

International Winter School

for Master- and Doctoral Students

COMPARATIVE STUDIES IN ADULT EDUCATION AND LIFELONG LEARNING

February 6 - 17, 2017

in Würzburg/Bavaria, Germany

Application Deadline: 30th September 2016

For students from COMPALL-Partner-Universities: 31st October 2016

Julius-Maximilians-
**UNIVERSITÄT
WÜRZBURG**



Photo: Claudia Monika Kuhn, Würzburg

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SUBJECT

The international Winter School ‘Comparative Studies on Adult Education and Lifelong Learning’ is dedicated to analysing and comparing international and European strategies in lifelong learning. Based on social policy models, lifelong learning strategies in Europe, including selected European countries, will be subjected to a critical analysis. Furthermore, subtopics of lifelong learning have been chosen (e.g. participation in adult education in Europe, 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. Furthermore, local providers in adult and continuing education in Würzburg 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 participation in adult education 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?

Comparisons within the Winter School focus questions of adult education and lifelong learning. Questions within adult education refer to learning processes of adults and the integration of them into diverse (educational) contexts. In international contexts – especially within international organisations – one can find the term lifelong learning which is frequently associated with adult learning. The Winter School is looking on questions and discourses of lifelong learning from the perspective of adult education.

The Winter School is geared towards master and doctoral students from Europe and beyond. 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.



Photo: Claudia Monika Kuhn, Würzburg

„It was a great honor and pleasure for me to participate in the Winter School 2016. It was a delight to see such a well-organized program. (...) it will enhance our resume in terms of academic qualification. Meeting students from different countries that work to achieve the same goals is most valuable. Sharing, discussing ideas and thoughts on adult learning and education was a knowledgeable procedure. I think no other platform can give such an opportunity. In Winter School teachers style of imparting knowledge to students is quite interesting. They engage students in activities which is educative. If students get the chance they must participate in the Winter School in Würzburg. (...) As learning is never ending procedure every time you will get something new to learn. We all are really thankful for your cooperation and support in the Würzburg.“

ANJALI PATHAK, DELHI UNIVERSITY, INDIA

„It was a great chance for me to participate in your Winter School program. It helps me to know each other, add new experience, work with a distinguished, kind and helpful team. (...) To sum up I would like to thank you all.“

DR. BUSHRA AL-NOORI, BHAGDAD UNIVERSITY, IRAQ



Photo: Claudia Monika Kuhn, Würzburg

„Two weeks in Würzburg were really life in a little. It is hard to explain such a wonderful blend of learning about yourself, about others, and with others. Excellent program, excellent organization and provision of information and all you have to worry about is how to develop more each day. Social and cultural life of Würzburg is excellent and... to change a song a little bit “this town will inspire you, hear it from Würzburg” Thank you!“

DUBRAVKA MIHALOVIC, UNIVERSITY OF BELGRADE, SERBIA



Photo: Claudia Monika Kuhn, Würzburg

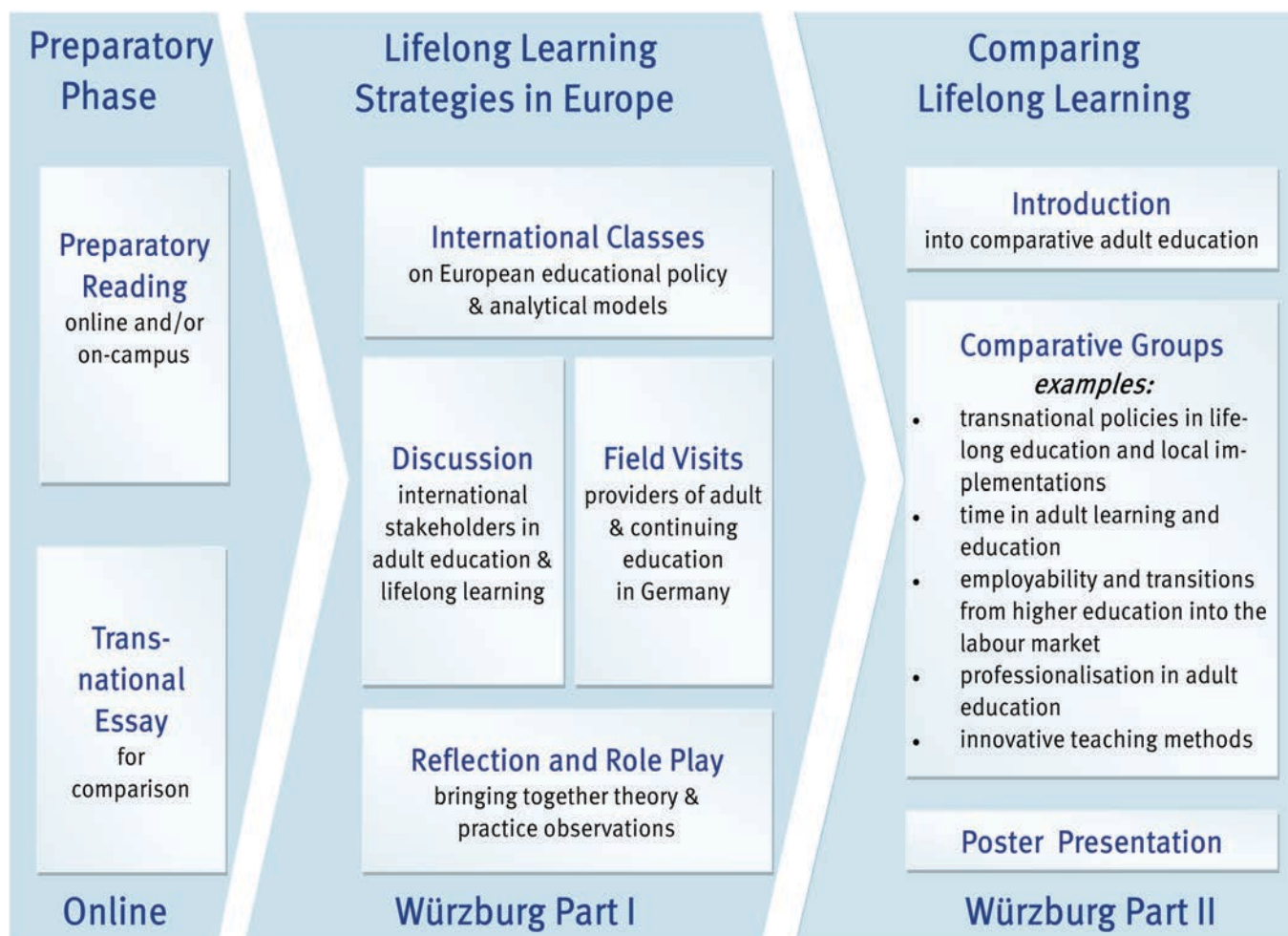


Photo: Claudia Monika Kuhn, Würzburg

„The Winter School 2016 was a memorable event for many reasons. On one side the very good preparation and the enthusiasm of the international master degree and doctoral students offered me the possibility to feel part of an excellent working group. On the other side, the organization committee with its endless and tireless efforts put together a first class scientific program that can be hardly be equaled.“

DR. GAIA GIOLI, UNIVERSITY OF FLORENCE, ITALY

Working Programme of the Winter School



APPLICATION & SCHOLARSHIPS

Requirements for application

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

Please apply at our website: www.lifelonglearning.uni-wuerzburg.de (Online Application).

Application Deadline: 30th September 2016

For students from COMPALL-Partner-Universities: 31st October 2016

GERMAN APPLICANTS

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

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

Applicants from the MA or PhD education at the JMU Würzburg:

Please register until 12th October 2016 at sb@home

Applicants from Technical University of Chemnitz:

Please contact Prof. Sabine Schmidt-Lauff concerning participation and scholarships

Applicants from the Ludwigsburg University of Education:

Please contact Prof. Ingeborg Schüßler concerning participation

EUROPEAN APPLICANTS

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

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

For the enrollment as visiting students at the JMU Würzburg

4. Scan of the application form with your own signature (Download)
5. Scan of your passport or national ID
6. Scan of the European Health Insurance Card (EHIC), only if you are below 30 years of age
7. Photograph in passport size

DAAD scholarships:

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

Research associates at an European university:

We are happy to support you in organising an ERASMUS+ teaching mobility and/or staff mobility, which will be funded over the international office of your university. For this purpose, please contact us (lifelonglearning@uni-wuerzburg.de)

Applicants from COMPALL partner universities:

Please contact your local coordinator concerning scholarships:

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

NON-EUROPEAN APPLICANTS

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

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

For the enrollment as visiting students at the JMU Würzburg:

4. Scan of the application form with your own signature (Download)
5. Scan of your passport or national ID
6. Scan of the AOK insurance form, only if you are below 30 years of age
7. Photograph in passport size

DAAD scholarships:

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

REGISTRATION & PARTICIPATION CONTRIBUTION

Registration

After your application a committee will decide on the DAAD-scholarships. After the approval of your application your registration will be finalized by the transfer of your participation contribution. Please transfer your participation contribution if we accept your application and you decide to participate to the account of the University of Würzburg until 15th November 2016.

Account holder:	Staatsoberkasse Bayern in Landshut (Dreifaltigkeitsstr.177, 84028 Landshut)
Name of the bank:	Bayerische Landesbank (Brienner Straße 18, 80333 München)
BIC (SEPA area):	BYLADEMM
IBAN (SEPA area):	DE75700500000001190315
Account number (outside of SEPA area):	1190 315
Bank sort code (outside of SEPA area):	700 500 00
USt.-ID-Nr. Universität Würzburg =	DE 134 187 690
Reference:	0002 0168 8879 + full name of the participant

Please don't forget to add the reference **"0002 0168 8879 + full name of the participant"** to your electronic transfer as a correct allocation would not necessarily be possible. After the full participation contribution has been transferred, your registration is binding and the participation contribution cannot be refunded.

Please send us the receipt of payment of the transfer via email (lifelonglearning@uni-wuerzburg.de).

Participation contribution

The regular participation contribution for the Winter School is 200 EUR. There is a reduced participation contribution for participants from international partner universities of 125 EUR:

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

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

- University of Würzburg: Prof. Regina Egetenmeyer
- Technical University of Chemnitz: Prof. Sabine Schmidt-Lauff
- Ludwigsburg University of Education: Prof. Ingeborg Schüßler

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

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

ACCOMMODATION & CERTIFICATE

Accommodation

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

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

Certificate

After participating at the Winter School and completing the transnational essay, you will receive a detailed certificate of attendance (5 ECTS).

Doctoral students who are interested preparing a joint-comparative paper after the Winter School can earn 10 ECTS.

PART 1: EUROPEAN STRATEGIES IN ADULT EDUCATION 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 Guimarães, will moderate the discussion of two different groups. This introduction will be followed by discussions with European stakeholders in adult education and lifelong learning as well as by the visit of the following adult education providers in Würzburg: Frankenwarte Academy, Domschule Academy and Kolping Academy. 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.

Sunday, Feb 5, 2017

Arrival in Würzburg

Monday, Feb 6, 2017

09.00-10.00	Arrival on campus, registration & introduction
10.00-11.00	Welcome addresses of Julius-Maximilian-University, Würzburg
11.00-12.00	Get-to-know-each other
13.30-18.00	Basic concepts: "Politics, policies, strategies in lifelong learning" (L.Lima)

Tuesday, Feb 7, 2017

9.00-12.00	Levels of analysis: „Mega, meso, macro and micro“ (P. Guimarães)
13.30-18.00	Preparation for field exploration: observation grid (P. Guimaraes)
17.00-18.00	Guided Würzburg tour in groups
after 18.00	Possibility for joint dinner at B. Neumann Restaurant next to residence palace (at own expenses)

Wednesday, Feb 8, 2017

8.30-11.30	Social policy models (L. Lima)
13.30-15.30	Introduction to structure and providers of adult education in Germany (R. Egetenmeyer)
16.30-18.30	Field visits in Würzburg (1) Frankenwarte Academy (2) Domschule Academy (3) Kolping Academy

Thursday, Feb 9 2017

09.00-12.00	European policies in lifelong learning (R. Egetenmeyer)
12.00	Departure in Würzburg (bus transfer)
14.00-17.00	Field Visits in Stuttgart (organized in cooperation with the University of Education in Ludwigsburg) (Group 1) BOSCH Training Center (Group 2) Volkshochschule Stuttgart
19.30	Departure in Stuttgart (bus transfer)



Friday, Feb 10 2017

- 9.00-12.00 Role play
- 13.30-15.00 Guest lectures with international stakeholders
(Group 1) European Association for the Education of Adults (EAEA)
(Group 2) UNESCO Institute for Lifelong learning (UIL)
- 15.30-17.30 Reflection on field visits
- 19.00 Intercultural evening

Saturday, Feb 11 2017

Visit of fortress Marienberg and museum Kulturspeicher

Sunday, Feb 12 2017

Würzburg residence as a place of lifelong learning
Meeting point: Franconia fountain in front of the residence palace



Prof. 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. 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.

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 a representative of his/her home country. Within the group work a comparison of each country 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 transnational essay before the Winter School (deadline: 15th January 2017). By this, each student will provide an insight into his/her researched context to the group fellows.

CGW 1	Time in adult learning and education – temporal phenomenon as resource and boundary (Prof. Sabine Schmidt-Lauff)
CGW 2	Innovative teaching methods for adult and lifelong learning (Dr. Bolanle Simeon-Fayomi)
CGW 3	Employability and transitions of young adults from higher education to labour market (Prof. Vanna Boffo)
CGW 4	Professional identity in adult education (Prof. Ingeborg Schübler & Dr. Kira Nierobisch)
CGW 5	Comparing the impact of cultural institutions and organizations on adult and lifelong learning (Prof. Balázs Németh)
CGW 6	OECD policies, PIAAC and national adult education policies (Prof. Paula Guimaraes)
CGW 7	Standardizing education? How governments implement national qualification frameworks and how universities put them into practice in study programmes (Prof. Katja Brøgger & Prof. Søren Ehlers)
CGW 8	Soft skills as a tool for long-term employability in the adult education sector. The role of higher education institutions (Dr. Gaia Gioli)
CGW 9	National and international assessments of adult literacy skills (Prof. Marcella Milana)
CGW 10	Lifelong learning and national/regional continuing vocational education and training (CVET) policies (Prof. Natália Alves)
CGW 11	Work-related teaching and learning methods (Prof. Monica Fedeli & Dr. Daniela Frison)
CGW 12	Educational management (Prof. Hajo Petsch)



Photo: Claudia Monika Kuhn, Würzburg

Monday, Feb 13 2017

09.00-12.00	Introduction into comparative studies in adult education (R. Egetenmeyer)
12.00	Joint group photograph
13.30-17.00	Introduction into research-oriented comparative group work
19.00 - 21.00	Cultural activity in comparative groups

Tuesday, Feb 14 2017

09.30-12.00	Comparative group work: Transnational essays
13.30-15.00	Comparative group work: Transnational essays
15.30-17.00	Comparative group work: Development of comparative categories

Wednesday, Feb 15, 2017

09.00-12.00	Comparative group work: Testing of comparative categories
13.30-15.00	Comparative group work: Testing of comparative categories
15.30-17.00	Comparative group work: Testing of comparative categories

Thursday, Feb 16, 2017

09.00-12.00	Comparative group work: Interpretation and comparison
13.30-15.00	Comparative group work: Finalizing of results
15.00-17.00	Comparative group work: Finalizing of results and preparation of book papers
19.00 - 21.00	Social Evening

Friday, Feb 17, 2017

9.00-15.00	Presentation of the group work results (open space)
15.00-17.00	Evaluation and closing session (Certificates)
20.00	Franconian evening



Photo: Claudia Monika Kuhn, Würzburg

COMPARATIVE GROUPS

Comparative Group 1: Time in adult learning and education – temporal phenomenon as resource and boundary

time for learning (hours, years) - participation/non-participation - paid educational leave

Learning always involves making and taking time. To understand the influence of time it encompasses more than just the single chronological time-related attributes (hours, minutes, time tables, schedules etc.). There is a great diversity of temporal elements as they exist in pedagogy e.g. time sequences during the (lifelong) learning process, temporal dislimitations in adulthood (work, family, recreation etc.), the didactical approach to synchronize learning processes etc. For instances, an inclusive educational model would promote lifelong learning within a temporal sensitivity for modern times. By questioning the effective 'real times' for learning (OECD; AES) one can find that time constraints are the main obstacles preventing adults from learning - no difference in which country you live. But beside, there are differences inbetween the legal national regulations concerning time (e.g. paid education leave).

Comparative research question:

How are the macro level (legislation/laws) and the micro level (participation/non-participation) time-perspectives in adult education interrelated to each other?

Context of comparison:

The contexts of comparison of the macro-level are laws and legal regulations: Especially the international 'paid educational leave' regulation relates to national ratifications (educational leaves) and to regional laws too (often with concrete instruments; in Germany for example 'learning vouchers'). The contexts of comparison at the micro-level can be the interdependency of participation in vocational training within working-learning-accounts in companies. Or the relation between a.) learning hours in non-vocational versus vocational training or b.) formal and non-formal learning. The context will be interdependent to the available data on this issue, e.g. national context in the OECD-data.

Categories of comparison:

- Legislative background: What legislative background concerning time for adult education exists in your country? (Describe)
- Ratification of ILO Paid Educational Leave Convention: Has your country given their ratification by convention to the ILO Paid Educational Leave Convention, 1974 (No. 140)?
- Time for participation in adult education: Find some data about your country and report: How much time (e.g. hours per year) do adults spend in educational activities? Is there a difference between formal and non-formal education? Is there a difference in learning time inbetween vocational training and general education?
- Temporal barriers of participation in adult education: What is in the OECD 'Education at a Glance' (2014) reported about the lack of time resp. temporal barriers to participation in adult learning activities (between work and family; inconvenient time offer; lack of support and unexpected things)?

References:

OECD (2012 and 2014), Education at a Glance: OECD Indicators, OECD Publishing, Paris. Available at: <http://dx.doi.org/10.1787/eag-2012-en>; <http://dx.doi.org/10.1787/eag-2014-en>; Leccardi C (2013). Temporal perspectives in de-standardised youth life courses. In: Schröer W, Stauber B, Walther A, Böhnisch L and Lenz K (eds.) Handbuch der Übergänge. Weinheim/Basel: Juventa, 251 – 269; Schmidt-Lauff S and Bergamini R (accessed 2016/2017). Modern Phenomenon of Adult Learning and Professional Time-Sensitivity – A Temporal, Comparative Approach. In Egetenmeyer R, Schmidt-Lauff S and Boffo V (Eds.). Adult Learning and Education in International Contexts. Peter Lang

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

Sabine Schmidt-Lauff has carried out diverse policy analysis on lifelong learning and is an expert on learning times and time policies for lifelong learning. Sabine Schmidt-Lauff did her PhD studies at University of Hamburg with a study on collaboration on vocational training and professionalization in Adult Education. From 2008 to 2016 she had a professorship for Adult and Continuing Education at Technical University of Chemnitz. In 2016, she accepted a professorship for Continuing Education at the Helmut-Schmidt-University (Hamburg). 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.



Comparative Group 2: Innovative teaching methods for adult and lifelong learning

teaching methods -teaching innovation - traditional and western methods

Teaching methods differ across civilizations. It is predicted on the culture and knowledge tools available in each community with which people are taught and nurtured for the betterment of the people and society. Some of these indigenous teaching methods have similarities and differences across civilizations and culture. Adult learners are learners with special needs and consideration; their experience has significant influence on what they prefer to learn, the purpose for which they learn, how and when they learn. Since indigenous methods are evident in traditional learning mode, natural and context-determining which form major parts of adult upbringing, this informal and learner-centered teaching method may be effective for adult learners. For comparative work in adult and lifelong learning, participants will explore various indigenous methods in their various cultures. They will compare, from various continents, the principles, practices and policies (if any) underpinning adoption of indigenous methods in teaching. They will work on how these methods may be adapted into the framework of andragogy and map out possible best and innovative practices adult and lifelong learning.

Comparative research question:

What teaching methods in adult education are discussed as traditional and which as innovative?

Context of comparison:

Teaching methods that are used in your course of studies in adult education in your universities. Teaching methods in adult education that are discussed in your language.

Categories of comparison:

Participants in the group will compare categories in teaching methods using the following as guide:

- Traditional teaching methods: Which teaching methods/ways of teaching are declared as traditional or conventional in adult education?
- Innovative teaching methods: Which teaching methods/ways of teaching are known to be innovative in the context of your studies in adult education? What is the argumentation for its innovative character?
- Other teaching methods: Which other teaching methods/ways of teaching are you studying in your studies in adult education?
- Transnational teaching methods: Which area can be named a “joint international” innovatively in adult teaching method?

References:

Amali, H. I (2014) The function of folktales as a process of educating children in the 21st century: a case study of Idoma Folktales. Proceedings of the International Conference on 21st Century Education at Dubai Knowledge Village, 2 (1), pp.88-97. Retrieved on 31-01-2016 from <http://www.21caf.org/uploads/1/3/5/2/13527682/amali.pdf>; Blumberg, P. (2008). Developing learner-centered teachers: A practical guide for faculty. San Francisco: Jossey-Bass; Gugliemino, L. M. (1986). The affective edge: Using songs and music in ESL instruction. Adult Literacy and Basic Education, 10, pp.19-26.



Dr. Bolanle Simeon-Fayomi,
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 studies coordinator. She has her PhD in adult education analyzing the various types of curriculum and policies used in the delivery of entrepreneurship education for university graduates across the world in comparison to Nigeria.

Comparative Group 3: Employability and transitions of young adults from higher education to labour market

employability -transitions - higher education - competences

The main focus of the comparative group work is the development of employability of young adults at higher education level. The stress on graduates' employability is an important challenge for Universities to support graduates' transitions from higher education to labour market. The framework of the group work is the concept of employability and its main definitions (European Commission/EACEA/Eurydice, 2014; Yorke, 2006), according to its influence on higher education policies and practices. In the context of knowledge economies and high-skilled labour demand (ICF GHK and Cedefop, 2014), employability acts as an educational process that supports the transition from university to work.

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

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

Comparative research question:

- 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-centred or competence-centred definitions) and policies at national level?
- According to national level, what are the main documents that outline the employability agenda in higher education?
- What kind of educational actions (i.e. guidance, job placement or career service) have been implemented at your home university? What kind of specific programmes have been implemented to support young adults' preparing for future careers?
- What are specific programmes implemented at university level to support young adults' employability? Are there employability-related measures according to the curriculum (i.e. specific modules) or relating to the services offered by your University?
- What is the impact of these educational activities on the development of young adults' employability?

Context of comparison:

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

At the same time the comparative group will focus the attention on the competences that are required to graduates in adult education from the social economy at a mega, macro and meso level and that can ease the transitions from higher education to the labour market.

Categories of comparison:

- Social economy will be considered a category because it represents the most important labour field for graduates in adult education, within consortia, cooperatives etc. The social economy has different characteristics according to the country. So it has to be considered when discussing about employability.
- Employability will be considered a category defined by Yorke (2006) as «a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy»
- Transitions from higher education to the labour market will be considered a category because they are linked with identity, agency and structure/context and 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.
- Professionalization will be considered a category because it represents a development path made of structural and non-structural factors (Egetenmeyer und Schüssler 2014). It is important for studying the individual approach to adult education as a labour context.

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Comparative Group 4: Professional identity in adult education

role concepts - role acting - professional identity

Questions regarding the personal professional identity are essential in the context of academic professionalization. In andragogic settings these are framed by different conditions and demands: through the curricular foundation, the institutional requirements, the expectations on the part of participants and through one's own role understanding. Especially the understanding of learning and teaching plays a central role. The lecturers see themselves – according to their own transcultural and learning experiences and academic socialization – as teachers, learning guides, consultants or role models – corresponding to this is their perspective on their own professional identity. This understanding, paired with different concepts of learning and teaching, influences, among biographic experiences and theoretical discourses, also the professional development of identity of students of adult education.

In the foreground within the comparative group is therefore the question about the process of professional identity development of adult educators in context of the academic education. By referring back to (trans)national concepts of learning and teaching, the different roles of adult educators are thereto illumined.

Comparative research question:

Which aspects are crucial for the professional identity development in academic professionalization of future adult educators and which role concepts can be found?

Context of comparison:

Firstly, core curricula and module manuals serve as comparison of the corresponding studies of adult education on the universities of the participants. On the one hand, one aim is to identify to what extent the pedagogical approach, the professional self-image or an andragogic habitus become subjects of academic qualification. On the other hand, it is of interest, which understanding of roles in the respective countries are taken as a basis: teacher, trainer, coach, facilitator etc. Secondly it is referred to (trans)national educational discourses, which clarify the question of professional identity of adult educators (also by taking recourse on the academic education).

Categories of comparison:

- Which concepts of learning and teaching are imparted in the context of university education? Before the role of adult educators is focused on, academic concepts, central learning and teaching concepts of the respective countries are presented as an introduction and in order to refer to the theoretical orientation of academic concepts. This means: For the concepts of teaching and learning: Which concepts of teaching and learning of adults are discussed in your studies in adult education? For the Professional Identity: In which way do your studies contribute to the development a professional identity in adult education? E.g. which modules are contributing to it in which way?
- To what extent is the question about a professional identity subject of your study? Can essential points or information be found in curricula or module manuals? Is this topic covered by courses of your study? If so, where and in which practical and theoretical context?
- Which terms exist for adult educators inside and outside of university? Which kind of images and requirements are connected to these terms? Following to (trans)national concepts of learning and teaching in academic adult education, central designations for adult educators are extracted. This goes from teacher, learning guide, coach, imparters of knowledge to lecturer or mentor.
- How is the role of adult educators in these concepts? Which role should adult educators fulfil in these concepts? What can you find concerning this in central academic concepts of adult education?

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Merrill, Barbara (ed.) (2009): Learning to Change? The Role of Identity and Learning Careers in Adult Education. Frankfurt/M: Peter Lang.
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Prof. Ingeborg Schüßler, University of Education, 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 Ludwigsburg, Germany

Kira Nierobisch deals with questions about identity formation in the context of adult education and extracurricular youth education. Her dissertation, which was completed at the end of 2014 at the university of Mainz, questioned concepts of identity of modernity between the poles of individuality and communitarization, based on critical social theories. Currently her research focuses on questions about andragogic didactics and methodology as well as the importance of networks in the context of university careers. Her habilitation project addresses attachment theories and their impacts on pedagogical relationships in the Postmodernity.



Photo: Claudia Monika Kuhn, Würzburg

Comparative Group 5: Comparing the impact of cultural institutions and organizations on adult and lifelong learning

culture - community - active citizenship

In the year of 2000, the Helsinki Conference on adult education was dedicated to Adult Education and Culture Working Together. In the Lisbon Decade, lifelong learning was understood to provide a balanced approach to teaching and learning for a knowledge-based economy and society to give way to the improvement of both active citizenship and employability. Even though the end of the same decade with its economic and financial crisis made active citizenship and cultural orientations in adult and lifelong learning to fade away and employability to dominate the discourse around adult learning. This working group will demonstrate the influence and quality value of informal learning as a significant part of adult and lifelong learning. Therefore, this subject area is related to comparative research upon adult and lifelong learning referring active citizenship and community development.

Learning outcomes:

- Being able to compare the impact of some culture-based community learning activities of adults or intergenerational groups in urban or rural environments
- Being able to compare functions of cultural organisations/institutions in providing adult learning opportunities and to assess the impact of such actions
- Being able to provide recommendations, plans for improving participation and performance in adult learning within cultural and community environments

Comparative research question:

What are the roles of cultural organisations/institutions in adult and lifelong learning at local and regional levels?

Context of comparison:

- Institutions/organisations
- Local, regional law/regulations
- Tools and methods in adult learning and education/edutainment for non-traditional learners
- interdependencies, collaborations

Categories of comparison:

- Activities and programmes: What activities, programmes do they concretely offer in community based adult education and skills development for active citizens?
- Providers: Who are the key providers of culture-based community learning activities of adults or intergenerational groups in urban or rural environments? Collect and compare your key 3-5 examples!
- Role of cultural organisations: What are the changing roles of cultural organisations/institutions in providing adult learning opportunities and being able to assess and compare the impact of such actions?
- Further recommendations: Can you outline further recommendations, plans for improving participation and performance in adult learning within cultural and community environments?

References:

de Castro, Rui Vieira – Sancho, Amélia Vitória – Guimarães, Paula (eds.) (2006) Adult Education. New Routes in a New Landscape Braga: University of Minho; Wildemeersch, Danny – Stroobants, Veerle – Bron, Michal Jr. (eds.) (2005) Active Citizenship and Multiple Identities in Europe. A Learning Outlook Frankfurt am Main: Peter Lang; Longworth, Norman (2006) Learning Cities, Learning Regions and Learning Communities London: Routledge



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Dr. habil Balázs Németh, PhD is a researcher in European adult and lifelong learning policy development and comparative adult education. He is an Associate Professor and Reader in Adult Learning and Education at the University of Pécs. He is also a founding member of the Hungarian Universities Lifelong learning Network (MELLearn) and represents the University of Pécs in the European Universities Continuing Education Network (EUCEN) and in the European Association for the Education of Adults (EAEA). Further research topics of his are: Politics and Adult Education; Comparative Adult Education; History of Modern European Adult Education from 1850 to 1950.

Comparative Group 6: OECD policies, PIAAC and national adult education policies

OECD policies - PIAAC - national adult education policies

In recent times, comparison has become a relevant issue in adult education policy planning and decision. Particularly the Organisation for Cooperation and Development (OECD) has had a real policy salience through comparative testing, namely with the programme for the International Assessment of Adult Competencies (PIAAC).

PIAAC has been considered a ‘governing technology’: it is a relevant tool for the redefinition of the understanding of adult education, owing to the stress on (lifelong) learning (Rubenson, 2015); 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).

Through PIAAC the OECD has reinforced the role of intergovernmental bodies in adult education policy on a global scale. Additionally, several authors have argued that there is an interaction of international organisations (such as OECD) activity and national education and training systems when policy definition, implementation and assessment are considered. However, if PIAAC results are often mentioned in policy discourses, the introduction of national/regional reforms stressing (lifelong) learning and skills can significantly differ and show quite different expressions (Jakobi, 2012).

Comparative research question:

How has the PIAAC discourse been shaping national/regional adult education policies (discourses and practices) in recent years?

Context of comparison:

The context of comparison privileged in this group work will be the national/regional level, namely adult education policy discourses (laws/regulations/financing programmes) and practices (forms of adult education and training provision - adult education and training programmes and activities, institutional perspectives of adult education and training promoters) referring or influenced by the PIAAC results.

Categories of comparison:

- PIAAC results in national policy discourses (laws/regulations/financing programmes)
- Impact of and reaction to PIAAC results in practices (forms of adult education and training provision established, adult education and training promoters’ perspectives)
- Similarities and differences of the OECD understanding of adult education, lifelong learning and skills in national/regional contexts and contexts of adult education and training provision

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Rubenson, Kjell (2015). Framing the adult learning and education policy discourse: the role of the Organisation for Economic Cooperation and Development. In Marcella Milana and Tom Nesbit (Eds.), *Global Perspectives on Adult Education and Learning Policy*. Hampshire (England): Palgrave Macmillan, pp. 179-193.



Prof. Paula Guimarães, University of Lisbon, Portugal

Paula Guimarães is an assistant professor at the Instituto de Educação, Universidade de Lisboa since 2012. She did her PhD on Education Policies, in Adult Education, and has been studying adult education policies established, implemented and assessed at national and supranational levels. Her main interests have been the link that might be established among different levels of political intervention, namely on how local actors and local promoters of adult education public policies understand adult education and lifelong learning (defined and established on a supranational, national and regional levels).

Comparative Group 7: Standardizing education?

How governments implement national qualification frameworks and how universities put them into practice in study programmes

qualification frameworks - learning outcomes - implementation

Over the last 15 years education systems have been aligned and curricula redesigned around learning outcomes throughout Europe and beyond. The EU and the Bologna Process influence these radical reforms which are accompanied by a transformation of the ways in which education is governed across countries. The new mode of ('soft') governance works through monitoring techniques and the production of new powerful education standards such as the qualification frameworks.

Already during the 1980s and 1990s, national qualification frameworks were designed in the UK, New Zealand, Australia and South Africa. The outcome-based approach to the qualification frameworks developed at this early stage later models the radical change of the curriculum in continental Europe and beyond through the international qualification frameworks for higher education (2005) initiated by the Bologna process and the European qualification frameworks for Lifelong learning (2008) developed by the EU.

This comparative group will address possible ways of explaining differences and varieties as integral to the implementation of qualification frameworks. In order to understand how and why reforms and education standards may change during an implementation process the group takes inspiration in the so-called 'policy borrowing'-approach to comparative studies which lends explanatory power to national and local translations and contexts.

This comparative group will achieve knowledge on how the production of new education standards, such as the qualification frameworks, constitute the modus operandi of the new soft education governance. Furthermore, the group will achieve comparative skills in analyzing the change of higher education curriculum through the implementation of national qualification frameworks. Finally, the group will achieve competences with regard to assessing, critically reflect on and apply comparisons of national qualification frameworks based on the European qualification frameworks.

Comparative research question:

How are national qualification frameworks implemented by governments and how are they put into practice in study programmes by universities?



Photo: Claudia Monika Kuhn, Würzburg

Context of comparison:

- Comparative studies of governments' design and implementation of national qualification frameworks.
- Comparative studies of the implementation of national qualification frameworks in university study programmes and curricula/syllabi.

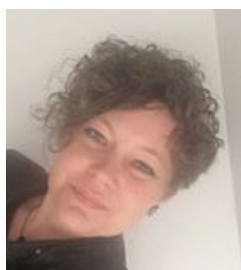
Categories of comparison:

Papers from students may pursue some of the following categories of comparison:

- Design and implementation of national qualification frameworks (government level): Compare the national qualification framework in your home country with the European qualification frameworks for higher education and/or lifelong learning
- Implementation of national qualification frameworks in university study programmes and curricula/syllabi (university level): Choose a study programme and compare a ten year old curriculum belonging to this programme with the most updated curriculum and examine whether the study programme has been resigned around learning outcomes. Choose two different study programmes and compare the curriculum belonging to each of these study programmes with regard to formulations and use of learning outcomes.

References:

Bohlinger, S. (2012), Qualification frameworks and learning outcomes: challenges for Europe's lifelong learning area. In: Journal of Education and Work. Vol. 25. No. 3 (pp.279-297); Brøgger, K. (2016). „The Rule of Mimetic Desire in Higher Education: Governing through naming, shaming and faming.“ British Journal of Sociology of Education 37(1): 72-91; Phillips, D & Schweisfurth, M. (2015). Chapter 3 ('Policy Transfer') in Comparative and International Education (2nd edition). Bloomsbury.



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Katja Brøgger's research and teaching areas are education policy, governance and administration. She did her PhD studies at the Danish School of Education, Aarhus University, School of Management, University of Bath, Department of Anthropology, University of California Santa Cruz and Department of International and Transcultural Studies, Teachers College Columbia University, New York. Her PhD is a study on the Bologna Process, in particular how this reform process has changed the architecture of European education by introducing new education standards such as the qualification frameworks. .



Prof. Søren Ehlers, University of Aarhus, Denmark

Søren Ehlers earned his Dr. Paed. degree in History of Education (Royal Danish School of Education) His approach to studies of education policy is global. Dr. Ehlers took the lead in 2005 when a consortium of European universities (Institute of Education in London, University of Deusto in Bilbao and Danish University of Education) designed European Masters in Lifelong learning: Policy and Management. Visiting Professor at University of Georgia, at Peking University and at Delhi University

Comparative Group 8: Soft skills as a tool for long-term employability in the adult education sector. The role of higher education institutions

skills - employability - higher education

Since 1980s a very important role has been played by transferable/soft skills (i.e. skills that can be used in every life environment, such as listening, teamworking, ...) and hard/technical skills (i.e. knowledge linked to a specific context). Skills have been studied deeply by re-searchers although the argumentation has brought mostly to the creation of nothing more than “wish lists” that do not have a concrete impact on the employability of students on a larger scale. Exceptions are the USEM model (Knight&Yorke 2004) and the employability oriented curriculum (Yorke 2006) that connect the curriculum, the acquisition of skills and capabilities and employability.

Recently a particular emphasis for the development of skills has been put on higher education institutions as contexts where competences and abilities can emerge (Knight&Yorke, 2002; Yorke&Knight, 2004; CBI, 2011) and become tools for the long-term employability of individuals.

In a cooperative learning setup, Master's and PhD students will join a comparative workgroup focused on these themes, and will acquire collective problem-solving, team-building 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 moderator will be responsible for the monitoring and supervision of the learning process in order to guarantee and improve the quality of the process. The moderator will be supported in this role by the co-moderator.

Comparative research question:

Which are the most important competences an adult educator should have in your country for being a professional? Are these competences developed at a higher education institutions level through the curriculum of the master degree courses?

Context of comparison:

The comparison will deal with the educational policies and strategies that are developed at a national level to foster the development of employability skills in young persons. These will be studied with a pedagogical perspective in order to understand which actions can be considered best practices in the higher education field.

At the same time the comparative group will focus the attention on the competences that are required to graduates in Adult Education from the Social Economy at a national level and that can ease the transitions from higher education to the local labour market.

Categories of comparison:

Considering that the groupwork will adopt the definition of Employability as «a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy» (Yorke, 2006), please focus on the following categories of analysis:

- Professionalization will be considered a category because it represents a development path made of structural and non-structural factors (Egetenmeyer und Schüssler 2014). It is important for studying the individual approach to adult education as a labour context
- Soft skills and competences for the acquisition of a professionalization that can ease the dynamic process towards adulthood and the design and management of educational actions. It will be important to focus the attention on the groups of soft skills that are considered fundamental to each educator and compare the differences at a global level.
- Higher education as the learning context where soft skills can be developed in a formal, non formal and informal way to ease the transition to the labour market.

References:

Boffo, V. (2015). 'Employability for the Social Economy: the Role of Higher Education'. In Boffo, V., Federighi, P., Tor-lone, F. (2015). Educational Jobs: Youth and Employability in the Social Economy. Firenze: Firenze University Press, pp. 147-168; ICF GHK, Cedefop (2014). Employability and skills of higher education graduates. Analytical Highlight. Luxembourg: Publications Office of the European Union; Pegg A., Waldock J., Hendy-Isaac S., Lawton R. (2012), Ped-agogy for Employability. York: ESECT and HEA.

Dr. Gaia Gioli, University of Florence, Italy

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



Comparative Group 9: National and international assessments of adult literacy skills

adult literacy - skills surveys - competence assessments

Longitudinal assessments of adult literacy skills among a country's population have a long history only in a limited number of rich economies located in the northern hemisphere (e.g. Canada). In both the northern and southern hemispheres, the introduction of similar assessments in an ever growing number of countries dates back only to the mid 1990s, when several countries became engaged in the realisation of large-scale, cross-country surveys aimed at producing harmonised data on adult literacy skills, under the co-ordination of Statistics Canada and the OECD (i.e. International Adult Literacy Survey – IALS, Second International Adult Literacy Survey – SIALS, Adult Literacy Skills Survey – ALL). In advanced economies these studies further advanced thanks to the OECD (i.e. Programme for the International Assessment of Adult Skills – PIAAC), and served as prompt for similar efforts that, coordinated by the UNESCO Institute for Statistics (i.e. Literacy Assessment and Monitoring Program - LAMP), pay attention on less economically developed countries. As a result assessments of adult literacy skills are carried out world around today, and this independently from a country's level of economic development.

The expected learning outcomes of this comparative group is to gain insights on: 1) different as well as similar national trajectories in the implementation of adult literacy skills surveys, and 2) the policy implications of large-scale, cross-country surveys that measure adult literacy skills for both national and transnational policy in adult education.

Comparative research question:

How and why are adult literacy skills measured? Such comparative research question applies to both national and international levels.

Context of comparison:

The main cases that will be compared are:

- The single countries to which students belong; and
- The main international organizations that coordinate (i.e. OECD, UNESCO) and/or support (i.e. EU) such efforts.

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

- Policy tools for international governance in adult education,
- Harmonised measurements of adult literacy skills,
- Media coverage and national debates of adult literacy levels, and
- Policy at national level to increase literacy skills among the adult population.

Categories of comparison:

- Country's official definition(s) and historical series of literacy rates (as recorded by national censuses). All countries rely on a procedure for the systematic acquisition and recording of information about its population (i.e. national population and housing censuses that are carried out usually every ten-years). Census data typically record also information that distinguishes (at the least) between literate and illiterate people.
- Country's experience with national assessments of adult literacy skills. Some countries, in addition to census data, carry on one-off investigations or longitudinal studies on people's literacy skills. When they do not, they may carry out studies from which information on adult literacy skills could be inferred (e.g. the United States Census Bureau did not collect data on adult literacy for many years, but had collected data on related subjects like English language proficiency).

- Country's involvement in large-scale, cross-country assessments of adult literacy skills (i.e. IALS-SALS ALL, PIAAC, LAMP). In the 1990s approximately twenty countries were involved over the three rounds of IALS (1994, 1996, and 1998) from Europe, North America, South America and Oceania. In the 2000s ten countries from Europe, North America and Oceania took part in ALL (in 2003, 2006 or 2008); whereas, twenty-three countries participated in PIAAC's first round (2008–2013), including most European countries, Canada, the United States of America, Japan, Korea, Australia and the Russian Federation (an OECD partner). More recently, a further nine countries joined PIAAC's second round (2012–2016) from within the European Union and Europe more widely, Asia and the Middle East, Oceania and South America. Finally, a number of additional countries from South America, Africa, the Middle-East, the Palestinian Autonomous Territories, and South-East Asia are involved in LAMP.
- National media coverage of the PIAAC study (if applicable) or issues of adult literacy. Following the publication of PIAAC's national reports and/or the realisation of PIAAC's international results by the OECD, national newspapers, televisions and other media have devoted more or less attention to cover this news, bringing public attention on adult literacy.
- Governmental plans, strategies and policy interventions to increase the literacy levels of the adult population. Alongside national participation to PIAAC as well as in reaction to its national and/or comparative results, several national governments, international organizations and other agencies have made plans, issued strategies or approved new laws or regulations in support of increasing the levels of literacy skills among adults with lower literacy skills.

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Prof. Marcella Milana, University of Verona, Italy

Prof. Marcella Milana specialises in adult education and comparative education, and researches adult education policies from national, cross-national and international perspectives. Prof. Marcella Milana holds a PhD from the University of Rome III, Italy. In 2005 she accepted an Assistant Professorship in Competence Policy at the Danish University of Education, Denmark, then moved into an Associate Professorship in Adult Education and Competence Development at the University of Aarhus, Denmark, until she relocated to Italy in 2016.



Comparative Group 10: Lifelong learning and national/regional continuing vocational education and training (CVET) policies

lifelong learning - continuing vocational education and training (CVET)

Since the mid of the 20th century, within globalization national and regional economic systems and labour markets have been showing profound changes owing to unemployment, transformations in the organization of work and workers' qualifications, competences and skills. To deal with these changes an increased emphasis has been put in adult education and lifelong learning. Continuing vocational education and training (CVET) is considered a main tool of lifelong learning. From a policy-maker viewpoint, CVET 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 in society. For firms, CVET is considered important in terms of up-dating 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, CVET is supposed to contribute to employability, employment status and professional and social development.

However, CVET presents different kinds of arrangements across countries and regions according to different welfare regimes and relationship among State, market and civil society. In this comparative group we expect students:

- to identify similarities and differences in CVET policy discourses
- to compare the role played by state, market and civil society in CVET forms of provision
- to identify and compare the most relevant CVET target groups and their definition

Comparative research question:

How can national/regional CVET policies discourses be characterised according to the types of arguments, forms of provision, providers and target groups?

Context of comparison:

The context of comparison privileged in this Group Work will be the national/regional level, namely CVET policy discourses (laws, regulations, financed programmes); CVET providers (state, market and civil society) and target groups (employed, unemployed, women, migrants, older workers, low skilled workers,...).

Categories of comparison:

- CVET national/regional policy discourses – discourses in general and policy discourses in particular not only describe social reality but they actively contribute to it production, namely by the problems they address, the solutions they propose and the type of arguments they mobilize to justify policy action (laws, regulations, programs, initiatives, forms of provision).
- CVET providers – according to countries/regions, state (national, federal, regional, municipal), market (firms/enterprises, employers' associations) and civil society (NGO, trade unions) play different roles and are responsible for different CVET forms of provision.
- CVET target groups – CVET policy discourses and forms of provision construct different target groups defined by specific attributes (individual, educational, social, economic, ethnic).

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Comparative Group 11: Work-related teaching and learning methods

work-related learning - university-business cooperation - teaching and learning methods

The focus of the group is to explore and compare the different policies, methods and practices about work-related learning in Higher Education. Under the common framework offered by European Commission, universities in different countries propose a variety of methods and projects in order to encourage the cooperation between universities and organizations. The European Commission invites universities to modify and modernize curricula and didactics to promote employability and entrepreneurship and to encourage knowledge transfer between higher education institutions and companies. Furthermore, European universities offer projects and practices based on the centrality of cooperation experiences and learner-centered teaching, learning activities and different approaches, as problem-based and project-based learning experiences.

Learning outcomes of the comparative group:

- Students will be able to identify the theoretical framework of work-related learning
- Students will map projects and practices proposed by their universities concerning work-related learning (i.e. projects proposed by career/internship centers or integrated in the formal curriculum)

Comparative research question:

Which discussions about work-related learning do you find in your country (language)? Concerning your university, which projects does it propose to encourage work-related learning (i.e. projects proposed by the university career/internship center)? What is the role of different actors (instructors, students, organizations, etc.) involved in these projects? Concerning the formal curriculum and work-related teaching and learning methods, do you identify any projects/strategies in your university?

Context of comparison:

Students will compare their home universities' projects and practices.

Categories of comparison:

- University experiences and practices concerning work-related learning
- Types and objectives of the partnerships between universities and organizations (target, purposes, actors involved, way of cooperation...)
- Definition and arguments to improve work-related teaching methods

References:

Cooper, L., Orrell, J., & Bowden, M. (2010). *Work integrated learning: A guide to effective practice*. Routledge.
Frison, D., Fedeli, M., & Taylor, E. (in press). *Work-Related Learning: a survey on teaching and learning methods in the Italian Higher Education system*. International Conference of Education, Research and Innovation. Proceedings of the 2015 Conference (Siviglia, 16–18 November 2015). Technopolis. (2012). *Education in the Knowledge Triangle*. <http://www.mondragon.edu/en/international/files/OF%2035%201613%20Draft%20final%20report%20and%20case%20studies%20121025-1.pdf>.

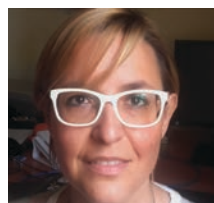
Prof. Monica Fedeli, University of Padua, Italy

My main research interests are: Organizational Development, and Human Resources Management, Teaching and Learning Methods in Higher Education and in non formal and informal settings. Work-related teaching and learning. Since 2008 (when I started my tenure track at University of Padua) I have been having an active role in several national and international projects: projects on lifelong learning, apprenticeship and employability, junior research fellowships for skills mapping, ESF projects on non-formal skills validation; faculty development and students voice in higher education.



Dr. Daniela Frison, University of Padua, Italy

PhD in Educational Sciences at the University of Padua (2012). Post-Doc Researcher at the Department of Philosophy, Sociology, Education and Applied Psychology, University of Padua. Coordinator of the project PARIMUN: a University-Business Alliance to Promote Widespread Expertise which aims at developing intervention-researches beginning from business needs and carried out by graduating students in Educational Sciences. Areas of research: work-related teaching and learning methods, university-business dialogue, methodology of training.



Comparative Group 12: Educational management

management – modern forms of surveillance – economy vs. emancipation – corporate governance

We may be competent in facilitating and organizing processes of learning and teaching, of coaching and counseling, but as professionals of adult education we quite often have kind of a 'blind spot' in efficient management issues. Therefore, it is reasonable to also focus the institutional and organizational side of adult education.

Practical experience shows that organizational development and educational assignments are not necessarily in accordance. Hereby different interests between educational management and practitioners of adult education in their active everyday communication with clients and classes may appear. Interests of education management might be for instance the placement on the market, recruiting funds or reaching a special number of participants. Following that different approaches, the question how both can be harmonized will appear. How to be at the same time aware of the interests of the clients and the interests of the organization? Short cut: orientation to the people and their learnings needs or to the organizational status on the market including the permanent improvement of the institutional structures ?

The learning outcomes could be:

- Critical insights in aims and functionality of management of education (especially: adult education)
- Parameters of a sustainable balance between organizational development of educational institutions and educational practice
- Views of possible differences between the respective interests of politics, economy, educational institutions and participants
- The significance of management-issues in adult education institutions

Comparative research question:

What are aspects of educational management towards needs of the learners?

Context of comparison:

- Adult education in your country between market-alignment and learner orientation (facts and megatrends, institutional and political regulations)
- Management of adult education in an institution in your area (for example by internship or by acquaintance with staff members or clients)
- The significance of the management-aspect in pedagogical acting in general and/or in this institution.

Important: First and foremost your observations! Furthermore: Let speak please official documents (printed or digital) of an adult education institution in your area (desired content: information about "who we are", "what we are doing", "our offers" and statistical records about funding, development projects, members of the staff, participants ...)

Categories of comparison:

- Relevance of educational management, management-knowledge and -competences in educational science
- Factors that mainly influence the process of adult education
- Best practice for no gap between institutional management (in the sense of organizational development) and organized learning

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

Prof. Petsch earned his PhD from the University of Würzburg. His research emphasis is in questions of theory and practical use on off-the-job training, vocational training, coaching, supervision and life-long learning. For many years, he was renowned director of the Rudolf-Alexander-Schröder Haus in Würzburg. Today, he is honorary professor at the University of Würzburg. He is especially interested in reference sciences of educational science: philosophy, psychology and neuroscience. Furthermore, questions of systemic thinking and acting.



6th Conference „Comparative Adult Education“

16th-18th February, 2017

International Society for Comparative Adult Education (ISCAE)



Call for Papers: 15th September 2016

Further information will be provided over www.ISCAE.org.

ISCAE invites you to its 6th conference in Würzburg, Germany, Thursday, Feb. 16, 2017 (afternoon) to Saturday, Feb. 18, 2017 (evening). It will be held in conjunction with the Winter School on the aim of the ISCAE conference is to provide a forum to collect, share, and discuss practices, concepts, evaluations, and research studies in comparative adult and continuing education.

Thereby, it intends to document and develop current state of the art of comparative research and to improve theory and practice in adult learning and education. The 6th ISCAE Conference will focus on methodological issues of comparisons in adult education.

Participation in this conference will offer an insight into the comparative theory and method, an overview of current discussions in the field, and an international network of colleagues working in and for international and comparative adult education.

Online registration will begin in October 2016.

COMPALL INFORMATION TOOL

Information Tool on Internationalisation in Adult Education

This information tool will be build up during the ERASMUS+ project Comparative Studies in Adult and Lifelong Learning. It will provide information for students and (young) researchers in adult education on internationalisation possibilities and comparative resources in adult education and lifelong learning.

Further information will be provided over www.hw.uni-wuerzburg.de/compall/information_tool/

International Study
Offers in ALE

Country Reports in
Adult Education

Dataset: Comparative
Research in ALE

Online Network
Opportunities



Photo: Claudia Monika Kuhn, Würzburg

Julius-Maximilian University Würzburg
Z6 building „Zentrales Hörsaal- und Seminargebäude“
Am Hubland
97074 Würzburg
GERMANY

To reach the Z6-building you can take bus line 10 (every 7 minutes) until „Mensa/Am Hubland“ or bus line 14, 114 or 214 (each every 20 minutes) until „Philosophisches Institut“, „Universitätszentrum“ or „Mensa/Am Hubland“.

Campus: <https://wueaddress.uni-wuerzburg.de/search/map?q=Geb.+Z6%2C+Hubland+S%C3%BCd>

Würzburg: <http://www.wuerzburg.de/de/weitere-informationen/uebersicht/verkehr/stadtplan/index.html>

Photo: University of Würzburg



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Photo: University of Würzburg

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