

WINTER SCHOOL

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

3.-14.2.2020

in Würzburg, Germany

**ADULT EDUCATORS' PROFESSIONALISATION,
PROFESSIONAL ROLES, IDENTITIES & COMMUNITIES**



IN COOPERATION WITH



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University of Delhi



WITH FINANCIAL SUPPORT FROM



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FIND OUT MORE!

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OVERVIEW WINTER SCHOOL PROGRAMME

On the following pages you will find information about the contents, target groups and the structure of the whole Winter School programme. You can find more information under the respective links.

TARGET GROUPS OF THE WINTER SCHOOL

Master and doctoral students as well as colleagues from the field of adult education and lifelong learning are invited to join the Winter School in Würzburg. The programme in Würzburg is structured in two weeks, preceded by an online preparation phase.

MA students

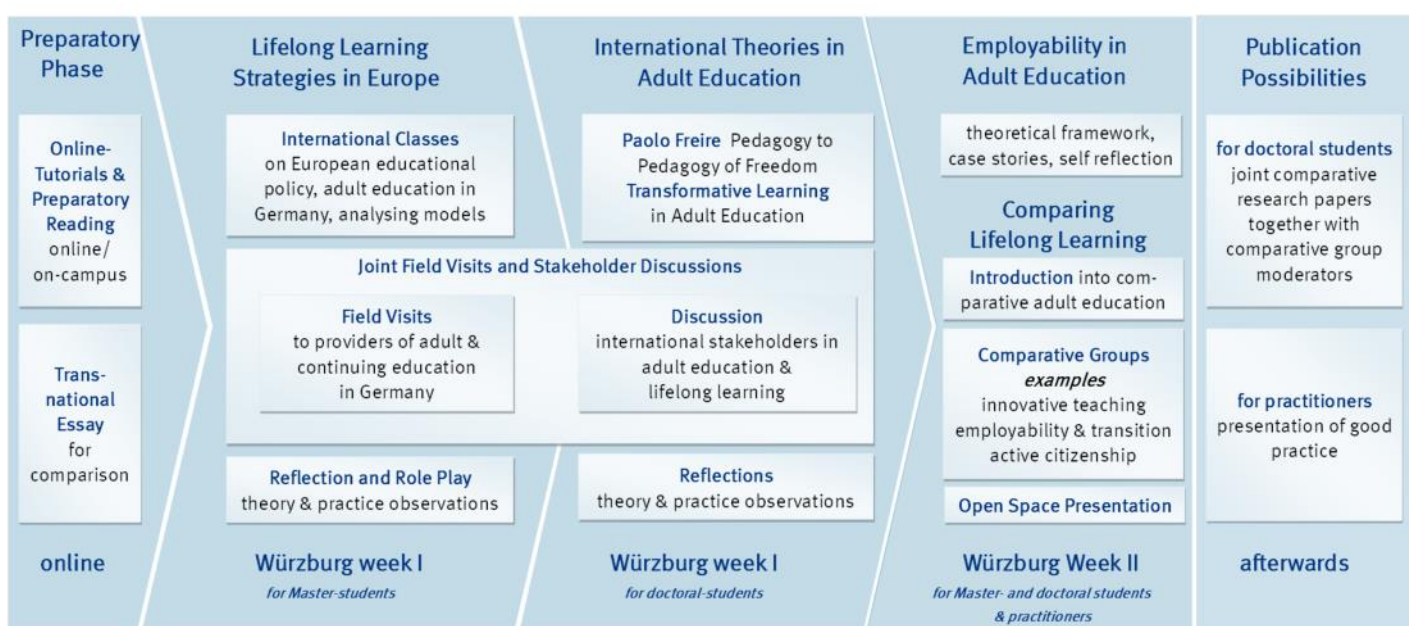
PhD students

practitioners

ONLINE PREPARATION

During the online preparation all participants are asked to work on online tutorials, which will be provided over WueCampus (Moodle-Plattform of University of Würzburg). These online tutorials are organized in a self-directed learning mode. Each tutorial is structured in a different way and the participants can work with them step by step for every, which allows them a good in-depth preparation for the Winter School. All online tutorials can also be found here:

<https://www.hw.uni-wuerzburg.de/intall/winter-schools/online-tutorial/>



Monday, 3 February 2020, 13.00-17.00, Z6, 1.012
Prof. Licínio C. Lima, University of Minho, Portugal

The politicity of education: politics, policies, strategies Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography

Wednesday, 5 February 2020, 13.00-15.00, Z6, 2.007 &
Thursday, 6 February 2020, 9.00-11.30, Z6, 2.005
Prof.(H) Dr. Dr. h. c. mult. Heribert Hinzen, DVV International

International Policies in Adult Education: Adult Education and CONFINTEA, Lifelong Learning and SDG Examples and Experiences from European Countries and Organisations

Friday, 7 February 2020, 13.30-15.00, Z6, 2.005
Prof. Sir Alan Tuckett, International Council for Adult Education (ICAE)

Global advocacy for adult learning: The role of the International Council for Adult Education

Friday, 7 February 2020, 13.30-15.00 2019, Z6, 2.007
Esther Hirsch, DVV International

Education for Everyone. Worldwide. Lifelong - Strategies of DVV International in the field of Adult Education and Development Cooperation

Thursday, 13 February 2019, 10.45-12.00, Z6, 1.012
Prof. Dr. Katarina Popović, University of Belgrade, Serbia

Advocacy & Global Policy Making: What is involved and how does it impact on local practice?

Week 1: International strategies in adult education 3.-7.2.2020

MA students

PhD students

practitioners

In this classes the participants focus on questions of international policies in adult education and lifelong learning. They will be educated to work with a policy analysis perspective. The analysis will focus on specialised competences for developing new knowledge and innovation by integrating different perspectives. The theoretical insights during the first week is accompanied by field visits to adult education providers in Würzburg and beyond. Furthermore, presentations of international associations in adult education are organised (e.g. EAEA, ICAE, UNESCO Institution for Lifelong Learning). These insights will serve as case studies for practicing the analytical models.

Monday, February 3, 2020

8.30-9.15	Registration Z6, 2.010
9.30-11.30	Introduction & welcoming addresses Z6, 1.012 PROF. DR. KABAK VICE PRESIDENT FOR INTERNATIONALIZATION, ALUMNI AND PUBLIC RELATIONS, JMU WÜRZBURG PROF. EGETENMEYER PROFESSORSHIP FOR ADULT AND CONTINUING EDUCATION Getting to Know each other JENNIFER DANQUAH & LISA BREITSCHWERDT Z6, 2 ST FLOOR
11.30-11.45	Group Picture GROUND FLOOR
11.45-13.00	Lunch Break
13.00-17.00	PLENARY LECTURE: The <i>politicity</i> of education: politics, policies, strategies— Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography PROF. LIMA Z6, 1.012
17.00-18.00	Information for participants who intend to get a grade PROF. EGETENMEYER, LISA BREITSCHWERDT & JENNIFER DANQUAH Z6, 1.012

Tuesday, February 4, 2020

9.00-12.00	Group A: Levels of analysis: “Mega, macro, meso and micro” PROF. GUIMARÃES Z6, 2.005 Group B: Adult Education providers in Germany PROF. EGETENMEYER Z6, 2.007
12.00-13.30	Lunch Break
13.30-15.00	Group A: Social policy models PROF. GUIMARÃES Z6, 2.005 Group B: Social policy models PROF. LIMA Z6, 2.007
15.00-15.15	Coffee Break
15.15-17.00	Group A: Social policy models PROF. GUIMARÃES Z6, 2.005 Group B: Social policy models PROF. LIMA Z6, 2.007
18.00	Guided Würzburg tour YOU WILL BE GUIDED TO THE STARTING POINT OF THE TOUR IN WÜRZBURG CITY. MEETING TIME AT Z6 BUILDING IS 17.15.

Wednesday, February 5, 2020

9.00-11.30	Group A: Adult education providers in Germany PROF. EGETENMEYER Z6, 2.005 Group B: Preparation for field visits PROF. GUIMARÃES Z6, 2.007
11.30-13.00	Lunch Break
13.00-15.00	Group A: Preparation for field visits PROF. GUIMARÃES Z6, 2.005 Group B: International Policies in Adult Education PROF. EGETENMEYER & PROF. HINZEN Z6, 2.007
15.10-18.00	Field Visits to Adult and Continuing Education Providers in Würzburg <ul style="list-style-type: none"> ● Public Fire Fighting Academy, Würzburg WITH PROF. GUIMARÃES & DR. STEFANIE KRÖNER Meeting point ground floor 15.25 BUS 14 FROM AM HUBLAND TO MAIN TRAIN STATION 15.50 BUS 8068 FROM MAIN TRAIN STATION TO VOGEL-VERLAG ● Domschule Academy, Würzburg WITH PROF. EGETENMEYER & LISA BREITSCHWERDT Meeting point 1st floor 15.28 BUS 10 FROM AM HUBLAND TO SANDERRING 15.49 TRAM 5 FROM SANDERRING TO DOM ● Chamber of Commerce and Industry, Würzburg-Schweinfurt WITH PROF. HINZEN & JENNIFER DANQUAH Meeting point 2nd floor 15.13 BUS 10 FROM AM HUBLAND TO SANDERRING 15.34 TRAM 4 FROM SANDERRING TO NAUTILAND

Thursday, February 6, 2020

- 9.00-11.30 Group A: International Policies in Adult Education | PROF. EGETENMEYER & PROF. HINZEN | Z6, 2.005
Group B: Levels of analysis: "Mega, macro, meso and micro" | PROF. GUIMARÃES | Z6, 2.007
- afternoon **Field Visits to Adult and Continuing Education Providers in Frankfurt - Please bring your lunch with you!**
12.00 DEPARTURE AT Z6 BY BUS | **14.00** FIELD VISIT | **16.00** FREE TIME IN FRANKFURT | **18.30** DEPARTURE |
AROUND **21.00** ARRIVAL IN WÜRZBURG (STOPS AT WÜRZBURG MAIN STATION & HUBLAND)
- **GEW - labor union for education & science** | with PROF. LIMA & JENNIFER DANQUAH
 - **Volkshochschule Frankfurt** | with PROF. GUIMARÃES & LISA BREITSCHWERDT
 - **DRK Language School Frankfurt** | with PROF. EGETENMEYER

Friday, February 7, 2020

- 9.00-12.00 Group A: Role Play: Social Policy Models and Adult Education Practice | PROF. EGETENMEYER | Z6, 2.005
Group B: Role Play: Social Policy Models and Adult Education Practice | PROF. GUIMARÃES | Z6, 2.007
- 12.00-13.00 Lunch Break
- 13.00-15.00 **Field presentations**
- **Global advocacy for adult learning: The role of the International Council for Adult Education**
PROF. SIR ALAN TUCKETT, UNIVERSITY WOLVERHAMPTON AND UNIVERSITY WÜRZBURG
WITH PROF. LIMA & LISA BREITSCHWERDT | Z6, 2.005
 - **Education for Everyone. Worldwide. Lifelong - Strategies of DVV International in the field of Adult Education and Development cooperation** | ESTHER HIRSCH, DVV INTERNATIONAL
WITH PROF. EGETENMEYER, PROF. GUIMARÃES & JENNIFER DANQUAH | Z6, 2.007
- 15.00-15.30 Coffee Break
- 15.30-17.00 Group A: Reflection of field visits | PROF. EGETENMEYER | Z6, 2.005
Group B: Role Play: Reflection of field visits | PROF. GUIMARÃES | Z6, 2.007
- 17.00-17.30 Preparing the course rooms for the comparative groups
Please meet with your group in the room where your comparative group will take place in the second week of the Winter School. For finding the right room please have a look on the list below. Please arrange the room for the group work in week two.

	Subject	Room
Group 1:	Entrepreneurship in higher education for the development of innovation & creative thinking	Z6, 2.005
Group 2:	Certificate programmes - a way to professionalisation of adult educators?!	Z6, 2.012
Group 3:	Learning teaching in higher and adult education	Z6, 2.007
Group 4:	Transnational initiatives and policies for professionalisation	Z6, 2.004
Group 5:	In between global and local: the roles of adult educators to develop learning cities for lifelong learning	Z6, 2.006
Group 6:	The role of adult education organisations and institutions in professionalisation of adult educators	Z6, 2.013
Group 7:	Education for sustainable development in non-governmental organisations: the roles of adult educators	Z6, 2.002
Group 8:	Discussing the work of adult educators in recognition of prior learning	Z6, 2.011

Week 1: Theories for international adult education 3.-7.2.2020

PhD students

practitioners

In this class the participants focus on Paulo Freire's theories for international adult education. The participants will develop a theoretical-analytical perspective. They will focus on much more specialised theoretical knowledge to be able to synthesize different perspectives systematically and theoretically. The theoretical insights during the first week is accompanied by field visits to adult education providers in Würzburg and beyond. Furthermore, presentations of international associations in adult education are organised (e.g. EAEA, ICAE, UNESCO Institution for Lifelong Learning). These insights will serve as case studies for practicing the analytical models.

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	Getting to Know each other JENNIFER DANQUAH & LISA BREITSCHWERDT Z6, 2 ST FLOOR
11.30-11.45	Group Picture GROUND FLOOR
11.45-13.00	Lunch Break
13.00-17.00	PLENARY LECTURE: The <i>politicity</i> of education: politics, policies, strategies— Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography PROF. LIMA Z6, 1.012
17.00-18.00	Information for participants who intend to get a grade PROF. EGETENMEYER, LISA BREITSCHWERDT & JENNIFER DANQUAH Z6, 1.012

Tuesday, February 4, 2020

9.00-12.00	Why studying Freire today? The contributions of Freire to policy studies in ALE/LLL: Critical encounters with Ettore Gelpi and Ivan Illich PROF. LIMA Z6, 2.012
12.00-13.30	Lunch Break
13.30-15.00	Adult education providers in Germany PROF. EGETENMEYER Z6, 2.012
15.00-15.15	Coffee Break
15.15-17.00	Group work on Freire PROF. LIMA Z6, 2.012
18.00	Guided Würzburg tour YOU WILL BE GUIDED TO THE STARTING POINT OF THE TOUR IN WÜRZBURG CITY. MEETING TIME AT Z6 BUILDING IS 17.15.

Wednesday, February 5, 2020

9.00-11.45	The opus magnum: The Pedagogy of the Oppressed and its main concepts Radical democracy, liberation and participation; modernization and development. Extension or Communication? Education as the Practice of Freedom PROF. LIMA Z6, 2.012
11.45-13.00	Lunch Break
13.00-15.00	Conscientization of oppression PROF. TAMISH Z6, 2.012
15.10-18.00	Field Visits to Adult and Continuing Education Providers in Würzburg <ul style="list-style-type: none"> ● Public Fire Fighting Academy, Würzburg WITH PROF. GUIMARÃES & DR. STEFANIE KRÖNER Meeting point ground floor 15.25 BUS 14 FROM AM HUBLAND TO MAIN TRAIN STATION 15.50 BUS 8068 FROM MAIN TRAIN STATION TO VOGEL-VERLAG ● Domschule Academy, Würzburg WITH PROF. EGETENMEYER & LISA BREITSCHWERDT Meeting point 1st floor 15.28 BUS 10 FROM AM HUBLAND TO SANDERRING 15.49 TRAM 5 FROM SANDERRING TO DOM ● Chamber of Commerce and Industry, Würzburg-Schweinfurt WITH PROF. HINZEN & JENNIFER DANQUAH Meeting point 2nd floor 15.13 BUS 10 FROM AM HUBLAND TO SANDERRING 15.34 TRAM 4 FROM SANDERRING TO NAUTILAND

Thursday, February 6, 2020

- 9.00-11.30 Popular adult education & critical literacy: reading the world & reading the words | PROF. LIMA | Z6, 2.012
- afternoon **Field Visits to Adult and Continuing Education Providers in Frankfurt - Please bring your lunch with you!**
12.00 DEPARTURE AT Z6 BY BUS | **14.00** FIELD VISIT | **16.00** FREE TIME IN FRANKFURT | **18.30** DEPARTURE |
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 - **DRK Language School Frankfurt** | with PROF. EGETENMEYER

Friday, February 7, 2020

- 9.00-10.20 The Pedagogy of Freedom: Teaching and learning | PROF. LIMA | Z6, 2.012
- 10.40-12.00 How to adopt Freire's work in the professionalisation process of adult educators? | PROF. TAMISH | Z6, 2.012
- 12.00-13.00 Lunch Break
- 13.00-15.00 **Field presentations**
- **Global advocacy for adult learning: The role of the International Council for Adult Education**
 PROF. SIR ALAN TUCKETT, UNIVERSITY WOLVERHAMPTON AND UNIVERSITY WÜRZBURG
 WITH PROF. LIMA & LISA BREITSCHWERDT | Z6, 2.005
 - **Education for Everyone. Worldwide. Lifelong - Strategies of DVV International in the field of Adult Education and Development cooperation** | ESTHER HIRSCH, DVV INTERNATIONAL
 WITH PROF. EGETENMEYER, PROF. GUIMARÃES & JENNIFER DANQUAH | Z6, 2.007
- 15.00-15.30 Coffee Break
- 15.30-17.00 Reflection on field explorations in a Freirian perspective | PROF. LIMA & PROF. TAMISH | Z6, 2.012
- 17.00-17.30 Preparing the course rooms for the comparative groups
 Please meet with your group in the room where your comparative group will take place in the second week of the Winter School. For finding the right room please have a look on the list below. Please arrange the room for the group work in week two.

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Group 8:	Discussing the work of adult educators in recognition of prior learning	Z6, 2.011

FIRST WEEKS' LECTURERS (3.-7. FEBRUARY 2020)

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

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



Prof. Rabab Tamish, University of Bethlehem, Palestine

Rabab Tamish is an assistant professor at the faculty of education (Bethlehem University-Palestine). Her main interest is at developing community programs with the objective of enhancing the quality of adult learning in Palestine and the Arab world. She is engaged in several research projects that aim to integrate the principles of progressive pedagogies in formal and informal learning settings.

Prof. Paula Guimarães, University of Lisbon, Portugal

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



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

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

Prof.(H) Dr. Dr. h. c. mult. Heribert Hinzen Senior Consultant, Adult Education, Lifelong Learning and Sustainable Development, Former Director, DVV International

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



LECTURERS EMPLOYABILITY DAY (10. FEBRUARY 2020)

Prof. Vanna Boffo, University of Florence, Italy

Prof. Dr. Vanna Boffo, University of Florence, is working as Associate Professor in General Pedagogy and Adult Education at the Department of Education and Psychology of the University of Florence (since 1/11/2014). She is Rector's Delegate for Job Placement (since 1/11/2015). She is called as Full Professor in General and Social Pedagogy from March 2019 and she is waiting the formalization of the University of Florence. Vanna Boffo has a broad experience in three main field of research that are training for and in the workplace, work pedagogy, pedagogical care, professional educational roles and care of the human person. She is Coordinator of the European Master in Adult education for the Italian Universities from September 2012. She is the Coordinator of the PhD Course in "Educational Sciences and Psychology" at the University of Florence.



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

Dr. Nicoletta Tomei finished her PhD at the University of Florence, Italy. She dedicated her research to partnerships in higher education for graduates' transition to the labour market. She maintains her research interests in adult and continuing Learning theories and employability.

Prof. Paula Guimarães, University of Lisbon, Portugal

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



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

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

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.



Week 2: Employability in adult education

10.2.2020

MA students

PhD students

The second week of the International Winter School starts with perspectives on employability in adult education and lifelong learning. Students will reflect their employability skills and have the opportunity to listen to adult education practitioners who describe their own professional pathways.

Monday, February 10, 2020

MORNING SESSION: THE THEORY

8.15-9.00	Registration Z6, 2.010
9.00-9.30	Introduction in the Second Week of the Winter School PROF. EGETENMEYER Z6, 1.012
9.30-10.30	Employability in adult education and lifelong learning in Europe — A theoretical framework PROF. BOFFO & DR. TOMEI Z6, 1.012
10.30-11.00	Coffee Break
11.00-11.35	Group I: Life Wheel PROF. BOFFO Z6, 2.005 Group II: Life Wheel DR. TOMEI Z6, 2.007
11.35-12.10	Group I: Roles of Life PROF. BOFFO Z6, 2.005 Group II: Roles of Life DR. TOMEI Z6, 2.007
12.10-12.45	Group I: Personal Lifeline PROF. BOFFO Z6, 2.005 Group II: Personal Lifeline DR. TOMEI Z6, 2.007
12.45-14.00	Lunch Break

AFTERNOON SESSION: THE PRACTICE

14.00-14.15	Introduction to Employment Story-Session Prof. Boffo & PROF. EGETENMEYER Z6, 1.012
	Employment Story of Adult Education Practitioners DISCUSSIONS BETWEEN STUDENTS AND PRACTITIONERS THERE ARE THREE TIMESLOTS WHERE YOU CAN CHOOSE BETWEEN THE STORIES OF SIX (A TO F) ADULT EDUCATION PRACTITIONERS
	ROUND 1: 14.15-14.45 ROUND 2: 14.50-15.20 ROUND 3: 15.25-16.05
	EMPLOYMENT STORY OF (DETAILED DESCRIPTION SEE PAGES 16 & 17):
	A. Sadife Çinkir, Adult Education teacher and project coordinator at General Directorate for Special Education and Guidance and at ILLA on behalf of EAEA Z6, 2.004 Moderation: Lisa Breitschwerdt
	B. Luísa Guerreiro, Coordinator of the Qualifica Centre in Évora, Portugal Z6, 2.005 Moderation: Jennifer Danquah
	C. Ola Issa, Country Director Palestine at DVV International Palestine Z6, 2.006 Moderation: Prof. Egetenmeyer
	D. Aleksandra Kozyra, Head of Capacity Building at EAEA, Belgium Z6, 2.007 Moderation: Dr. Kröner
	E. Dato Jikia, Project Coordinator at the DVV International Georgia Z6, 2.011 Moderation: PROF. GUIMARÃES
	F. Volha Turlo, Project manager at DVV International in the Republic of Belarus Z6, 2.012 Moderation: Prof. Boffo
16.10-16.30	Coffee Break
16.30-17.15	Introduction to the online tool kit PROF. BOFFO, PROF. GUIMARÃES & PROF. ALVES Z6, 1.012
17.30-18.30	Introduction for Comparative Group Work Moderators ONLY FOR MODERATORS Z6, 1.012
19.00	EVENING: Cultural Evening in Comparative Groups IN GROUPS

Week 2: Introduction day for practitioners in adult education 10.2.2020

practitioners

The second week of the International Winter School starts in the morning with an introduction to the second week and perspectives on employability in adult education and lifelong learning. Within a get-to-know approach, it would be great, if we can win you to give students an insight into your employment story.

Monday, February 10, 2020

MORNING SESSION: THE THEORY

8.15-9.00	Registration Z6, 2.010
9.00-9.30	Introduction in the Second Week of the Winter School PROF. EGETENMEYER Z6, 1.012
9.30-10.30	Adult Education, Lifelong Learning and Policy Analysis PROF. GUIMARÃES Z6, 2.012
10.30-11.00	Coffee Break
11.00-12.30	Professionalisation in adult education: a theoretical perspective PROF. EGETENMEYER, LISA BREITSCHWERDT & JENNIFER DANQUAH Z6, 2.012
12.30-14.00	Lunch Break

AFTERNOON SESSION: THE PRACTICE

14.00-14.15	Introduction to Employment Story-Session Prof. Boffo & PROF. EGETENMEYER Z6, 1.012 STUDENTS ARE HAPPY, IF YOU SHARE YOUR WAY OF EMPLOYMENT IN ADULT EDUCATION
	Employment Story of Adult Education Practitioners DISCUSSIONS BETWEEN STUDENTS AND PRACTITIONERS THERE ARE THREE TIMESLOTS WHERE YOU CAN CHOOSE BETWEEN THE STORIES OF SIX (A TO F) ADULT EDUCATION PRACTITIONERS
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	F. Volha Turlo, Project manager at DVV International in the Republic of Belarus Z6, 2.012 Moderation: Prof. Boffo
16.10-16.30	Coffee Break
16.30-17.00	Exchange about employability stories PROF. EGETENMEYER, LISA BREITSCHWERDT & JENNIFER DANQUAH Z6, 2.012
19.00	EVENING: Cultural Evening in Comparative Groups IN GROUPS

Employment stories of adult education practitioners, Monday, 10.2.2020, 14.15-16.20

SADIFE CINKIR (TURKEY)

It's me Sadife CINKIR, from Turkey. I work at MoNE for General Directorate for Special Education and Guidance Services as a Project coordinator. The institution is the most authoritative institution and policymaker in Turkey in terms of special education-vocational education and guidance services. Moreover, due to my passion for adult education, I work for International Lifelong Learning Association as voluntary. My job is based on to design and manage projects to support the policy framework to contribute to the achievement of the national strategy for increasing the quality of the special education services for NEETs, SENs and parents, teachers. Since I started my professional life, I have worked in several different organizations/institutions, NGOs, public education centers, and vocational training centers, but every time in the adult education sector.



LUÍSA GUERREIRO (PORTUGAL)



My name is Luisa Guerreiro, I come from Évora, world heritage city in Portugal. As a professional, I am a science teacher, I have been working in the field of adult education for many years. In recent years I have been the coordinator of the Centro Qualifica and the coordinator of the adult education department of the Gabriel Pereira school group. Before I was appointed coordinator, I was for many years a teacher of Physics and Chemistry and Society Technology and Science, both for daytime and adult students. Over the years the work on the ground and the various training courses held in the area of adult education, allowed me to acquire various skills in this area. Working in adult learning is very rewarding, mobilising adults in the search for qualifications, recognising the competences acquired by adults throughout their lives and defining the training path best suited to their needs contributes to the integration of people into working and working life.

OLA ISSA (PALESTINE)

My name is Ola Issa, I am a Palestinian and I live and work in Ramallah/ West Bank. I have been working as the Country Director of the office of DVV International in Palestine since January 2017. However, I started before that working for DVV International as an Education Officer in February 2015. Before DVV International I moved between two full-time jobs and I worked also as a freelancer translator and trainer/ consultant. I started my first ever job in 2008 right after graduation (first 2 months as a volunteer) at the Palestinian Organic Agriculture Center as a translator and project coordinator. In the meantime I was conducting my Master studies in Education and curriculum design. From September 2009 - January 2015, I have worked for the Teacher Creativity Center (TCC) and during that time I developed tasks and roles from a project assistant to the director of programs. During my work at TCC, I had diverse opportunities to develop my skills, my knowledge and perspectives in the field of education. I could meet and be actively engaged with teachers and practitioners in their real life experiences; coordinate with and learn from experts and trainers; listen to and take part in discussions with policy makers and officials responsible for education; exchange with other professionals and educators in the field; pilot and develop my skills as a trainer and in educational research and policy development; and develop my network and be a part of the "community" of my profession. The skills that helped me to progress were knowing my own skills and potentials as a "self-learner" and as a lifelong learner; it was the willingness to use the actual work as a valuable opportunity to develop my perspectives, effective communication with the team, analytical and critical thinking; the ability to manage multiple aspects of the work in an interlinked way, reading and updating my knowledge, knowing the aspects that need improvement in my own skills, patience and ability to give more efforts to make things work out.



ALEKSANDRA KOZYRA (BELGIUM)

I'm originally from Poland, where I graduated from a programme in applied linguistics and also received my teaching qualifications (at the University of Warsaw), and I have been living in Belgium and working at the European Association for the Education of Adults (EAEA) since 2015. During my studies I cooperated with several language schools in Warsaw as a freelance teacher; one of them turned out to be active in European projects. My role was mainly to test the tools and approaches developed in the projects with different target groups of learners, but with time I became more interested in how European projects on adult education are developed. Having found out about a traineeship opportunity at the European Association for the Education of Adults in Brussels, a city where I had done my Erasmus exchange a few years before, I applied, I got a traineeship placement and eventually a permanent job. I'm now working at EAEA as Head of Capacity Building and my main task is to plan and develop EAEA training and conference programmes, as well as to represent EAEA in European projects with a focus on capacity building or professionalization. EAEA is an NGO, and a job in an organization with a small team like ours requires a set of soft skills: being able to cooperate, adapt, prioritize, and multitask.



DATO JIKIA (GEORGIA)

My name is Dato Jikia, I am from Georgia, Russian Occupied region of Abkhazia (an IDP). I am a project coordinator at DVV International Georgia, coordinating establishment and further development of Community and Adult Education Centers in Georgia. I have had number of different jobs - including in private, governmental and non-governmental institutions - as I remember around 8 different paid jobs, in all above listed institutions. Key features to bring me to this position are being active academically, socially and politically. The skills that helped me to progress are personal skills, social skills, constant quest for improvement and further education and development. I would recommend to be motivated and dedicated to improve communities we work for.



VOLHA TURLO (BELARUS)



My name is Volha Turlo, I live and work in Belarussian capital Minsk. For the last few years I've been working as a manager of non-profit projects and youth and adult educator. Although I got my formal education in economics, my passion to informal education led me where I am now. I have changed a number of jobs in educational, social and environmental NGOs, where I fully embraced the experience of learning by doing. Several programmes for educators and self-learning helped me to get a theoretical background in youth and adult education, as well as putting this knowledge into practice. For now I work at the position of project manager in DVV International Belarus, where my responsibilities include supervision of educational projects of our partner organizations. Thanks to this previous experience of field work, I understand all the processes of very well and can not only evaluate the activities of partner organizations, but also contribute to their development. I believe that my own willingness to grow, non-formal

learning and practice is what has helped me to enter the field of adult education. So I strongly encourage others not to be afraid of trials and putting one's hands into practice!

Week 2: Comparative studies in adult education & lifelong learning 11.-13.2.2020

MA students

PhD students

All students (Master and PhD) will prepare a transnational essay before the winter school, which is linked to one comparative group and which will present the situation of adult education in his/her country. The writing process will be guided on WueCampus by the moderator and co-moderator of your group. Each participant will act as a representative of his/her home context (e.g. home country, home university). In the group work a comparison of the identified contexts will be done. The comparative group work starts on Tuesday and will take place until Thursday. The comparative group work will end with a open space presentation on Friday, showing the results of the comparison.

Tuesday, February 11, 2020

9.00-10.00 Introduction into comparative adult education | PROF. EGETENMEYER | Z6, 1.012

10.00-10.30 Coffee Break

10.30-12.30 Introduction to Comparative Group Work | IN GROUPS

12.30-14.00 Lunch Break

14.00-14.30 Presentation of good practices | SHARED PLENARY SESSIONS

- Option 1: "Higher education and entrepreneurship in Georgia"
AVTANDIL DOLIDZE, PROJECT COORDINATOR AT DVV INTERNATIONAL GEORGIA (CG 1) | Z6, 2.005
- Option 2: "Institutional development of Georgian Adult Education Network (GAEN) member centers"
NINO BAGRATISHVILI, INTERNATIONAL PROJECT ASSISTANT & SOPIKO CHITISHVILI, EDUCATION PROGRAM ASSISTANT AT THE GEORGIAN ADULT EDUCATION NETWORK (BOTH CG 2) | Z6, 2.007
- Option 3: "Adult Literacy Training - Local communities mobilizing for Adult Education"
DINA SOEIRO & SÍLVIA PARREIRAL, PROFESSORS AT COIMBRA HIGHER EDUCATION SCHOOL, POLYTECHNIC INSTITUTE OF COIMBRA, PORTUGAL (CG 3 & CG 6) | Z6, 2.012

- 14.35-15.05
- Option 1: "Project - Diyar Civic Cultural Network"
RANA KHOURY, VICE PRESIDENT FOR COMMUNITY DEVELOPMENT AND OUT REACH AT DAR AL KALIMA UNIVERSITY COLLEGE OF ARTS AND CULTURE IN BETHLEHEM (CG 1) | Z6, 2.005
 - Option 2: "Adult Education Centers in Georgia"
LELA MATIASHVILI, PROJECT ASSISTANT FOR ADULT EDUCATION CENTERS AT DVV INTERNATIONAL GEORGIA (CG 4) | Z6, 2.007
 - Option 3: "Difficult participants in group processes"
JOANNA ZAREMBA, OWNER OF THE TRAINING COMPANY FOR ADULTS AND TEACHERS, POLAND (CG 3) | Z6, 2.012
 - Option 4: "Adult Education in Prisons as a Way to a More Sustainable Future"
VOLHA TURLO, PROJECT MANAGER AT DVV INTERNATIONAL IN THE REPUBLIC OF BELARUS – (CG 7) | Z6, 2.011

- 15.10-15.40
- Option 1: "Changing lives through lifelong learning"
SADIFE ÇINKIR, ADULT EDUCATION TEACHER AND PROJECT COORDINATOR AT GENERAL DIRECTORATE FOR SPECIAL EDUCATION AND GUIDANCE AND AT ILLA ON BEHALF OF EAEA (CG 4) | Z6, 2.005
 - "Prior learning recognition and certification in Portugal - Centro Qualifica (Qualifica Centre) do Agrupamento de Escolas Gabriel Pereira"
MARISA PISCO, TRAINER AND SENIOR TECHNICIAN & LUÍSA GUERREIRO, COORDINATOR OF THE QUALIFICA CENTRE IN ÉVORA, PORTUGAL (CG 2 & CG 8) | Z6, 2.007
 - Option 3: "The contributions of Adult Education to the Sustainable Development Goals"
THOMAS LICHTENBERG, SENIOR MANAGER MONITORING AND EVALUATION, FUNDING AT DVV INTERNATIONAL GERMANY (CG 7) | Z6, 2.012

15.45-16.00 Coffee Break

16.00-17.00 COMPARATIVE GROUP WORK Participant presentation | IN GROUPS

Wednesday, February 12, 2020

9.00-10.20	COMPARATIVE GROUP WORK Development of comparative categories I IN GROUPS
10.20-10.40	Coffee Break
10.40-12.30	COMPARATIVE GROUP WORK Testing of comparative categories I IN GROUPS
12.30-14.00	Lunch Break
14.00-14.30	Presentation of good practices I SHARED PLENARY SESSIONS <ul style="list-style-type: none"> • Option 1: “Curriculum InstitutionALE - Key features and capacity development of Institutions for Adult Learning and Education worldwide” KATRIN DENYS, SENIOR DESK OFFICER MIDDLE EAST AND CENTRAL ASIA AT DVV INTERNATIONAL GERMANY (CG 6) I Z6, 2.005 • Option 2: “Learning communities in Ukraine: grassroots or top-down?” MARIIA MYLOHORODSA, PROJECT MANAGER AT DVV INTERNATIONAL UKRAINE (CG 5) I Z6, 2.007 • Option 3: “First Steps in Prior Learning Recognition – Case of Georgia” TAMAR CHABUKIANI, DIRECTOR OF THE GEORGIAN ADULT EDUCATION NETWORK (CG 8) I Z6, 2.012
14.35-15.05	<ul style="list-style-type: none"> • Option 1: “Curriculum institutionALE – its appliance in the context of the Republic of Moldova” LUDMILA VASILOV, SENIOR PROJECT MANAGER AT DVV INTERNATIONAL MOLDOVA (CG 6) I Z6, 2.005 • Option 2: “Establishment and Development of 11 Adult and Community Education Centers in Georgia” DATO JIKIA, PROJECT COORDINATOR AT THE DVV INTERNATIONAL GEORGIA (CG 7) I Z6, 2.007 • Option 3: “Community-based Centers for Youth and Adult Education in Palestine: Enhancing community and governmental collaboration and public responsibility for ALE” OLA ISSA, COUNTRY DIRECTOR PALESTINE AT DVV INTERNATIONAL PALESTINE (CG 5) I Z6, 2.012
15.10-15.30	Coffee Break
15.30-17.00	COMPARATIVE GROUP WORK Interpretation and comparison categories I IN GROUPS
17.15-18.00	International publication of comparative research results I FOR PHD-STUDENTS I PROF. DR. KATARINA POPOVIĆ & Prof. Egetenmeyer I Z6, 1.012

Thursday, February 13, 2020

9.00-10.20	COMPARATIVE GROUP WORK Interpretation and comparison I IN GROUPS
10.20-10.40	Coffee Break
10.40-12.30	COMPARATIVE GROUP WORK Interpretation and comparison I IN GROUPS
12.30-14.00	Lunch Break
14.00-14.45	COMPARATIVE GROUP WORK Finalisation of Comparative Groups I IN GROUPS
14.45-15.15	Coffee Break
15.15-17.00	COMPARATIVE GROUP WORK Finalisation of Comparative Groups I IN GROUPS

Week 2: Comparative studies in adult education & lifelong learning 11.-13.2.2020

practitioners

Colleagues from the field of adult and continuing education (practitioners) are asked to prepare a good practice example out of their working context. We invite you to present it in front of a group of around 20-40 students. From Tuesday till Wednesday the comparative groups together with the students will take place. We are happy to guide you in the selection of the comparative group. For the comparison each participant will act as a representative of his/her home context (e.g. home country, home university). In the group work, a comparison of the identified contexts will be done. On Thursday, we organize a day exclusively for colleagues from the field of practice on advocacy as professional field in adult education. On Friday, we invite you to join the student presentation of the comparative groups.

Tuesday, February 11, 2020

9.00-10.00	Introduction into comparative adult education PROF. EGETENMEYER Z6, 1.012
10.00-10.30	Coffee Break
10.30-12.30	Introduction to Comparative Group Work IN GROUPS
12.30-14.00	Lunch Break
14.00-14.30	Presentation of good practices SHARED PLENARY SESSIONS <ul style="list-style-type: none"> • Option 1: "Higher education and entrepreneurship in Georgia" AVTANDIL DOLIDZE, PROJECT COORDINATOR AT DVV INTERNATIONAL GEORGIA (CG 1) Z6, 2.005 • Option 2: "Institutional development of Georgian Adult Education Network (GAEN) member centers" NINO BAGRATISHVILI, INTERNATIONAL PROJECT ASSISTANT & SOPIKO CHITISHVILI, EDUCATION PROGRAM ASSISTANT AT THE GEORGIAN ADULT EDUCATION NETWORK (BOTH CG 2) Z6, 2.007 • Option 3: "Adult Literacy Training - Local communities mobilizing for Adult Education" DINA SOEIRO & SÍLVIA PARREIRAL, PROFESSORS AT COIMBRA HIGHER EDUCATION SCHOOL, POLYTECHNIC INSTITUTE OF COIMBRA, PORTUGAL (CG 3 & CG 6) Z6, 2.012
14.35-15.05	<ul style="list-style-type: none"> • Option 1: "Project - Diyar Civic Cultural Network" RANA KHOURY, VICE PRESIDENT FOR COMMUNITY DEVELOPMENT AND OUT REACH AT DAR AL KALIMA UNIVERSITY COLLEGE OF ARTS AND CULTURE IN BETHLEHEM (CG 1) Z6, 2.005 • Option 2: "Adult Education Centers in Georgia" LELA MATIASHVILI, PROJECT ASSISTANT FOR ADULT EDUCATION CENTERS AT DVV INTERNATIONAL GEORGIA (CG 4) Z6, 2.007 • Option 3: "Difficult participants in group processes" JOANNA ZAREMBA, OWNER OF THE TRAINING COMPANY FOR ADULTS AND TEACHERS, POLAND (CG 3) Z6, 2.012 • Option 4: "Adult Education in Prisons as a Way to a More Sustainable Future" VOLHA TURLO, PROJECT MANAGER AT DVV INTERNATIONAL IN THE REPUBLIC OF BELARUS – (CG 7) Z6, 2.011
15.10-15.40	<ul style="list-style-type: none"> • Option 1: "Changing lives through lifelong learning" SADIFE ÇINKIR, ADULT EDUCATION TEACHER AND PROJECT COORDINATOR AT GENERAL DIRECTORATE FOR SPECIAL EDUCATION AND GUIDANCE AND AT ILLA ON BEHALF OF EAEA (CG 4) Z6, 2.005 • "Prior learning recognition and certification in Portugal - Centro Qualifica (Qualifica Centre) do Agrupamento de Escolas Gabriel Pereira" MARISA PISCO, TRAINER AND SENIOR TECHNICIAN & LUÍSA GUERREIRO, COORDINATOR OF THE QUALIFICA CENTRE IN ÉVORA, PORTUGAL (CG 2 & CG 8) Z6, 2.007 • Option 3: "The contributions of Adult Education to the Sustainable Development Goals" THOMAS LICHTENBERG, SENIOR MANAGER MONITORING AND EVALUATION, FUNDING AT DVV INTERNATIONAL GERMANY (CG 7) Z6, 2.012
15.30-16.00	Coffee Break
16.00-17.00	COMPARATIVE GROUP WORK Participant presentation IN GROUPS

Wednesday, February 12, 2020

9.00-10.20	COMPARATIVE GROUP WORK Development of comparative categories I IN GROUPS
10.20-10.40	Coffee Break
10.40-12.30	COMPARATIVE GROUP WORK Testing of comparative categories I IN GROUPS
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17.15-18.00	International publication of comparative research results I FOR PRACTITIONERS I PROF. DR. KATARINA POPOVIĆ & Prof. Egetenmeyer I Z6, 1.012

Thursday, February 13, 2020 — Professionalizing advocacy work in adult education

9.00-10.15	ADVOCACY & POLICY CHANGE: MAKING THE CASE FOR ADULT LEARNING PROF. SIR ALAN TUCKETT, UNIVERSITY WOLVERHAMPTON AND UNIVERSITY WÜRZBURG I Z6, 1.012
10.15-10.45	Coffee Break
10.45-12.00	PUBLIC PRESENTATION I PLENARY SESSION ADVOCACY & GLOBAL POLICY MAKING: WHAT IS INVOLVED AND HOW DOES IT IMPACT ON LOCAL PRACTICE? PROF. DR. KATARINA POPOVIĆ, UNIVERSITY OF BELGRADE, SERBIA I Z6, 1.012
12.00-13.30	Lunch Break
13.30-14.45	HERDING CATS – ADVOCACY FOR ADULT EDUCATION AT THE EUROPEAN LEVEL ALEKSANDRA KOZYRA, EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS (EAEA) I Z6, 1.012
14.45-15.15	Coffee Break
16.00-18.00	FIELD VISIT TO VOLKSHOCHSCHULE Würzburg I FIELD VISIT FOR PRACTITIONERS I 15.15 Meeting point ground floor I 15.28 BUS 10 FROM AM HUBLAND to SANDERRING I 5 minutes walk TO VOLKSHOCHSCHULE WÜRZBURG (MÜNZSTRASSE 1) <ul style="list-style-type: none"> • Presentation of Volkshochschule Würzburg STEFAN MOOS & SEBASTIAN KESTLER-JOOSTEN, VHS WÜRZBURG • Regional and National Advocacy Work for Volkshochschulen in Germany, WILHELM LANG, FORMER REGIONAL DIRECTOR OF THE BAVARIAN VOLKHOCHSCHUL ASSOCIATION

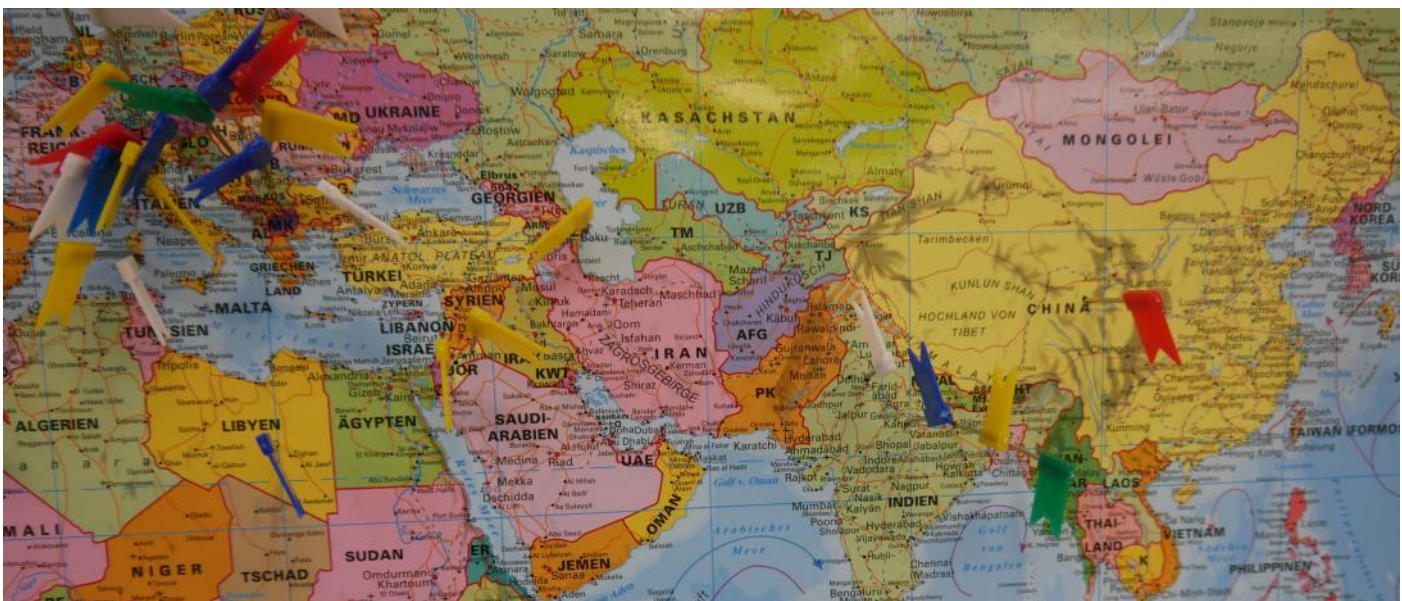
Comparative studies in adult education & lifelong learning - Group Presentations

Friday, February 14, 2020

9.00	Welcome to the Group Presentation PROF. EGETENMEYER Z6, 1.012
9.15-10.45	Presentations of Results of Comparative Groups 1, 2 and 3 & interaction with other groups each group 25 minutes with 5 minutes break
9.15-9.40	COMPARATIVE GROUP 1— AUDIENCES CGW 4 & 5 Z6, 2.005 COMPARATIVE GROUP 2— AUDIENCES CGW 6 & 7 Z6, 2.012 COMPARATIVE GROUP 3— AUDIENCES CGW 8 Z6, 2.007
9.45-10.10	COMPARATIVE GROUP 1— AUDIENCES CGW 8 Z6, 2.005 COMPARATIVE GROUP 2— AUDIENCES CGW 4 & 5 Z6, 2.012 COMPARATIVE GROUP 3— AUDIENCES CGW 6 & 7 Z6, 2.007
10.15-10.40	COMPARATIVE GROUP 1— AUDIENCES CGW 6 & 7 Z6, 2.005 COMPARATIVE GROUP 2— AUDIENCES CGW 8 Z6, 2.012 COMPARATIVE GROUP 3— AUDIENCES CGW 4 & 5 Z6, 2.007
10.45-11.15	Coffee Break
11.15-12.45	Presentations of Results of Comparative Groups 4, 5 and 6 & interaction with other groups each group 25 minutes with 5 minutes break
11.15-11.40	COMPARATIVE GROUP 4— AUDIENCES CGW 1 & 2 Z6, 2.004 COMPARATIVE GROUP 5— AUDIENCES CGW 3 Z6, 2.006 COMPARATIVE GROUP 6— AUDIENCES CGW 7 & 8 Z6, 2.013
11.45-12.10	COMPARATIVE GROUP 4— AUDIENCES CGW 7 & 8 Z6, 2.004 COMPARATIVE GROUP 5— AUDIENCES CGW 1 & 2 Z6, 2.006 COMPARATIVE GROUP 6— AUDIENCES CGW 3 Z6, 2.013
12.15-12.40	COMPARATIVE GROUP 4— AUDIENCES CGW 3 Z6, 2.004 COMPARATIVE GROUP 5— AUDIENCES CGW 7 & 8 Z6, 2.006 COMPARATIVE GROUP 6— AUDIENCES CGW 1 & 2 Z6, 2.013
12.45-13.45	Lunch Break
13.45-14.45	Presentations of Results of Comparative Groups 4, 5 and 6 & interaction with other groups each group 25 minutes with 5 minutes break
13.45-14.10	COMPARATIVE GROUP 7— AUDIENCES CGW 1, 2 & 3 Z6, 2.011 COMPARATIVE GROUP 8— AUDIENCES CGW 4, 5 & 6 Z6, 2.002
14.15-14.45	COMPARATIVE GROUP 7— AUDIENCES CGW 4, 5 & 6 Z6, 2.011 COMPARATIVE GROUP 8— AUDIENCES CGW 1, 2 & 3 Z6, 2.002
14.45	Evaluation IN GROUPS
15.15	Closing Session PROF. EGETENMEYER 2 ND FLOOR
16.00	Re-arrangement of rooms Please support us in bringing back the rooms to normal: Please bring all materials (paper, pens, cables, flipcharts) back to the Winter School Office. Please bring the tables and chairs in the room in the order the plan (next to the door of each room) shows.
15.45-18.00	INTALL Transnational Project Meeting for INTALL Partners
20.00	Franconia evening at Bürgerspital Theaterstraße 19, Würzburg

Comparative groups

	Subject	Moderators
Group 1:	Entrepreneurship in higher education for the development of innovation & creative thinking	Prof. Vanna Boffo, University of Florence, Italy Dr. Nicoletta Tomei, University of Florence, Italy
Group 2:	Certificate programmes - a way to professionalisation of adult educators?!	Dr. Jörg Schwarz, Helmut Schmidt University Hamburg, Germany Jessica Kleinschmidt, Helmut Schmidt University Hamburg, Germany
Group 3:	Learning teaching in higher and adult education	Dr. Concetta Tino, University of Padova, Italy Raffaela Tore, University of Padova, Italy Dr. Bolanle Clara Simeon-Fayomi, Obafemi Awolowo University, Ile-Ife, Nigeria
Group 4:	Transnational initiatives and policies for professionalisation	Prof. Søren Ehlers, University of Würzburg, Germany Dr. Shalini Singh, University of Würzburg, Germany Dr. Trudy Corrigan, Dublin City University
Group 5:	In between global and local: The roles of adult educators to develop Learning cities for lifelong learning	Prof. Balázs Németh, University of Pécs, Hungary Prof. Sir Alan Tuckett, University of Würzburg, Germany
Group 6:	The role of adult education organisations and institutions in professionalisation of adult educators	Prof. Borut Mikulec, University of Ljubljana, Slovenia Tadej Košmerl, University of Ljubljana, Slovenia Jennifer Danquah, University of Würzburg
Group 7:	Education for sustainable development in non-governmental organisations: the roles of adult educators	Prof. Paula Guimarães, University of Lisbon, Portugal Marta Gontarska, University of Lower Silesia, Poland
Group 8:	Discussing the work of adult Educators in recognition of prior learning	Prof. Natália Alves, University of Lisbon, Portugal Catarina Doutor, University of Lisbon, Portugal Prof. Sabine Schmidt-Lauff, Helmut Schmidt University Hamburg, Germany



COMPARATIVE GROUP 1

ENTREPRENEURSHIP IN HIGHER EDUCATION FOR THE DEVELOPMENT OF INNOVATION AND CREATIVE THINKING

Entrepreneurship • Creativity • Innovation • Skills

Technological changes and innovation trends are quickly sharpening jobs and professions. Industry 4.0 paradigm is transforming the role of workers within the organization. This has an impact on people's role in work, especially for young adults who will navigate different transitions during their professional life. Which is the added value of the humans in a technological world? Many studies highlight the relevance of creativity and entrepreneurial mindset to be able to catch opportunities generating new ideas and values for the society, community and economy (Boffo, 2018). In this sense, entrepreneurship is emerging as an educational concept that could support students' growth to face new challenges today and in the future.

The idea of developing entrepreneurship into Higher Education pathways has generated many different programs in the last few decades. A myriad of effects has been stated to result from this, such as economic growth, job creation and increased societal resilience, but also individual growth, increased educational engagement and improved equality (Lackéus, 2015). The topic refers to a great variety of meanings, from a narrow definition that leads to start up creation to a broader one aimed to make students more creative, proactive, opportunity oriented and innovative (Bacigalupo, Kampylis, Punie, Van den Brande, 2016).

Starting from a theoretical analysis of definitions, the comparative group will focus on three levels: the *macro* level of policies and measures to bolster entrepreneurship education in Higher Education; the *meso* level of educational programs implement in universities; the *micro* level of tools and methods to support the development of innovation and creative thinking (Terzaroli, 2018).

COMPARATIVE RESEARCH QUESTION

1. What are the policies and laws for entrepreneurship education that influence strategies in higher education in your country?
2. Which programmes have been implemented at your home university for entrepreneurship education?

CONTEXT OF COMPARISON

The comparison will deal with the programs and activities that Universities implement to bolster innovation and creativity through entrepreneurship education. These will be studied with a pedagogical perspective and students will be asked to answer to some questions in order to understand if the comparison is possible.

CATEGORIES OF COMPARISON

1. The **definition of entrepreneurship** will be considered as a standpoint for theoretical reflection.
2. **Entrepreneurship education programs** will be considered a category since they are very important from a pedagogical point of view for the study of the dynamic processes for innovation and creativity.
3. **Educational tools and methods used in university entrepreneurship** education programs will be considered a category to analyse the way to support innovation and creativity for young people.

ROLE OF PRACTITIONERS

Practitioners will be asked to broaden the international perspective on entrepreneurship, presenting projects and experiences for developing adults' innovation and creativity.

REFERENCES

- Lackéus, M. (2015). *Entrepreneurship in Education: What, Why, When, How*. Paris: OECD.
- Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). *EntreComp: The Entrepreneurship Competence Framework*. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884.
- Boffo, V. (2018). To continue to discuss about entrepreneurship, *EPALE Journal*, 4/2018, pp. 6-10.
- Terzaroli, C. (2018). Developing entrepreneurship through Design Thinking, *EPALE Journal*, 3/2018, pp. 20-24.



Prof. Vanna Boffo, University of Florence, Italy

Prof. Dr. Vanna Boffo, University of Florence, is working as Associate Professor in General Pedagogy and Adult Education at the Department of Education and Psychology of the University of Florence (since 1/11/2014). She is Rector's Delegate for Job Placement (since 1/11/2015). She is called as Full Professor in General and Social Pedagogy from March 2019 and she is waiting the formalization of the University of Florence. Vanna Boffo has a broad experience in three main field of research that are training for and in the workplace, work pedagogy, pedagogical care, professional educational roles and care of the human person. She is Coordinator of the European Master in Adult education for the Italian Universities from September 2012. She is the Coordinator of the PhD Course in "Educational Sciences and Psychology" at the University of Florence.

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

Dr. Nicoletta Tomei finished her PhD at the University of Florence, Italy. She dedicated her research to partnerships in higher education for graduates' transition to the labour market. She maintains her research interests in adult and continuing Learning theories and employability.



COMPARATIVE GROUP 2

CERTIFICATE PROGRAMMES

- A WAY TO PROFESSIONALISATION OF ADULT EDUCATORS?!

Professionalisation • Career Paths • Certificate Programmes

In comparing different national cultures and traditions, structures and practices of adult education, we also have to examine the professionalisation of adult education. The comparative group will focus on certificate programmes for adult educators: Which certificate programmes exist? What kind of knowledge and skills are considered as relevant? Which career paths do they presuppose? How do they contribute to professionalisation?

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

The outcomes of the comparative group will enable the participants to analyse the professionalisation of adult education in their home countries and to compare them with others in international contexts. Last but not least, participants reflect their own process of professionalisation.

COMPARATIVE RESEARCH QUESTION

1. Which requirements, structures and contents characterize certificate programmes for adult educators?
2. What are benefits of these programmes and how do they contribute to professionalisation?

CONTEXT OF COMPARISON

The main context of comparison will be different certificate programmes for adult educators within specific institutional contexts, e.g. Curriculum globALE, NALA-WIT Accreditation Project (Ireland) and wba-certification (Austria). Of course, also the influence of policies, programmes and regulations on national as well as on supranational level have to be taken into account.

CATEGORIES OF COMPARISON

1. **Target groups:** The first category deals with the target groups of adult educators' certificate programmes and their prerequisites. Who participates in the programmes? Which entrance requirements exist?
2. **Structures and contents of certificate programmes:** This category will consider the structures and contents of certificate programmes for adult educators. How are the programmes structured? Which contents are taught?
3. **Relevance and benefit:** This category includes an assessment of the relevance of certificate programmes for adult educators. Here it is necessary to establish a connection to professionalisation. How can certificate programmes promote the professionalism of adult educators? How important are certificate programmes to build a professional pathway?

ROLE OF PRACTITIONERS

On the one hand, practitioners reflect on their way of being a professional and in how far certificate programmes played a role in their own professional biography, either as a participant or as an educator in / an coordinator of such programmes. Where do Practitioners see the benefits of such programmes and their impact on professionalisation? The international comparison allows them to embed this reflection in a broader context of different national settings. On the other hand, they bring their practice experience to the group.

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Dr. Jörg Schwarz, Helmut Schmidt University Hamburg, Germany

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

Jessica Kleinschmidt, Helmut Schmidt University Hamburg, Germany

Jessica Kleinschmidt is a PhD student at the professorship for continuing education and 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 3

LEARNING TEACHING IN HIGHER AND ADULT EDUCATION

Learner-centred • higher education • participative approach

The CGW is focused on learner-centred teaching, putting the learner at the center of the process as an active participant in knowledge construction. This approach expects learners and teachers to construct meaningful knowledge while working on authentic problems (Elen, Clarebout, Léonard, & Lowyck, 2007). The framework of Weimer (2013) is based on five key issues:

- The role of teacher in classroom and outside
- The balance of power in teaching and learning
- The function of the content and how to cover it
- The responsibility of learning
- The purpose of the feedback and evaluation

This approach is focused on learning and how adults learn – what the learners are doing is the central concern of teachers. Teaching that promotes learning is a kind of change of perspective for teachers and learners. The aim is how to manage the learning process, which is not focus on telling learners what they should do, but what they should know.

This approach changes the balance of power between teachers and learners. Normally teachers decide what learners have to know and they exert an enormous control over the learning process.

The challenges of this approach is to find those strategies that give learners control and responsibility.

COMPARATIVE RESEARCH QUESTION

1. What kind of national and institutional interventions are addressed to improve teaching and learning in your university?
2. What kind of students'centred methods can you relieve through the courses syllabus analysis of your home university?
3. What learner centered teaching practices are implemented in the classes?

CONTEXT OF COMPARISON

The comparison will include:

- Comparison of national and institutional interventions to improve teaching and learning
- Impact of existing institutional interventions on teaching and learning.
- Impact on teaching practices

CATEGORIES OF COMPARISON

- Institutional policies for supporting students' participation
- Provisions (teaching methods, participation, syllabus, materials, programmes) of participatory adult learning approach

ROLE OF PRACTITIONERS

- Practices in Teaching and Learning Adults
- Practices in Teaching and Learning in Higher Education

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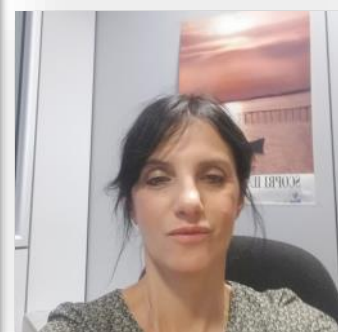


Dr. Concetta Tino, University of Padova, Italy

Her main research interests are: teachers professional development; Work-Related Learning as programme on which education and workplace build their partnership; the development of soft skills and professional competences for students and teachers within Work-Related Learning experiences.

Raffaella Tore, University of Padova, Italy

Raffaella Tore is a researcher at the University of Padua in the M-PED 03 or sector Educational Research. The main research areas in which she is involved are Education Design, Management of Organization; Formative and Transformative Assessment (as a tool that can guide the teacher and the student to an optimal result of the teaching-learning process); Disability and Specific learning disorder. She has worked in education sectors including social care. Over the years she studied the quality of the organizations with particular reference to the scholastic and extra-scholastic context in Italy and of new organizational inclusive structures and their development as a Community of Practice. She was a professor in University of Bologna, Trieste, Turin, Siena and Cagliari. From 2009 to 2018 she collaborated with the Quality Center of the University of Cagliari where she supported the innovative project "Digital SCience and Education for Teaching Innovative Assessment" or DISCENTIA that it aimed at improving Learning and Teaching in Higher Education.



Co-moderation: Dr. Bolanle Clara Simeon-Fayomi, Obafemi Awolowo University, Ile-Ife, Nigeria

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

COMPARATIVE GROUP 4

PROFESSIONALISATION OF ADULT EDUCATION AND LIFELONG LEARNING: A TRANSNATIONAL POLICY PERSPECTIVE

Professionalisation of Adult and Continuing Education and Lifelong Learning •
Policies • Stakeholders • Contextual Factors

This study will lead to an understanding about the role of policies in facilitating or hindering professionalisation in the field.

After the group work, the participants will be aware about

1. The current professionalisation status of the field in selected contexts.
2. The way in which policies address professionalisation in selected contexts and the reasons for the same.
3. Role of policies and policy stakeholders in addressing, promoting and/or restricting the professionalisation of the field in selected contexts.

COMPARATIVE RESEARCH QUESTION

Primary Question:

How do policy provisions (international, national, regional etc.) support or hinder the professionalisation of adult and continuing education and/or lifelong learning in your context?

Secondary Questions:

1. How do you define professionalisation of the field in your country/context and why (what contextual factors are relevant)?
2. Which policies and their provisions deal with professionalisation of the field and why (what contextual factors are relevant)?
3. Which actors/ stakeholders have a primary say in the policy process (at any stage)? What are their stakes in relation to professionalisation of the field?

CONTEXT OF COMPARISON

Policies (international, national, regional, local etc. whichever are relevant in your context)

The participants are expected to look upon the policy documents (international, national, regional, local, etc.) relevant in the context (country/region etc.) of their study and find out the provisions relating to the professionalisation of the field. Based on this, the participants can analyse if such provisions contribute or curtail the professionalisation of the field and reflect about the reasons for the same.

CATEGORIES OF COMPARISON

1. Definition and aspects/characteristics of professionalisation of the field embedded in a particular context.
2. Policies (international, national, regional) and their relevant provisions dealing with professionalisation of the field in their context.
3. Primary stakeholders and their stakes
4. National/contextual conditions that support/ hinder the professionalisation of the field in a particular context

All categories are descriptive as well as analytical and step by step facilitation for writing transnational essays will be provided during the preparation phase by the moderator and the co-moderator.

ROLE OF PRACTITIONERS

1. The practitioner will share data about each category of comparison
2. The practitioner will critically analyse the comparison and analysis by each participant from a practitioner's point of view during group work.
3. The practitioner, along with the moderator and the co-moderator, will facilitate the discussion and comparative analysis during the group work.

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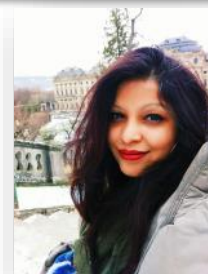


Prof. Søren Ehlers, University of Würzburg, Germany

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Dr. 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.



Dr. Trudy Corrigan, Dublin City University, Ireland

Dr Trudy Corrigan is an Assistant Professor in the School of Policy and Practice in the Institute of Education, Dublin City University (DCU) Ireland. She was the vice-chair of the Age Friendly University initiative which was developed by DCU as the first age-friendly university in the world. Trudy's research interests are in adult education, lifelong learning and intergenerational learning. She is both a lecturer and researcher on the degree programmes which includes adult education and life-long learning. She has also developed an intergenerational learning programme within DCU between 2008-2016.

COMPARATIVE GROUP 5

IN BETWEEN GLOBAL AND LOCAL: THE ROLES OF ADULT EDUCATORS TO DEVELOP LEARNING CITIES FOR LIFELONG LEARNING

Participation • adult learning • community • professional roles

Having been identified in several recent documents of UNESCO and its Institute for Lifelong Learning, comparative research of learning cities has become an important issue for adult education and lifelong learning in several aspects. Also, learning cities could successfully integrate global and local influences upon adult learning in order to claim a special role for knowledge transfer, community development, skills development for individuals,

Today, not only policy perspectives on lifelong learning, but also the dimensions of citizenship education can be strongly tied up to learning cities, on the one hand, when we try to underline the role of professional roles to orientate learning city developments towards SDGs, more precisely, to quality education and learning. On the other hand, adult educators have a responsibility to organise community-focused and needs-oriented celebratory events of learning festivals, adult and lifelong learners' weeks, etc. These events should help raising participation and quality in adult learning through the development of knowledge and skills.

Comparison of learning cities, regions and of learning communities allow us to recognise similarities and differences in order to get a better understanding of the topic with transnational perspectives and collaborative approaches. ASEM LLL HUB, PASCAL International Observatory and ESREA publications will be of help in these contexts.

COMPARATIVE RESEARCH QUESTION

Please choose one learning city as model:

- In your selected model, what are the main socially driven goals of the learning city-region model initiative/community learning activity?
- What issues, matters influence participation in the learning city you have chosen referring to initiative as community learning activity?
- What are the choices and barriers of collaboration of relevant stakeholders in the selected model/action?
- What are the effective forms of collecting and sharing knowledge in the learning city model, initiative as community learning activity you have chosen?

CONTEXT OF COMPARISON

The following aspects will be examined through individual examples participating students will have to collect and shortly analyse based on the learning city/region or learning community they focus on:

- Drivers of building a learning city/ learning community;
- Reasons for participation in learning city-region initiative/community learning activity;
- Choices and barriers of collaboration of relevant stakeholders in building the learning or smart city;
- Forms of collecting and sharing knowledge in the learning city-region/community learning activity
- The role and impact of the adult learners' weeks/lifelong learning weeks in the country the participating student may represent;

- Learning in between global and local (in between global/international initiatives and local/regional realities) – the roles of learning festivals, ‘learnfests’, etc.
- The role of the media and social media and public discourse on the benefits of local/regional collaborations around learning;
- Learning with/through economic organisations/companies/firms and learning in cultural/community/NGOs and other socially driven organisations (e.g. museums, libraries, community learning centres, etc.). Pointing to some good examples in those two major dimensions (social and the economic)

CATEGORIES OF COMPARISON

Potential categories of comparison:

- The drives of making a learning city a reality
- Goals of the learning city-region
- Composition of stakeholders and their claims
- The impact of relevant policy, law and financing
- Roles of adult educators in the development of learning cities and learning communities.

ROLE OF PRACTITIONERS

Practitioners can collect examples of learning cities and relate their skills and competences to the demands of learning city teams upon how to raise participation and performance of adult learning through learning city services and programmes.

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 Németh, Balázs (2019) *Learning cities and culture working together* Pécs: PTE-CKH
 Students will find info on several learning cities at: <http://uil.unesco.org/lifelong-learning/learning-cities>
 The 2019 UIL Handbook on Lifelong Learning (to be published in May – June 2019)

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

Dr. Balázs Németh is an associate professor of adult learning and education at the University of Pécs, Hungary and a researcher of learning cities and regions from the comparative scope of non-vocational adult learning, community development and intercultural dialogue/understanding, development of active citizenship. Also, Németh is interested in the analysis of the roles of Inter-governmental organisations (IGOs) and Non-governmental organisations (NGOs) in the development of learning cities.



Prof. Sir Alan Tuckett, Visiting Professor at Julius-Maximilian-University Würzburg, Germany

Sir Alan Tuckett is Professor of Education at the University of Wolverhampton, Honorary Fellow of UNESCO's Institute of Lifelong Learning, Distinguished Professor of the Indian International Institute of Adult Education, New Delhi, and Past President of the International Council for Adult Education. Alan is interested in policy affecting adult learners, participation, equity, advocacy and mobilisation of learners, and is actively involved in the development of a learning city.

COMPARATIVE GROUP 6

THE ROLE OF ADULT EDUCATION ORGANISATIONS AND INSTITUTIONS IN PROFESSIONALISATION OF ADULT EDUCATORS

Adult education organisations • professionalisation • professional development

International intergovernmental organisations as well as the adult education research community are emphasising the importance of well-qualified personnel working in the field of adult education. However, although nowadays students can study adult education mostly at master level university studies, only a small part of personnel working in the adult education have studied adult education. Moreover, they are coming from highly diverse academic disciplines.

The range of professionals working in the field of adult education is wide and diverse—depending on the sector and the institution in which they work, for example, adult educators working in folk high schools, commercial institutes, business companies, higher education institutions, parties, unions, (political) foundations and the church—, as adult education is linked with a country's social structure, its socio-economic, cultural and political traditions, low regulation of the adult education system and different understandings of adult education.

In knowledge based society, adult education organisations and institutions integrated into the state, market and third sector contexts, are becoming important actors in the development of professionalism, as these organisations offer different opportunities for learning, continuing professional development and professional network development. Therefore, this comparative group will explore different opportunities adult education organisations and institutions offer for the professionalization—further professional education and training—of personnel working in the field of adult education.

COMPARATIVE RESEARCH QUESTION

1. What are the main organisations and institutions in the field of adult education in your country?
2. What kind of opportunities these organisations and institutions offer for further professional education and training—knowledge and skills development—of personnel working in organisations and institutions for adult education in your country?
3. Which international, national or regional policies support professionalization of adult educators in your country?

CONTEXT OF COMPARISON

Institutions and organisations for adult education of countries to which students and practitioners belong will represent the main context (cases) of comparison. However, interdependencies of institutions and organisations with (a) international policies (for example, “Curriculum globALE” (2013), “Key competences for adult learning professionals” (2010)) and (b) national or regional regulations and policies will be explored as well.

CATEGORIES OF COMPARISON

1. Types of organisations and institutions: which are the main institutions and organisations—i.e. adult education institutes, associations, adult education centres, folk high schools, vocational/continuing education centres, schools, third age universities, NGOs etc.—in the field of adult education in a given country?
2. State of professionalization: which international, national or regional policies and regulations in a given country supports professional education and training of adult educators?
3. Institutionalized career paths: which strategies, programmes and ways of becoming adult educator are offered by institutions and organisation for adult education in a given country?

ROLE OF PRACTITIONERS

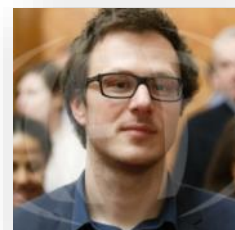
Practitioners should focus on examples (programs, learning activities, network cooperation) from their own institutions, or organisation with which they cooperate, and share their practices about continuing professional development. They could be leaded by the following question: Which knowledge and skills you gained (or not) while working in adult education institution(s) and how are these influencing your professional development as adult educator?

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Dr. Borut Mikulec is assistant professor of adult and continuing education at the Department of Educational Sciences at the University of Ljubljana. His research areas include the role of transnational organisations in education policy, international and comparative adult education, vocational education and training, recognition of non-formal and informal learning and the policy of lifelong learning.



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

Tadej Košmerl is a PhD student at the Department of Educational Sciences at the University of Ljubljana. His research interests include informal learning, learning technology, and adult education and lifelong learning policy.

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

From October 2019, Jennifer Danquah will be a research assistant at the Professorship of Adult and Continuing Education at the Julius-Maximilian-University of Würzburg. Her research interests relate to intercultural dialogue, the notion of space and intersectional structures. In addition, Jennifer's expertise lies in professionalism and professionalization in the field of Adult Education.



COMPARATIVE GROUP 7

EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NON-GOVERNMENTAL ORGANISATIONS: THE ROLES OF ADULT EDUCATORS

Education for sustainable development • non-governmental organisations • adult educators

Education for sustainable development is based on a critique to development. At first, development was an idea that was central in social sciences as well as social and educational policies since the mid of the 20th century. Development was mainly directed at economic growth and sustained an influential modernization discourse. This understanding suffered strong criticism since the 1970's. These critics focused on the exhaustion of natural resources, environmental threat and ecological crisis, among others.

Within this frame, after several events and the release of the Brundtland Report in 1987, sustainable development emerged as a new understanding of development, directed at stressing the need to reinforce an ethical behaviour and attitudes in what refers to nature preservation stressing the link among economy, technology, society and policy. Education has been considered a strong pillar of sustainable development.

Education for sustainable development has been developed by several organisations such as non-governmental ones (for instance CA3C in Italy, ADELPHI in Germany, Biosphere Expeditions and Bioregional Development Group in the United Kingdom, Centre for Science and Environment in India, etc.). In these NGOs, projects and activities have been supported by transformative education guidelines that foster alternative models of producing and living, being these ecologically sustainable. Additionally, initiatives on sustainable development in line with a growing number of formal education programs have also been promoted by these NGO for instance in projects developed in cooperation between NGO and basic and secondary education schools and higher education institutions. Also, several programs directed at implementing social responsibility can be found in these NGO, being these funded by profit-making enterprises.

The implementation of such educational sustainable development projects and activities is supported by adult educators who develop several types of roles. Within projects and activities that are directed at transformative education guidelines that foster alternative models of producing and living, adult educators can have roles of social and environmental activists guiding intervention towards radical social change and critical education. In what refers to initiatives on sustainability within projects developed in cooperation of formal education institutions (such as school of basic and secondary education and higher education institutions), adult educators are in many circumstances teachers in formal and non-formal contexts concerned the degradation of the planet earth and aiming at changing students' behaviors and attitudes that are respectful of ecological conservation, following for instance UN guidelines. In what concerns programs directed at implementing social responsibility funded by profit-making enterprises, adult educators' often act as trainers informing people of the importance of having a social model of development including multiple dimensions that have to combine economic viability as well as ecological viability, trying to combine a more humanistic approach to learning and a more economic approach to living in contemporary societies.

COMPARATIVE RESEARCH QUESTION

1. Which policies of adult education for sustainable development can be found in different countries?
2. Which projects and activities of adult education for sustainable development can be found in NGO?
3. Which kind of roles are played by adult educators in projects and activities of education on sustainable development can be found in NGO?

CONTEXT OF COMPARISON

The contexts of comparison include concrete providers developing national policies as well as projects and activities of education for sustainable development. These projects and activities are provided by different organisations such as NGO various countries and are implemented by adult educators playing different kinds of roles.

CATEGORIES OF COMPARISON

1. Policies and strategies of education for sustainable development existing in specific countries.
2. Guidelines on education for sustainable development of projects and activities implemented by NGO.
3. Roles of adult educators involved in education for sustainable development of projects and activities.

ROLE OF PRACTITIONERS

Practitioners should focus on national policies and strategies of education for sustainable development; analyse guidelines on education for sustainable development of projects and activities implemented by NGO; and explore roles of adult educators involved in education for sustainable development of projects and activities.

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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.



Co-moderation: Marta Gontarska, University of Lower Silesia, Poland

Marta Gontarska is a PhD candidate at the faculty of education, University of Lower Silesia in Wrocław since 2018. She has 15 years of experience cooperating with civil society organizations on global education and education for sustainable development both on national and European level. Her current research interests include: non-formal and informal adult education, social learning, global citizenship, global education, national and European policies on development.

COMPARATIVE GROUP 8

DISCUSSING THE WORK OF ADULT EDUCATORS IN RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning • adult educators • professional roles • professional activities

Prior Learning Recognition (RLP) was initially introduced in USA and Canada in order to provide access to higher education. Based on the idea of social justice, RPL aimed at giving a second chance to get a tertiary education degree to those who had no opportunity to enter higher education.

The last decades have seen a development in policies and practices for recognition of prior learning around the world. RPL has become an educational response to wide participation in education and training for economic development and social inclusion and strongly connected to discourses on lifelong learning. Validation of non-formal and informal learning became a key instrument of lifelong policies worldwide while the discourse on RPL shifted from social justice to economic development and employability.

The implementation of RPL is supported by adult educators with different professional roles who develop several kinds of activities. According to the countries and in some cases to the education and training sectors (HE, VET, training, adult education) we can find different staff arrangements involved in RPL: teams composed exclusively of RPL professionals; teams composed of several types of adult educators (RPL professionals, trainers, counsellors/advisors, and so on).

Comparison of the RPL discourses and the members of staff engaged in validation of non-formal and informal learning will allow us to acknowledge the differences and the similarities of : RPL aims and discourses; the type of adult educators/RPL practitioners involved in this adult education policy and the activities they perform.

COMPARATIVE RESEARCH QUESTION

- Which are the problems RPL pretend to tackle in different countries?
- Which are the RPL target groups and how are they defined?
- Who is the staff involved in RPL (counsellors/advisors, RPL/validation professionals, trainers, external evaluators, and so on)?
- Which are the requirements to become a member of RPL staff (qualifications, experience, specific training)?
- Which are the activities performed by each member of RPL staff?

CONTEXT OF COMPARISON

According to the characteristics of each country, the contexts of comparison include concrete national/ regional RPL policies frameworks.

CATEGORIES OF COMPARISON

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

- Aims and target groups of RPL in each country
- Professional roles of adult educators involved in RPL
- Professional Activities of adult educators involved in RPL
- Requirements to become an adult educator involved in RPL

ROLE OF PRACTITIONERS

Practitioners can focus on national/ regional aims and target groups of RPL; identify the professional roles of adult educators involved in RPL; and characterize their requirements and professional activities.

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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 PhD Student at the Institute of Education, University of Lisbon (Portugal). Her main research interest are the transitions to Higher Education, particularly the biographical learning and identities of Portuguese-Speaking African Countries' Students.

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

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



Join our LinkedIn Network:

ABOUT THE PROFESSIONAL NETWORK FOR ADULT EDUCATION AND LIFELONG LEARNING

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

THE INTERNAL 2020 WÜRZBURG WINTER SCHOOL GROUP

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

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

The Professional Network for Adult Education and Lifelong Learning Group

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

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

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

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

USER PROFILE

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

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

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

USER'S DATA PROTECTION

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



Join our LinkedIn Network!

Professional Network for Adult Education & Lifelong Learning

www.linkedin.com/groups/8445381



Exchange programme in lifelong learning

SUMMER TERM 2020

The Freirian approach to education

Weekly during summer semester 2020

Prof. Dr. Rabab Tamish, Bethlehem University, Palestine

Community engagement: from theory to practice

Weekly during summer semester 2020

Prof. Dr. Rabab Tamish, Bethlehem University, Palestine

Qualitative Research in Education: Ethics and politics in international context

Weekly during summer semester 2020

Prof. Dr. Rabab Tamish, Bethlehem University, Palestine

Europeanisation of adult education - professionalization of adult educators

Intensive course during summer semester 2020

Prof. Borut Mikulec, University of Ljubljana, Slovenia

Challenges for Employability and Employability Policies Across the Globe

Intensive course during summer semester 2020

Dr. Shalini Singh

Learning Project in Education

Every Semester

Christian Hühn, M.A. Ass.iur., University of Würzburg, Germany

Find out more:
go.uni-wue.de/exchangeprogramme

WINTER TERM 2020/21

Discussing the shift from lifelong education to lifelong learning: international governmental organisations' contribution

Weekly during winter semester 2020/21
Prof. Paula Guimarães, University of Lisbon, Portugal

Debating adult learning and education research: a fragmented field of diverse theoretical and empirical approaches

Weekly during winter semester 2020/21
Prof. Paula Guimarães, University of Lisbon, Portugal

Rethinking the link between (adult) education and development

Weekly during winter semester 2020/21
Prof. Paula Guimarães, University of Lisbon, Portugal

Is there still room for emancipatory adult education and learning policies in the European Union? Discussing promising ideas turned into disappointing offers

Workshop October 2020
Prof. Paula Guimarães, University of Lisbon, Portugal

Learning Project in Education

Every Semester
Christian Hühn, M.A. Ass.iur., University of Würzburg, Germany



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Practical information

BEVERAGES AND FOOD

During the Winter School there will be offered coffee, tea and water (self-service). Vending machines (coins or Mensa Card) are on the ground and 2nd floor. The cafeteria offers coffee, sandwiches, salad, chocolate bars, candy, baked goods etc. (open 8.00-17.00). The mensa offers three different dishes each day (including one vegetarian), different salads, soups, fruits etc. (open 11.00-14.15). Please be aware that grocery stores close at 20.00p.m. from Monday through Saturday and are entirely closed on Sundays in Bavaria.

CASH MONEY

If you do not plan to change your local currency into Euro before your arrival, you may find an ATM right upon arrival at the main train station "Würzburg Hauptbahnhof". Additionally you may find ATMs that accept credit cards throughout the city. We do recommend to get cash, as cash payments are common in Germany (e.g. bus or taxi) and because the majority does not accept credit cards.

FIELD VISITS

During the Introduction with Prof. Egetenmeyer you can choose within your group the institution you want to visit during the field trips.

GROUPS DURING THE FIRST WEEK

During the first week you will be divided in to groups. Your group will be announced to you at your registration. These group arrangements are not identical with the comparative groups. Each group will be assigned a course room and Prof. Egetenmeyer, Prof. Guimarães and Prof. Lima & Prof. Tamish will be rotating.

INTERNET

Wi-Fi may be accessed through the hotspot eduroam, @BayernWLAN (without password):

EDUROAM

All information to the WiFi eduroam configuration you can find under the following link:

<https://www.rz.uni-wuerzburg.de/en/services/communication-services/wifi-wireless-network/wlan-eduroam-configuration/>

@BAYERNWLAN

Please select @BayernWLAN at your WLAN list and follow the instructions.

LIBRARY

Through the computers, provided by the university, you have access to electronic articles as well as the catalogue of the university library. Please use your student login. Access to the printers and copy machines is granted with your Student ID-Card. The lockers (for bags and jackets) at the library require a 2€-Coin.

PHOTOS & VIDEOS

As we will take photos and videos during the programme and would like to publish them at our website as well as on posters and brochures of the Professorship for Adult and Continuing Education, we would like to ask you to inform us in advance of the programme via email, if you would not like to be shown on photos etc. Of course, you also can ask us afterwards to remove or not use a specific photo. Thank you!

Accommodation & certificate

ACCOMMODATION

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

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

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

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

Hotels can be found at the website of Würzburg city:

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

CERTIFICATE

After participating at the Winter School and completing the transnational essay, you will receive a detailed certificate of attendance (12 ECTS). All fully registered students will have the possibility to participate in an examination for receiving additionally a formal university document with the grade. Detailed information will be given during the Winter School programme. Interested doctoral students and practitioners can be guided in publishing a joint-comparative paper after the Winter School.



COMMON PHRASES IN GERMAN

Hello - Hallo!	Please - Bitte	Water - Wasser
Welcome - Herzlich willkommen!	Excuse me - Entschuldigen Sie	Food - Lebensmittel
How are you? - Wie geht es Ihnen?	What is your name? - Wie heißen Sie?	Bus - Bus
I am very fine - Mir geht es sehr gut.	Can you show me the way? - Können Sie mit den Weg zeigen?	Bus station - Bushaltestelle
Thank you - Danke schön	How much is...? - Wie viel kostet...?	Which way? - In welche Richtung?
Nice to meet you - Schön, Sie/dich kennenzulernen	Sim card - SIM Karte	Wait for us - Bitte warten Sie auf uns

VENUE

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



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Contact



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Professorship for Adult and Continuing Education



Lisa Breitschwerdt, M.A.

Contact person for the Winter School programme



Jennifer Danquah, B.A.

Professorship for Adult and Continuing Education



Dr. Stefanie Kröner

Contact person for INTALL



Monika Staab, M.A.

Contact person for ERASMUS agreements

CONTACT

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**We wish you a pleasant stay
in Würzburg.**

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

WÜRZBURG WINTER SCHOOL 2020
INTERNATIONAL & COMPARATIVE STUDIES
IN ADULT EDUCATION AND LIFELONG LEARNING

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