃES
12.30-13.30	<i>Lunch break</i>		
13.30-15.00	ALL GROUPS:	Virtual field visits to providers of adult and continuing education in Würzburg	PROF. EGETENMEYER
		<ul style="list-style-type: none"> • Volkshochschule, Gerolzhofen • St. Josefs-Stift, Robert-Kümmert-Academy, Eisingen 	KUHLEN DANQUAH
15.00-15.30	<i>Coffee break</i>		
15.30-17.00	ALL GROUPS:	Virtual field visits to providers of adult and continuing education in Würzburg	PROF. EGETENMEYER
		continuation of field visits	KUHLEN DANQUAH

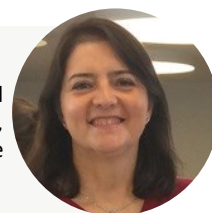


Prof. Regina Egetenmeyer, Julius-Maximilian University Würzburg, Germany

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 and Lifelong Education, New Delhi. Her research emphasis is on international comparative research in adult education 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 doctor on Education Policies, in adult education, and has been studying adult education policies established, implemented and assessed at national and supranational levels. Her main interest has been the link that might be established among different levels of political intervention.



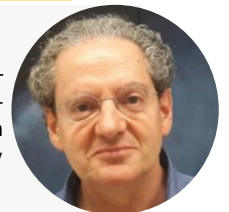
Friday, 5. February 2021

9.00-10.30	GROUP A: Role play: Social policy models and adult education practice	PROF. EGETENMEYER
	GROUP B: Role play: Social policy models and adult education practice	PROF. GUIMARÃES
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	GROUP A: Role play: Social policy models and adult education practice	PROF. EGETENMEYER
	GROUP B: Role play: Social policy models and adult education practice	PROF. GUIMARÃES
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	<p>ALL GROUPS: Virtual field visits to international adult and continuing education associations:</p> <ul style="list-style-type: none"> • <i>Esther Hirsch</i> — Must have or nice to have: The role of adult education in development cooperation; Position and strategies of DVV International • <i>Gina Ebner</i> — Herding Cats: Advocacy for adult education at the European level (EAEA) • <i>Katarina Popovic</i> — International council in adult education (ICAE) and global civil society - facing COVID-19 and other global crises 	<p>PROF. EGETENMEYER KUHLLEN DANQUAH</p>
15.00-15.30	<i>Coffee break</i>	
15.30-17.00	GROUP A: Reflection of virtual field visits	PROF. EGETENMEYER
	GROUP B: Reflection of virtual field visits	PROF. GUIMARÃES

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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, including more than thirty books.

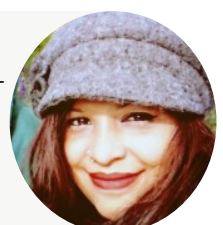


Prof. (H) Dr. Dr. h.c. mult. Heribert Hinzen, Former Director, DVV International

Prof.(H) Dr. Dr. h. c. mult. Heribert Hinzen is a senior consultant on adult education and lifelong learning for sustainable development. He has been working for DVV International. He earned a doctorate from the University of Heidelberg, and serves as Honorary Professor at the University of Pécs. He has been Vice-President of the ICAE and the EAEA, now of PIMA. In 2006 he was invited to the International Adult and Continuing Education Hall of Fame, and lately he became Honorary Fellow of the UNESCO Institute for LLL

Dr. Shalini Singh, University of Würzburg, Germany

Shalini Singh is a Guest Researcher at the University of Würzburg and Senior Research Fellow at the International Institute of Adult and Lifelong Education, India. Her current research interests include: Policy frameworks, policy analysis, education policies, employability, skills and recognition of prior learning, comparative research, measurement of learning outcomes and sustainable development.



Week II: Comparative studies in adult education and lifelong learning

For the comparative group work in week II, colleagues from the field of adult and continuing education are asked to prepare an example from their work environment in form of a “good practice presentation”. Approximately 30 master’s and doctoral students will attend the presentation in the beginning of the second week. In the subsequent group work, practitioners will work jointly with master’s and doctoral students on comparative perspectives of the contexts and countries that have been prepared in advance. On Friday, we invite you to join the virtual students’ presentations on the results of the comparative group work.

Monday, 8. February 2021

9.00-10.30	Introduction into comparative adult education	PROF. EGETENMEYER
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	Introduction to comparative group work	IN GROUPS
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	Comparative group work: Participant presentation	IN GROUPS
15.00-15.30	<i>Coffee break</i>	
	Good practice in adult education	
15.30-16.15	<ul style="list-style-type: none"> NINO KVINIKADZE & LELA MATIASHVILI: Adult education centers in Georgia (CGW 5 & 9) 	PROF. NÉMETH
	<ul style="list-style-type: none"> JAWAD AL GOUSOUS : Learning based on daily urgent needs education approach (DUNE) (CGW 4) 	DR. SCHWARZ
	Good practice in adult education	
16.15-17.00	<ul style="list-style-type: none"> ROZAFI ALIU & FLAKA MYFTARI: Recognition of prior learning as a key component in vocational training centers for youth and adult employment in Kosovo (CGW 1 & 6) 	PROF. MIKULEC
	<ul style="list-style-type: none"> LOUISE CULOT: The setting of a pedagogical framework in the context of popular literacy in Belgium (CGW 7) 	PROF. GUIMARÃES

Tuesday, 9. February 2021

9.00-12.30	Transnational essay: Participant presentation	IN GROUPS
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	Transnational essay: Participant presentation	IN GROUPS
15.00-15.30	<i>Coffee break</i>	
	Good practice in adult education	
15.30-16.15	<ul style="list-style-type: none"> ANGELIKA SOLODKAYA: Adult education in Ukraine: Problems, decisions and European experience (CGW 4) 	DR. SCHWARZ
	<ul style="list-style-type: none"> ABDALLAH ALHADDAD & REEM AKKILA: Education to work transition strategies at Palestinian Universities; A case study (CGW 6) 	PROF. BOFFO
	Good practice in Adult Education	
16.15-17.00	<ul style="list-style-type: none"> MAXIM MIROSHNIKOV: Russian adult education policies towards higher education institutions: the use of international surveys and practices (CGW 9) 	PROF. ALVES
	<ul style="list-style-type: none"> ERDEM VARDAR : YUVA's ecological literacy programme with University students (CGW 5) 	PROF. NÉMETH

Wednesday, 10. February 2021

9.00-10.30	Comparative group work: Development of comparative categories	IN GROUPS
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	Comparative group work: Testing of comparative categories	IN GROUPS
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	Comparative group work: Interpretation and comparison of categories	IN GROUPS
15.00-15.30	<i>Coffee break</i>	
	Good practice in adult education	
15.30-16.15	<ul style="list-style-type: none"> • GHADEER FANOUN & OLA ISSA: Temporal constrains and influence of international policy frameworks on women active citizenship in Palestine (CGW 7 & 3) 	PROF. SCHMIDT-LAUFF
	Good practice in adult education	
16.15-17.00	<ul style="list-style-type: none"> • DATO JIKIA: Integration of internally displaced people through adult education activities (The case of Georgia) (CGW 8) • GIORGI JIKIA & MARIAM KERESELDIZE: Needs and demands of adult education in private companies in Georgia (CGW 9) 	DR. ERGIN PROF. ALVES

Thursday, 11. February 2021

9.00-10.30	Comparative group work: Interpretation and comparison	IN GROUPS
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	Comparative group work: Preparation of results	IN GROUPS
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	Comparative group work: Finalisation of comparative groups	IN GROUPS
15.00-15.30	<i>Coffee break</i>	
15.30-17.00	Comparative group work: Finalisation of comparative groups	IN GROUPS



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Week II: Group presentations of comparative studies

Friday, 12. February 2021

9.00-9.15	Welcome to the group presentation	PROF. EGETENMEYER
9.15-10.40	Presentations of results of comparative groups—groups 1, 2 & 3	
9.15-9.40	Comparative group 1 — Audience: groups 4 & 5 Zoom room CG 1 Comparative group 2 — Audience: groups 6 & 7 Zoom room CG 2 Comparative group 3 — Audience: groups 8 & 9 Zoom room CG 3	
9.45-10.10	Comparative group 1 — Audience: groups 8 & 9 Zoom room CG 1 Comparative group 2 — Audience: groups 4 & 5 Zoom room CG 2 Comparative group 3 — Audience: groups 6 & 7 Zoom room CG 3	
10.15-10:40	Comparative group 1 — Audience: groups 6 & 7 Zoom room CG 1 Comparative group 2 — Audience: groups 8 & 9 Zoom room CG 2 Comparative group 3 — Audience: groups 4 & 5 Zoom room CG 3	
10.40-11.10	<i>Coffee break</i>	
11.10-12.35	Presentations of results of comparative groups— groups 4, 5 & 6	
11:10-11:35	Comparative group 4 — Audience: groups 1 & 2 Zoom room CG 4 Comparative group 5 — Audience: groups 3 & 7 Zoom room CG 5 Comparative group 6 — Audience: groups 8 & 9 Zoom room CG 6	
11.40-12.05	Comparative group 4 — Audience: groups 8 & 9 Zoom room CG 4 Comparative group 5 — Audience: groups 1 & 2 Zoom room CG 5 Comparative group 6 — Audience: groups 3 & 7 Zoom room CG 6	
12.10-12.35	Comparative group 4 — Audience: groups 3 & 7 Zoom room CG 4 Comparative group 5 — Audience: groups 8 & 9 Zoom room CG 5 Comparative group 6 — Audience: groups 1 & 2 Zoom room CG 6	
12.35-13.35	<i>Lunch break</i>	
13.35-15.00	Presentations of results of comparative groups— groups 7, 8 & 9	
13.35-14.00	Comparative group 7 — Audience: groups 1 & 2 Zoom room CG 7 Comparative group 8 — Audience: groups 3 & 4 Zoom room CG 8 Comparative group 9 — Audience: groups 5 & 6 Zoom room CG 9	
14.05-14.30	Comparative group 7 — Audience: groups 5 & 6 Zoom room CG 7 Comparative group 8 — Audience: groups 1 & 2 Zoom room CG 8 Comparative group 9 — Audience: groups 3 & 4 Zoom room CG 9	
14.35-15.00	Comparative group 7 — Audience: groups 3 & 4 Zoom room CG 7 Comparative group 8 — Audience: groups 5 & 6 Zoom room CG 8 Comparative group 9 — Audience: groups 1 & 2 Zoom room CG 9	
15.00-15.00	<i>Coffee break</i>	
15.30-16.15	Evaluation	IN GROUPS
16.15-17.00	Closing session	PROF. EGETENMEYER

Comparative groups overview

Topic	Moderators
Group 1: Recognition of prior learning	<i>Prof. Borut Mikulec, University of Ljubljana, Slovenia</i> <i>Jan Schiller, Helmut Schmidt University Hamburg, Germany</i> <i>Dr. Shalini Singh, International Institute for Adult and Lifelong Education, New Dehli, India</i>
Group 2: Re-thinking teaching and learning in higher and adult education during COVID-19	<i>Prof. Monica Fedeli, University of Padova, Italy</i> <i>Dr. Concetta Tino, University of Padova, Italy</i>
Group 3: Beyond temporal constraints — time in adult and lifelong education	<i>Prof. Sabine Schmidt-Lauff, Helmut Schmidt University Hamburg, Germany</i> <i>Hannah Hassinger, Helmut Schmidt University Hamburg, Germany</i>
Group 4: Global institutionalisation and interorganisational networks	<i>Dr. Jörg Schwarz, Helmut Schmidt University Hamburg, Germany</i> <i>Jessica Kleinschmidt, Helmut Schmidt University Hamburg, Germany</i>
Group 5: Building active citizenship through adult education—a mission, role and responsibility	<i>Prof. Balázs Németh, University of Pécs, Hungary</i> <i>Prof. Dr. Heribert Hinzen, Former Director, DVV International</i>
Group 6: Employability and transitions of young adults from higher education to the labour market	<i>Prof. Vanna Boffo, University of Florence, Italy</i> <i>Dr. Nicoletta Tomei, University of Florence, Italy</i>
Group 7: The use of international organisations surveys' results in national adult education policies	<i>Prof. Paula Guimarães, University of Lisbon, Portugal</i> <i>Tadej Košmerl, University of Ljubljana, Slovenia</i>
Group 8: Refugees in adult and higher education: a timely discussion	<i>Dr. Hakan Ergin, Istanbul University, Turkey</i> <i>Jennifer Danquah, University of Würzburg, Germany</i>
Group 9: Lifelong learning and continuing training in private companies	<i>Prof. Natália Alves, University of Lisbon, Portugal</i> <i>Catarina Doutor, University of Lisbon, Portugal</i>



Comparative Group 1: Recognition of prior learning

Recognition of prior learning · lifelong learning · international intergovernmental organisations

Due to globalisation processes, international intergovernmental organisations (IIOs) (e.g. OECD, UNESCO, EU, IIO) play an increasingly crucial role in the formation of global adult education policies. They strive to promote precisely defined discourses and policies in the field of adult education, although their formal competencies are generally limited. In addition, IIOs as influential actors framing adult education and lifelong learning (LLL) policies, are promoting policy transfer in desirable directions: towards evidence-based educational practices, measurement of the effectiveness of education, and goals relating to competitiveness and employability in the twenty-first century.

The establishment of arrangements (systems) for recognition of prior learning (RPL) in Europe and around the globe can be seen as one of these influences of IIOs which support the shift towards LLL, the outcome dimension of learning, and learning outcomes based standards, curricula and qualifications. Therefore, the European (“Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning”, 2012) and global (see, for example, “UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning”, 2012; IIO “Recognition of prior learning: Key success factors and the building blocks of an effective system”, 2015) recommendations set clear procedures and principles to be followed in RPL by member states.

However, scholars researching the RPL emphasised that the RPL arrangements are far from being “clear cut” as the RPL represent one of the bigger challenges in adult education theories and practices ever since the late 1960s. This is because different conceptions of RPL, leading to different meanings and interpretations, exist, while the aims, contexts, models and assessment methods of RPL differ as well.

Role of practitioners

Practitioners should focus on (1) good practice examples of RPL, (2) major issues they are facing with when working with RPL arrangements in their practice, and (3) main barriers adult candidates are facing with going through RPL processes.

References

Andersson, P., Fejes, A., & Sandberg, F. (2013). Introducing research on recognition of prior learning. *International Journal of Lifelong Education*, 32(4), 405–411.

Barros, R. (2019). The role of transnational bodies in lifelong learning and the politics of measurement. In F. Finnegan, & B. Grummell (eds.), *Power and Possibility* (pp. 53-57). Leiden: Sense.

Harris, J. (1999). Ways of seeing the recognition of prior learning (RPL): what contribution can such practices make to social inclusion? *Studies in the Education of Adults*, 31(2), 124–139.

Comparative research questions

- How do international and national (or regional) adult education and lifelong learning policies support and frame RPL arrangements in your country?
- Which are the main aims, problems and contexts RPL should address in your country?
- Which are the dominant models of RPL in your country?

Context of comparison

RPL policies frameworks of countries to which students and practitioners belong will represent the main context (cases) of comparison. However, the influence of IIOs RPL policies (EU, UNESCO, IIO) on the design and implementation of RPL arrangements will be explored as well.

Categories of comparison

- State of RPL: (1) which international and national (or regional) adult education and lifelong learning policies support RPL arrangements, (2) what RPL procedures (for example, identification, documentation, assessment, certification) are established, and (3) how is RPL linked to other lifelong learning tools (i.e. qualifications frameworks; guidance and counselling systems; “skills audit”; standards) in a given country?
- Aims and contexts of RPL: which are the main aims – i.e. (1) social justice: disadvantaged social groups gain access to formal education; (2) economic development and competitiveness: use of existing competences in the labour market; and (3) social changes: to make society’s knowledge visible and create better conditions to change it – and contexts (i.e. educational system, working life, third sector) of RPL arrangements in a given country?
- Models of RPL: which are the dominant RPL models – i.e. “Procrustean”, “Learning and Development”, “Radical”, and “Trojanhorse” (see Harris, 1999) – in a given country?

Prof. Borut Mikulec, University of Ljubljana, Slovenia

Dr. Borut Mikulec is an 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, professionalization of adult educators, vocational education and training, recognition of non-formal and informal learning and the policy of lifelong learning.

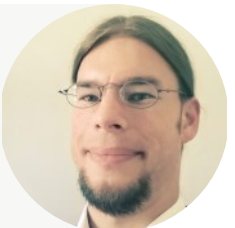


Dr. Shalini Singh, University of Würzburg, Germany

Shalini Singh is a Guest Researcher at the University of Würzburg and Senior Research Fellow at the International Institute of Adult and Lifelong Education, India. Her current research interests include: Policy frameworks, policy analysis, education policies, employability, skills and recognition of prior learning, comparative research, measurement of learning outcomes and sustainable development.

Co-moderation: Jan Schiller, M.A. Helmut Schmidt University Hamburg, Germany

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



Comparative Group 2: Re-thinking teaching and learning in higher and adult education during COVID-19

Innovative teaching and learning in higher education and adult education · issues of COVID-19 pandemic · online teaching · good practices · new policies

The comparative group work (CGW) will be developed under two different approaches: a) transformative learning in adult education (Mezirow, 1991; 1998; Mezirow & Associates, 2000; Taylor, 2008; Taylor & Cranton, 2012), and b) the participatory action research (PAR) (McIntyre, 2007). These two approaches appear strongly connected because only the participation of different stakeholders can create a meaningful transformative change at individual, organisational and systemic level.

On one side the important process of critical reflection (CR) on the pandemic phenomenon will lead inevitably individuals, higher education and adult learning organisations, to reflect on their learning and teaching assumptions, on teaching and learning methods, and to identify within the educational actions, implemented because of COVID-19, what unexpected didactical revisions were necessary. The results of this process of critical reflection during this phase would investigate not only individual's feelings, perceptions, thoughts (Kreber, 2012), but they provide faculty and adult educators the opportunity to analyze their approaches and to be aware what are the strengths and weaknesses, what is still effective, and what is necessary to change in the light of the new teaching and learning perspective. On the other side, the complexity management of change requires to involve all the stakeholders: students, faculty, educators, governance, administration. Therefore, a critical action research (Carr & Kemmis, 1986) has the potential to transform individuals and structures within higher education contexts towards participatory approach. In this perspective, re-think teaching and learning in higher education requires well re-designing each instructional design built on a participatory approach need to consider some important factors: 1) students are partners of learning environments; active constructors of meanings, 2) knowledge can be built on real and virtual authentic contexts, 3) teachers guide and support students' learning (Ke & Kwak, 2013); every learning context can be a democratic learning environment, empowering students as responsible agents of the community learning process.

Role of practitioners

- Innovative Practices in Teaching and Learning for Adults; Innovative Practices in Teaching and Learning in Higher Education
- Policies
- Practices in Teaching and Learning in Higher Education

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Comparative research questions

- Which learning environments have universities and organizations created during COVID-19?
- What innovative teaching practices have teachers/educators used during COVID-19?
- Which new policies have the institutional contexts promoted to face the COVID-19 phase and which are still supporting innovative teaching?

Context of comparison

The comparison will be carried out:

- at micro level, where will be investigated the change of teachers' perspectives and the impact on the new teaching practices;
- at meso level, where will be investigated the new institutional policies in supporting and promoting teaching challenge process.

Categories of comparison

We will focus on the relationship between the practices and the policies pre and during COVID-19. Specifically we'll focus on the following categories:

- Innovative teaching practices and learning environments
- Role and policies of institutions in supporting changes and innovation in teaching and learning
- Changes in terms of teachers' perspectives

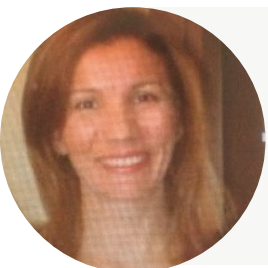
Prof. Monica Fedeli, University of Padova, Italy

Monica Fedeli Ph.D., currently Associate Professor in Teaching and Learning Methods and Organisational Development at University of Padova. She has been Adjunct Professor at Boston University, at Michigan State University, at Julius Maximilians University of Würzburg, 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 is advisor for teaching innovation and e-learning at University of Padova.

She published more than 100 articles, books, and book chapters in a variety of national and international journals, and book series.



Co-moderation: Dr. Concetta Tino, University of Padova, Italy

Concetta Tino, PhD, currently is a research fellow at university of Padua. Her main research interests are: teachers' professional development; Work-Related Learning; the development of soft skills and teachers' professional development, women leadership, innovative teaching. She has participated in different European projects and published many articles, chapters, and some books on the topics related to her research fields.

Comparative Group 3: Beyond temporal constraints — time in adult and lifelong education

Time · participation in adult learning and education

Learning needs time, so time is an essential factor for participation in adult learning and education (ALE), as recent large scale studies show: To be “too busy at work” (cf. OECD, 2017, p. 328 Table C6.1b) is one of the main reasons for non-participation in adult education. Comparative research on temporal factors for ALE on the macro-level have already shown that there are quite different approaches to ALE in countries that have been compared (cf. Schmidt-Lauff & Bergamini, 2017; Schiller et al., 2017). The comparative group will focus on the impact that time-related factors have on participation and learning in ALE.

For students, the group work will focus on the micro-level of learner’s participation in ALE. Time-related reasons for participation or non-participation in non-formal ALE can lead to an understanding of individual, social and contextual frames (e.g. the national ‘temporal culture’ towards ALE; laws and regulations supporting adult participation in learning; temporal constraints of learner’s motivation).

Practitioners can bring in the unique perspective of ALE providers by presenting how time as a resource plays a role on the institutional meso-level of adult education programmes and how this effects the professional actors (“time-sensitivity” in course planning, teaching etc.).

At the end of the comparative group work, students and practitioners will have:

- knowledge on temporal factors for participation and non-participation in ALE
- gained experience in raising qualitative data for comparative research through interviews
- understand the importance of time as a factor for ALE.

Role of practitioners

Practitioners can bring in the perspective of ALE providers on temporal factors concerning the participation in ALE, covering the professional consequences of time as a factor on the institutional meso-level. Examples from practice should cover the time-related considerations in programmes, course planning, teaching and guidance as ‘temporal-sensitivity’ within their home institution, forming a critical reflection of the students’ micro-level and the group’s analysis.

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Comparative research questions

- How does time affect participation in non-formal adult education in your country?
- Are there regulations like the paid educational leave or others to stimulate and encourage learner's motivation and interest to learn?
- What can be seen (e.g. in data about participation like OECD; National Adult Education Surveys) about the habituation of time through adult learning?

Context of comparison

The context of comparison will resolve around the 'temporal culture' and 'temporal policy' of your country towards ALE, meaning the ways in which time-related factors influence the participation or non-participation in ALE, to the individual temporal habituation of learning.

To narrow down the context, the group work will focus on time and participation in non-formal ALE from the perspective of the individual micro-level (learners) and the institutional meso-level (organisations, programmes and professionals; practitioner experience, if applicable).

As a preparation, students will create an individual empirical basis by conducting short interviews with adults participating in non-formal adult education and lifelong learning about their temporal experiences:

- hours of participation in non-formal learning
- hours spent for learning (daily, weekly, per month/year)
- temporal experiences (accelerating working and learning contexts; learning as relaxing or as stressful time; learning-time as counterpart etc.)
- temporal (future) wishes (how should learning-time be guaranteed and organized to have a 'perfect' time?)

Categories of comparison

The categories of comparison will focus on the students' task to create an individual empirical basis through 2-3 interviews. Students will be asked to interview persons they know personally on time-related aspects of participation in non-formal ALE. The following categories should be used to structure the interview:

- Time related variables of participation (temporal experiences; temporal (future) wishes)
- Reasons for participation and non-participation: What are the reasons for participation or non-participation in non-formal ALE in your case in general? How are they related to time?
- Examples could be: Interrelation to regulations/laws; Required by employer, ALE included in employment; Enough/not enough time in general; Could/could not arrange with other duties like work or family, child care etc.

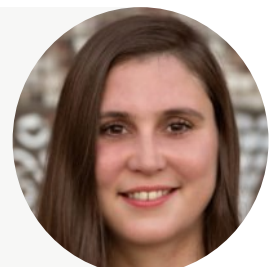


Prof. Sabine Schmidt-Lauff, Helmut Schmidt University Hamburg, Germany

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. 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').

Co-moderation: Hannah Hassinger, M.A., Helmut Schmidt University Hamburg, Germany

Hannah Hassinger is a doctoral student at the Professorship for Continuing Education and Lifelong Learning. In her research, she works on time and learning in the relation to gender and social inequality.



Comparative Group 4: Global institutionalisation and interorganisational networks

Network · organisation · institutionalisation

Research on institutionalisation is not only a well-established, but also a very important field of study in adult education. Over the last decades, research on networks has gained more and more attention in this field, not least because of an increasing importance of network-focused political strategies on regional, national and supranational level (e.g. Sliwka, 2003).

In our comparative group, we will focus on interorganisational networks in adult education as a specific institutional constellation (Powell & Oberg, 2017) as well as a special form of governance of adult education. An emphasis will be put on international networking activities. While we do focus here on the meso-level of organisations and their networks, we want to examine the impact of national and supranational policies on adult education networks and relate this analytically to overall societal transitions (Ball & Junemann, 2012). In applying a transnational comparative research methodology, we can analyse the commonalities and differences of interorganisational adult education networks with respect to political strategies and societal change.

The outcomes of the comparative group will be a better theoretical understanding of interorganisational networks in adult education in terms of institutionalisation and governance, a knowledge about methodological approaches to describe interorganisational networks and comparative insights in the commonalities and differences between interorganisational net-working in national contexts. In this regard, we will also learn about the current state of institutionalisation of adult education in the involved countries, about specific adult education organisations, that operate internationally / globally and about over-arching societal transitions and their influence on interorganisational networks.

Role of practitioners

The practitioners will enrich the comparative group due to their practical experiences with interorganisational networks. Preferably, they are concerned with the creation and maintenance of interorganisational networks, perhaps even in a role as network managers and thus can give good practice examples and contribute to a much deeper understanding of networking practices in adult education organisations. Furthermore, they will partly take the role of co-moderators and mentors, specifically in the empirical analysis and comparison of networks within the group.

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Comparative research questions

- What are the characteristics of international interorganisational networks in adult education?
- How are they embedded in political strategies and overarching processes of societal change?

Context of comparison

- Participants will focus their analysis on good practice examples from their home countries, which means either one specific adult education network (e.g. a 'learning city') or one adult education organisation, that is actively involved in international networking.
- The cases we will compare, will be organisations of non-formal adult education respectively (institutionalised) interorganisational networks, preferably with international networking activities. Network activities by universities are not considered.
- The relevant contexts that will be examined are on the one hand political strategies on national and supra-national level concerned with network governance in adult education. On the other hand, interdependencies with (national) discourses on social change and societal transitions should be taken into account.

Categories of comparison

- Description of the networks analysed: Goals, network structures (size, connections, hetero-/ homogeneity of organisations, roles, etc.), networking activities and practices
- Network policies: Strategies and programmes for interorganisational networks in adult education on a national and/or supranational level can be analysed with regard to their goals, main topics and practical implementation. Their embeddedness in the overall state of institutionalisation of adult education in the respective country is to be analysed.
- Societal transitions: Country-specific social factors and their change, mainly manifested in public and academic discourse shall be taken into account with regard to potential inhibitory or supporting effects for strategies and practices of interorganisational networking in adult education. Digitisation, economisation of education or professionalisation of adult educators could be mentioned as examples.



Dr. Jörg Schwarz, Helmut Schmidt University Hamburg, Germany

Emphasising the connections between social structures, organisations 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 professionalisation of entrepreneurship counselling and on young researcher's career trajectories. More recently, he focuses on the (re-)production of time regimes in professional work.

Co-moderation: Jessica Kleinschmidt, M.A., Helmut Schmidt University Hamburg, Germany

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



Comparative Group 5: Building active citizenship through adult education — a mission, role and responsibility

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

Active citizenship (AC) 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. The 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 collected similarities and differences and try to relate them to some already existing theoretical frames offered by Baert (2003), Johnston and Wildemeersch, (2005) Jansen (2003), Jarvis (2004), et al. (references)

The topic of this comparative working group is rather relevant since UNESCO's report "GRALE V." We will also discuss Active Citizenship in the context of adult learning and education (ALE) by 2022. We try to provide a package as INTALL-package (The Erasmus+ KA2 INTALL project is an European collaboration amongst universities and practitioners groups (EAEA and DVV International) in the field of adult learning and education so as to develop professional skills and knowledge in the context of adult education and lifelong learning) of recommendations to be incorporated to that survey.

Role of practitioners

Different 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. Good practice examples 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.
- examples of collecting and sharing valuable knowledge and skills around labour, community and/or environment with sustainability, intercultural or intergenerational focuses
- Practitioners can support the work on the topic by bringing concrete examples from ALE practice regarding Active Citizenship and help contextualise the topic and group work so as to provide examples for comparison as identical models upon the development of AC, reflecting choices and limitations of such missions and the role of ALE.

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P. Jarvis (2004) Lifelong Learning and Active Citizenship in a Global Society. Jace, Niace-Leicester, Vol. 10, No. 1, Pp. 3-19. Further literature can be accessed at: www.esrea.org.

Comparative research questions

- What is the meaning and/or understanding/narrative of active citizenship/active citizen in your country/region/locality?
- What are some identical forms of demonstrating the existence/practice of active citizenship in your country/region/locality?
- What are the most relevant drivers/motivations to become an active citizen in the society/community you represent?
- What are the obstacles of/barriers to become an active citizen to appear in your society/community?

Context of comparison

- roles of existing/missing law
- impact of existing/missing policies and/or strategies
- influence of existing/missing discourse amongst practitioners/civil society groups to develop AC

Interdependencies will relate to:

- the level of developments and related actions in grassroots adult learning and education
- the level of impacts of international initiatives, calls and documents
- the existing/missing balance in between economic and social focuses of relevant stakeholders and, consequently, the participation of stakeholders in developing a balanced lifelong and life-wide learning

Categories of comparison

- Community-based actions/initiatives to develop or sustain activities through learning cities, regions and/or learning communities
- In this focus students should relate active citizenship to actions/initiatives/programmes of community



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

Prof.(H) Dr. Dr. h. c. mult. Heribert Hinzen is a senior consultant on adult education and lifelong learning for sustain-able development. He has been working for DVV International almost four decades in headquarters and offices in Sierra Leone, Hungary, and Lao PDR. He earned a doctorate from the University of Heidelberg, and serves as Honorary Professor at the University of Pécs. Earlier he has been Vice-President of the ICAE and the EAEA, now of PIMA. He was a Member of the CONFINTEA VI Consultative Group, the UN Literacy Decade Expert Group, and on the German Delegations for the World Education Forum 2000 in Dakar, and 2015 in Incheon. In 2006 he was invited to the International Adult and Continuing Education Hall of Fame, and lately he became Honorary Fellow of the UNESCO Institute for LLL.

Co-moderation: 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 University 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). His research focus is on comparative analysis of policies of the member states of the EU on adult and lifelong learning. Further research topics of his are: Politics and Adult Education; Comparative Adult Education; History of Modern European Adult Education and Learning City-Region Developments.



Comparative Group 6: Employability and transitions of young adults from higher education to the labour market

Employability · transitions · higher education · skills

The main focus of the comparative group work is the development of employability of young adults at a 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 a 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 demands, employability acts as an educational process that supports the transition from university to work. In this sense, the topic directly involves adult education studies for their impact on career pathways and on the development of a life plan.

Starting from the theoretical point of view and its implications for 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 offers; 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 doctoral 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.

Role of practitioners

We could focus on the measures that can support the development of employability skills within career services. For example, University of Florence has developed the Entrepreneurial Training Programme to improve entrepreneurial skills and to focus the research towards professional projects. It's a two-day training Programme 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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Comparative research questions

- What is the institutional framework of employability (policies and laws) that influences strategies in higher education in your country?
- What is the relationship between the theoretical dimension of employability (i.e. employment-centered or competence-centered definitions) and policies at a national level?
- What kind of educational actions (i.e. guidance, job placement or career service) have been implemented at your home university? What kind of specific programmes have been implemented to support young adults' preparing for their future career?

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 programmes and activities that Universities implement to bolster the development of employability and the transition towards the labour market.

Categories of comparison

- The definition of employability (i.e. employment centered or competence centered) will be considered a category since it influences the institutional approach at macro and meso level.
- 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.
- 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.
- 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.

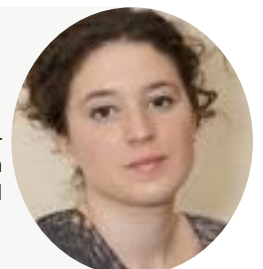


Prof. Vanna Boffo, University of Florence, Italy

Prof. Vanna Boffo, PhD, is a Professor at the Department of Education, Languages, Interculture, Literatures and Psychology, University of Florence, Italy. He is President of the European Master in Adult and Continuing Education at the University of Florence where he teaches Work Pedagogy. He is also Rector's Delegate for Job Placement and Coordinator of the Doctoral Course in Education and Psychology at the University of Florence. He is Vice-President of RUIAP, the Network of the Italian Universities, affiliated to EUCEN.

Co-moderation: Dr. Nicoletta Tomei, University of Florence, Italy

Nicoletta Tomei is teaching Special Pedagogy in a Higher School in Italy and she is working as researcher at the University of Florence. She is involved in the fields regarding the employability and transitions of the young adults from the Higher Education System towards the Labour Market, at the same time she is specialized on the Guidance and Career Services.



Comparative Group 7: The use of international organisations surveys' results in national adult education policies

Adult education policies · intergovernmental bodies · testing

Comparison is a relevant issue and procedure in adult learning education policy planning and decision. Several organisations, such as the Organisation for Economic Co-operation and Development (OECD) have had a significant policy salience through comparative testing, namely with the programme for the International Assessment of Adult Competencies (PIAAC); the European Union with the Adult Education Surveys has released regularly information that might be used by national governments for the development of adult learning and education strategies. PIAAC rounds have progressively included more and more countries. Based on an understanding of adult learning and education that stresses literacy, numeracy and problem-solving in technology rich environments, results emphasize the link of these skills with the labour market and existing jobs. When it comes to the Adult Education Surveys, the data gathered allows the comparison among European Union countries referring to the participation in lifelong learning activities. However, some authors have raised concerns related to the data collection instruments and the stress given to adults' knowledge and skills relevant for the labour market (Rubenson, 2015). These surveys have been considered a 'governing technology': it is a relevant tool for the re-definition of the understanding of adult education, owing to the stress on (lifelong) learning; and it is a significant tool for the governance in education as it became a mechanism through which education and training systems are measured and made accountable (Grek, 2013). Several authors have argued that there is an interaction of an international organisations (such as OECD and the European Union) activity and national education and training systems when policy definition, implementation and assessment are considered. However, if the PIAAC or the Adult Education Survey results are often mentioned in policy discourses, the introduction of national reforms stressing (lifelong) learning and skills can significantly differ and show quite different expressions (Jakobi, 2012) as in some adult learning and education is still used, while in many others lifelong learning is preferred as well as lifewide qualifications or permanent education and training. Even if we can argue that these expressions refer globally to learning and education developed in formal, non-formal and informal settings, these differences may also be involved in different meanings assigned to adult learning and education.

Role of practitioners

Practitioners will be involved as regular participants and enrich the comparative group work with their expertise.

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Comparative research questions

- How have international organisations survey results influenced adult education and lifelong learning national policy discourses?

Context of comparison

The context of comparison privileged in this group work will be the national/country level, namely adult education policy discourses (laws/regulations) in what refers to the influence of the international organisations surveys results concerning the represented countries.

Categories of comparison

- International organisations survey results in literacy, numeracy and problem-solving in Information and Communication Technology (ICT) environments or in lifelong learning participation in the represented countries.
- The impact of international organisations survey results in national policy discourses (laws, regulations).
- The influence of the OECD or the European Union (namely in the understanding of adult learning and education) in national policy contexts.

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 interest has been the link that might be established among different levels of political intervention. She has also been interested in the role of civil society organisations in adult education, in specific the influence this role might suggest in terms of the State and international organisations intervention.

From 1992 to 2011 she was a researcher at the Unit of Adult Education of the University of Minho. Her work was devoted to adult education research and to conceiving, developing and assessing training programmes directed at adult educators.



Co-moderation: Tadej Košmerl, University of Ljubljana, Slovenia

Tadej Kosmerl is a doctoral student and teaching assistant for Adult Education at the Department of Educational Sciences, Faculty of Arts, University of Ljubljana. His research interests include adult education and learning policy, the influence of political actors on different levels on adult education policy and practice and adult education and learning for sustainable development.

Comparative Group 8: Refugees in adult and higher education — a timely discussion

Refugees · forced migration · inclusive adult · higher education

The world is facing such a tragic refugee crisis now that one person becomes a forced migrant every two seconds, according to the statistics of the United Nations Refugee Agency (Ergin et al., 2019). Previous examples in history show that most refugees did not and will not go back to their home countries. This unexpected and mostly permanent stay makes it an obligation to enhance refugees' integration into host societies. At this point, adult and higher education plays a crucial role (Morrice and Sprung, 2017).

Different from well-prepared cross-border migrants, such as family-sponsored international students, refugees mostly lack proficiency in a host country's language, proof of previous academic qualifications and fund for making a living. If they access adult and higher education in their host countries, they can learn language and culture of the host societies, acquire skills which are necessary for workforce and make a meaningful contribution to their host countries. So that refugees can stand on their own feet, they may no more be considered to be a burden to their host countries, and as a result, societal peace can be preserved (Ergin, 2016).

Despite the above-given mutual benefit of adult and higher education for both refugees and host countries, it is not possible to state that refugees' access to adult and higher education is encouraged and ensured in the same way across the world (Ergin et al., 2019). While some countries' national and institutional rules and regulations enhance refugees' access to adult and higher education, those of others stand as a challenge. In this respect, this comparative group will enable the participants to analyse how a/the global refugee crisis can be dealt with differently across national adult and higher education systems. It will also lead to an understanding of how adult and higher education can change the destiny of individual refugees and countries.

Role of practitioners

The practitioners are expected to be active in the group discussions. They will be asked to analyse their country's and institution's stance on the issue from a practitioner's perspective. They will also be asked to share their experiences with refugee learners in their institutions. Understanding practitioners' strengths, challenges and expectations will enrich the comparative group discussions.

References

- Ergin, H. (2016). Turkish university students' perceptions towards their Syrian classmates. *Education and Science*, 41, pp. 399-415.
- Ergin, H., de Wit, H. & Leask, B. (2019). Forced internationalization of higher education: An emerging phenomenon. *International Higher Education*, 97, pp. 9-10.
- Morrice, L., Shan, H. & Sprung, A. (2017) Migration, adult education and learning. *Studies in the Education of Adults*, 49(2), 129-135.

Comparative research questions

- What are the national policies for refugees' access to adult and higher education in your country?
- What are the challenges for refugees' access to adult and higher education in your country?
- Which programmes do a university and an adult education institution in your country offer to refugees?
- How can refugees' access to adult and higher education impact their societal integration into your country?

Context of comparison

The comparison will be made in both broad and specific senses. Broadly, national policies for refugees' access to adult and higher education will be compared. And specifically, institutional practices of a local university and an adult education institution in participants' home countries will be compared.

Categories of comparison

- **The Definition of "Forced Migrant":** How national policies define and describe a migrant as "forced" is significant. The status a migrant is given, such as asylum seeker, guest under temporary protection, illegal migrant or refugee, determines his/her access to adult and higher education in a host country.
- **National Policies:** Are there any (nation-wide) reforms made for enhancing refugees' access to adult and higher education?
- **Institutional Practices:** How do a university and an adult education institution in your country help refugees to access their programmes?
- **Relevance and Outcome:** How do refugees' access to adult and higher education impact refugees' individual well-being and your country's socio-economic advancement? What should/could be done to maximize the mutual benefits?

Dr. Hakan Ergin, Istanbul University, Turkey

Dr. Hakan Ergin teaches at Istanbul University, Turkey. He received his doctoral degree from Boğaziçi University's Adult Education Programme. He previously worked at Boston College, U.S., as a postdoctoral scholar. His academic interests include internationalization of higher education, refugees in adult and higher education, brain drain, the right to education and distance learning.



Co-moderation: Jennifer Danquah, University of Würzburg, Germany

Since October 2019, Jennifer Danquah is a research assistant at the Professorship of Adult and Continuing Education at the Julius-Maximilian-University of Würzburg. Her research interests relate to anti-racism, the notion of space and intersectional structures in Adult Education.

Comparative Group 9: Lifelong learning and continuing training in private companies

Lifelong learning · continuing training in companies · participation

Within globalization, national and regional economic systems and labour markets have been showing profound changes owing to unemployment, transformations in the organisation of work and workers' qualifications, competences and skills. To deal with these changes, companies have been investing in the continuing training of their workforce. By continuing training in companies, we mean all kinds of training that aims to improve or update the workforce's knowledge and/or skills; acquire new skills for a career move or retraining; increase earnings; continue personal or professional development. From a policy-maker viewpoint, continuing training is not only a mean of increasing productivity, economic growth, employability, innovation and competitiveness, but also of improving equity, social cohesion and participation of disadvantaged groups in the labour market and society. For companies, continuing training is considered important in terms of updating and renewing the knowledge, skills and competences of their workers, responding to increasing global competition and adapting to fast-changing technological and socioeconomic development. For individuals, continuing education and training is supposed to contribute to employability, employment status and professional and social development.

Based on national legal frameworks concerning continuing training in companies and on statistical data provided by Eurostat, in the case of European countries, or by national statistical bodies, in case of non-European countries, we expect students:

- To identify similarities and differences in the aims of continuing training in companies
- To compare the participation in continuing training in companies
- To identify and compare the most important companies' characteristics that influence the provision of continuing training

Role of practitioners

Practitioners can focus on the aims of continuing vocational education and training in general, on the main provisions and the most important target-groups in each country.

References

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

Goergen, M., Brewster, C., Wood, J. and Wilkinson, A. (2012). Varieties of Capitalism and Investments in Human Capital. *Journal of Industrial Relations*, 15 (1), p. 501-527.

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

Comparative research questions

- How can continuing training in companies be characterised according to its aims, levels of workforce's participation and companies' characteristics?

Context of comparison

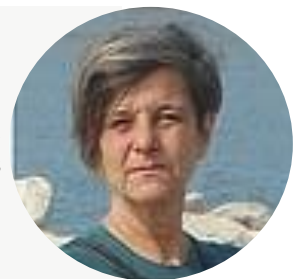
In this comparative group, each country is the context of comparison. The comparison is based on the analysis of national continuing training frameworks and on national statistical data.

Categories of comparison

- Aims of continuing training in companies in each country
- Workers' participation in continuing training in companies
- Types of continuing training provision
- Characteristics of the main providers (companies' size class and economic activity sector)

Prof. Natália Alves, University of Lisbon, Portugal

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



Co-moderation: Catarina Doutor, University of Lisbon, Portugal

Catarina Doutor is a doctoral student at the Institute of Education, University of Lisbon (Portugal). Her main research interests are the transitions to Higher Education, particularly the biographical learning of identities of portuguese-speaking african countries' students.

Join us on Social Media

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The LinkedIn Network for adult education and lifelong learning is one of the several features of the annual Adult Education Academy. Our aim is to connect students, researchers, experts and professors interested in adult education and lifelong learning. We offer two LinkedIn groups: an “internal group” and a “professional network”. As a (future) participant with a LinkedIn account, we invite you to join both, the internal group as well as the professional network.



The “Professional network for Adult Education and Lifelong Learning”

As a larger platform, the professional network is an extension of the internal group for 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 former Adult Education Academies and also for professionals working in the field. You will not only be able to connect with fellow students and professionals, but also get information 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 topics in adult education and lifelong learning. This group already has 1000 members from all over the world.

LinkedIn network

<https://go.uniwue.de/linkedin-network>

The “Internal 2021 Adult Education Academy” group

In addition, every year’s Adult Education Academy has its own internal group to allow students and professors to link up with each other and build their own community, both before and after the Adult Education Academy. Apart from conversations, we also upload Adult Education Academy news and preparatory files (such as *Practicalities*), reminders, information and photos. After the Adult Education Academy term, we use the group to share ideas and events related to Adult Education Academy topics. The Winter School groups are non-public.

LinkedIn group 2021

<https://go.uniwue.de/group2021>

The Professorship for Adult and Continuing Education on Twitter



Follow us on Twitter (@EBWuerzburg) so you don’t miss any news regarding our Professorship. Use #AEAcademyWue when you tweet about your experiences made in relation with the Adult Education Academy! We are looking forward to reading from you.



Which platforms are used?

WueCampus

WueCampus is the university-wide online learning platform that provides the learning content, the organisation of learning units and learning processes, and serves as a communication platform.

[WueCampus \(uni-wuerzburg.de\)](https://www.uni-wuerzburg.de/wuecampus)



Zoom

Zoom Meetings is a **video conferencing tool** with recording and screen sharing features .

[Videokonferenzen, Web-Konferenzen, Webinare, Bildschirmfreigabe - Zoom](#)



WueMahara

Mahara is an e-portfolio software with community functions. The system supports the documentation and reflection of the learning process and the learning outcomes.

[Startseite - Mahara \(uni-wuerzburg.de\)](https://www.uni-wuerzburg.de/mahara)



Katalog Unibibliothek Würzburg

In the catalogue you will find books and other media that are printed or available electronically from us. At the same time, you can also search many databases and other sources for independent literature, such as articles from magazines. This literature is not always available with us.

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Horde Webmail

You can retrieve the e-mail address that you receive from the university (<name.surname>@stud-mail.uni-wuerzburg.de) at any time without a special mail client from the browser.

[Horde :: Anmelden \(uni-wuerzburg.de\)](https://www.uni-wuerzburg.de/horde)



WueStudy

WueStudy is the campus management system of the JMU and supports the entire student life cycle for all participants. On the platform you can find application management, student management, course management, event and room management and audit management.

[Startseite - WueStudy \(uni-wuerzburg.de\)](https://www.uni-wuerzburg.de/wuestudy)



Wonder

Wonder is a virtual space where people can meet and talk.

[Wonder – Online events that are fun](https://www.uni-wuerzburg.de/wonder)



Common words and phrases in German

Common words and phrases in German

Hello - Hallo

Welcome - Herzlich willkommen

How are you? - Wie geht es Ihnen?

I am very fine - Mir geht es sehr gut.

Thank you - Danke schön

Nice to meet you - Schön, Sie kennenzulernen

Please - Bitte

Excuse me - Entschuldigung

What is your name? - Wie heißen Sie?

Can you show me the way? - Können Sie mir den Weg zeigen?

How much is...? - Wie viel kostet...?

Sim card - SIM Karte

Water - Wasser

Food - Lebensmittel

Bus - Bus

Bus station - Bushaltestelle

Where is...? - Wo ist...?

Wait for us - Bitte warten Sie auf uns

Mobile phone - Handy

WiFi - WLAN

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We wish you all the best and stay healthy!

Adult Education Academy 2021

International and comparative studies
in adult education and lifelong learning

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