

# Teachers and Trainers in Adult Education and Lifelong Learning Professional Development in Asia and Europe

29-30 June 2009 in Bergisch Gladbach/Germany

## CONFERENCE-PROGRAMME

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## **German Institute for Adult Education Leibniz Centre for Lifelong Learning (DIE)**

Coordinators of Network 3: Professionalisation of Lifelong Learning with a special emphasis  
on teacher training of the ASEM-HUB for Lifelong Learning:

Prof. Dr. Dr. Ekkehard Nuisl von Rein, Dr. Regina Egetenmeyer

[www.die-bonn.de/asem](http://www.die-bonn.de/asem)

# PREFACE

Lifelong learning has become increasingly important all over the world. Political, economic and social aspects of societal change are making it ever more necessary to learn throughout the course of one's life. No economy, human society or structured life is conceivable nowadays unless people continue to learn throughout their lives.

At the same time it has also become increasingly evident that it is people themselves who have to be committed and motivated to learn. Societies and governments can at best help improve opportunities to learn throughout one's life. These possibilities are to be found in the guise of the educational system – organised educational programmes – which constitute a practically indispensable service in learning. And these educational programmes are becoming ever more important in that phase of life which was previously assumed (erroneously back then as well) that learning is completed in childhood and adolescence, and with it the foundations for life created: adulthood.

Adulthood accounts for the largest part of a person's life; there are various ways to define when it begins. In the field of education it is common to define adulthood as beginning with the attainment of the first general and vocational training degree. This takes place – depending upon educational structures – at an age of 16 at the earliest and 24 at the latest. In other words: given today's average life expectancies, adulthood spans a period of more than 50 years. Adult education is accordingly the learning activity of people over more than half a century.

It is not only the span of time accounted for by adulthood which is of importance, but also the broad spectrum of activities, life situations, interests and needs of people to live and work in a reasonable way as adults. Adult education for this reason comprises a plethora of qualifications, continuing education and reasons for learning in the vocational and private area. In many places adult education has in the meantime surpassed traditional areas of education in primary and secondary school, vocational education and university studies in terms of scope, diversity and relevance to everyday life.

The state and society support people in this learning process – and indeed they should provide this support to the utmost of their abilities. They promote and support institutions in which lifelong learning takes place. This includes not only explicitly defined continuing education facilities, whose supreme objective and task is to render educational services for learning adults. It also includes other institutions which take part in people's lifelong learning such as, for instance, the mass media (television, newspapers, museums and theatre, associations and companies). In particular the latter, the companies and businesses where people work, are accounting for a growing share of lifelong learning and adult education programmes. A large portion of adult education takes place at businesses or is initiated to meet vocational and company learning needs. This is the case in all those countries in which scientific and technological progress to boost productivity requires forward thinking and continuous learning on a permanent basis.

Even if the focus has in the meantime been shifted more to learning subjects in the fields of science and policy-making, it has nevertheless become increasingly evident how important programmes on offer are to people's learning and how significant a good quality of programmes is. By the same token, there has been a growing awareness over the last few

years that it is people with certain qualifications, competencies and skills who are responsible for the quality of programmes. This means all those people who plan and implement programmes in the field of adult education, who work as teachers and trainers in courses, seminars and turn adult education into reality in direct contact with learners. Teachers in the field of adult education form the backbone of the system, so to speak – the backbone for everything which adults can make use of in the way of learning opportunities. Their situation, their interests and motivations, their skills, competencies and working conditions must be such as to ensure that programmes are also high-quality.

4 Thematically speaking, the individual units of the conference “Teachers and Trainers in Adult Education and Lifelong Learning – Professional Development in Asia und Europe” address around the most important problem fields we will be facing in the future and in which practical political solutions need to be found and new perspectives identified. In addition to the keynotes to be held by experts from the Philippines, China and Germany, in which the need for professionalisation of staff will be discussed and different perspectives traced out, the workshops will be devoted to individual aspects of this process. This includes the competence models (workshop 1) and the development of competence (workshop 6), key competencies and the competencies of teachers and trainers between the state and market (workshops 8 and 10). The competence complex also includes the validation of adult education’s competences (Workshop 3). The situation of teachers and trainers in the realm lying between responsibility and accountability is the focus in workshop 2, and these teachers and trainers between the state and the market in workshop 10. The role and activities of teachers and trainers in adult education is addressed in workshop 9. Ways to encourage professionalisation are explored in workshop 5 (pathways towards professionalisation), workshop 7 (challenges towards the professionalisation of teachers and trainers in adult education) and in part in workshop 9 as well (teacher’s and trainer’s roles and activities in adult education). Finally, workshop 4 addressed the “effects of teacher training”. Poster presentations relating to the respective professionalisation of national perspectives and examples from the field of practice will supplement the workshops. The conference will be concluded with a panel discussion in which in particular the question of where the main problems in professionalisation of the various regions of the globe will be addressed and followed by a discussion of what the next steps should be.

That is what the conference is all about. The special accent in the discussion about the development of teachers and trainers in adult education here is moreover on the dialogue between Europe and Asia. These two global regions have completely different traditions, approaches and needs with respect to the further development of adult education and training of staff. But they also have commonalities when it comes to the definition of competences, the development of continuing education programmes, systematic approaches and strategies for the future. This is the first time that the European-Asian discourse will address this question of professionalism in adult education. The conference has been made possible and proposed by the ASEM—Hub, which has been fostering the dialogue on adult education between Asia and Europe for years. A network on professionalism and professionalisation has been working in this ASEM-Hub for over a year now, coordinated by the German Institute for Adult Education and the University of Duisburg-Essen. Broader aspects involved in staging the conference were discussed at the last meeting of the network in Peking in November 2008. But other partners are also contributing to the staging of the event: in particular the Consortium of European Research and Development Institutes of Adult Education (ERDI), in

which the major adult education institutes within the European Union have been working for many years. One of them is the Rumanian Institute for Adult Education, which has made a special contribution to this event. Finally, the Deutsche Akademische Austausch Dienst, which is at present funding an international guest professor at the University of Duisburg-Essen, is also making a commitment.

A word of thanks goes out to all of them here. Without institutional support it is not only scarcely possible to pull off an event of this kind – a certain uncertainty would also surround the sustainability of the discussions and results produced by the conference. This sustainability, whose end is to contribute to a greater and more effective professionalisation of educational staff in adult education in Asia and Europe, is at the same time the strategic goal of the event.

Ekkehard Nuisl von Rein



# Overview

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# 1. PROGRAMME

## Sunday, 28 June 2009

- 15.00 Meeting of Moderators and Members of the ASEM-Hub-LLL-Network 3:  
“Professionalisation of Teachers and Trainers in Lifelong Learning”  
Room Nr. E45, Ground Floor
- 17.00 Sightseeing Tour (Starting from Kardinal Schulte Haus/Bergisch Gladbach)  
Bus Stop in front of the Main Entrance of Kardinal-Schule Haus
- Further Entrance Possibility  
17.30 h, Bus Stop at Breslauer Platz/Cologne (Back Entrance of Cologne Main Station)
- 19.00 Informal Dinner Bierhaus en d'r Salzgass/Cologne  
(each participant pays for him-/herself)
- The Restaurant is located near Cologne Main Station:  
Bierhaus en d'r Salzgass, Salzgasse 5-7, 50667 Köln  
Phone: +49 (0)221 800 1900, email: info (at) bierhaus-salgass.de
- 12 21.00 Transport from Bierhaus en d'r Salzgass to Kardinal Schulte Haus/Bergisch Gladbach

## Monday, 29 June 2009

- 9.00 **Registration**  
in Front of Room Nr. E 29, Ground Floor
- 9.30 **Welcome**  
Room Nr. E 29, Ground Floor  
Ekkehard Nuisssl von Rein  
(Director of the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE)/Germany)  
André Schläfli  
(President of the European Research and Development Institutes/Europe)  
Simona Sava  
(Romanian Institute for Adult Education/Romania)
- Moderator: Hans G. Schuetze (Professor at the Guest Chair “Adult and Continuing Education and Learning” at the University of Duisburg-Essen/Germany)
- 9.50 **The ASEM-Hub for Lifelong Learning**  
Arne Carlsen (Danish School of Education, University of Aarhus/Denmark)

10.00 **Keynote**

Atanacio Panahon II (Ateneo de Manila University/Philippines): Adult Education in Lifelong Learning and the Need to Professionalize the ranks of Stakeholders: The Asian Perspective

10.45 **Coffee-Break**

11.15 **Keynote**

Regina Egetenmeyer (German Institute for Adult Education – Leibniz Centre for Lifelong Learning/Germany): Internationalisation and Professionalisation in Adult Education: A European Perspective

12.00 **Lunch**

13.30 **Workshop-Session 1**

<b>Workshop I: Competency-Models for Teachers and Trainers in Adult Education</b>	<b>Workshop II: Teachers and Trainers between Responsibility and Accountability</b>	<b>Workshop III: Validation of Adult Educators' Competences</b>	<b>Workshop IV: Effects of Teacher Training</b>
<i>Susanne Lattke</i> Room Nr. 151, first floor	<i>Dirk Koob</i> Room Nr. 153, first floor	<i>Anne Strauch</i> Room Nr. 155, first floor	<i>Bjarne Wahlgren</i> Room Nr. 249, second floor
Input Jing-Ying Feng (China Youth University for Political Sciences/China): Competency model of Teachers for Adult Education in a Transition Society	Input Le Hoang Anh Thu (University of Hoa Sen/Vietnam): the Effectiveness of Teaching Life Skills in Universities	Input Rigel John H. Rabago (Ramon Mag-saysay Memorial Colleges/Philippines): Towards total Quality: The trainer Qualification Framework of the Philippine Technical-Vocational Education and Training (TVET) Validation of Adult Educator's Competencies	Input Raymond Setiawan (Sampoerna Foundation Teacher Institute/Indonesia): Effects of Teacher Training in Lifelong Learning: A Practice in Indonesia by Sampoerna Teacher Institute
Input Christiane Schiersmann (University Heidelberg/German): Competence Frame for counsellors in the field of education, career development and labour market	Input Irina Maslo (University of Latvia/Latvia): New Professionals' Responsibility of Learning in Socio-Cultural Educational Contexts	Input André Schläfli (Swiss Federation for Adult Learning/Switzerland): Swiss National Standard Procedure for Validation of Prior Learning of Teachers and Trainers	Input Annika Goeze (Eberhard-Karls-University Tübingen): Case-based Learning with Digital Videos: Does it Promote the Professional Development of Teachers and Trainers in Adult Education?

<b>Workshop I: Competency-Models for Teachers and Trainers in Adult Education</b>	<b>Workshop II: Teachers and Trainers between Responsibility and Accountability</b>	<b>Workshop III: Validation of Adult Educators' Competences</b>	<b>Workshop IV: Effects of Teacher Training</b>
<b>Susanne Lattke</b> <i>Room Nr. 151, first floor</i>	<b>Dirk Koob</b> <i>Room Nr. 153, first floor</i>	<b>Anne Strauch</b> <i>Room Nr. 155, first floor</i>	<b>Bjarne Wahlgren</b> <i>Room Nr. 249, second floor</i>
Input Cheng Ming (East China Normal University/China): Future Competences of Teachers in Lifelong Learning	Input Henning Pätzold (Freie Hochschule/Mannheim): Responsibility and Accountability: The unequal siblings	Jahn Böhm, M.A. (Technical University Dresden/Germany): Competence Pass for Adult Educator – to identify, accept and certificate adult educational competences	Input Khalid Mehmood (Lahore Punjab/Pakistan) Effective Teacher Trainings: Pakistani Needs of Future
Input Alain Kokosowski (University Versailles/France): Continuity and Disruption in the Competency Models for Teachers and Trainers in Adult Education	Input Uthaya Prakash (Huawei Technologies/Malaysia): Trainer's Responsibility and Accountability: Setting the Right Mindset	Input Raluca Lupou (Romanian Institute for Adult Education/Romania): Validation of adult educator's competences: European initiatives and challenges	Input Lea Lund Larsen (Danish School of Education, University of Aarhus/Denmark) Effects of Teacher Training in Adult Learning: Insight from a Danish Research Project in Progress

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**Posterpresentation:  
Professionalisation in Adult Education – National Perspectives  
combined with Coffee-Break in Room Nr. E 29, Ground Floor**

S. Y. Shah (International Institute of Adult & Lifelong Learning/India): Indian Perspective

Regina Egetenmeyer, Susanne Lattke (German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE)/Germany): German Perspective

Yang Ling (Macau University of Science and Technology/China): Chinese Perspectives

Theo van Dellen (University of Groningen/Netherlands): Perspective from the Netherlands

Vaiva Zuzevičiūtė (Vytautas Magnus University/Lithuania): Lithuanian Perspective

Raluca Lupou (Romanian Institute for Adult Education/Romania): Romanian Perspective

Irina Maslo (University of Latvia/Latvia): Latvian Perspective

Atanacio Panahon II (Ateneo de Manila University/Philippines): Philippine Perspective

Sandra Löher (University Duisburg-Essen/Germany): Professionalisation in ASEM-Countries

Katrin Heyl (University Duisburg-Essen/Germany): Professionalisation in Adult Education. International Perspectives

André Schläfli (Swiss Federation for Adult Learning/Switzerland): Swiss Perspective

Raymond Setiawan (Sampoerna Foundation Teacher Institute/Indonesia): Indonesian Perspective

Khalid Mehmood (Lahore Punjab/Pakistan), Muhammad Bilal Aziz (National Education Foundation/Pakistan): Pakistan Perspective

16.30

### Workshop Session 2

<b>Workshop V: Pathways towards Professionalisation</b>	<b>Workshop VI: Competence Development of Teachers and Trainers in Adult Education</b>	<b>Workshop VII: Challenges towards the Professionalisation of Teachers and Trainers in Adult Education</b>
<b><i>Regina Egetenmeyer</i></b> <i>Room Nr.151, first floor</i>	<b><i>Vaiva Zuzevičiūtė</i></b> <i>Room Nr. 153, first floor</i>	<b><i>Simona Sava</i></b> <i>Room Nr. 155, first floor</i>
Input P. Adinarayana Reddy (Sri Venkateswara University/India): Professionalisation of Lifelong Learning in Indian Universities	Leonardo Rey S. Cariño (Ramon Magsaysay Memorial Colleges/Philippines) Professionalizing Development Work in the Delivery of Informal, Non-formal and Alternative Cultural Education (IN-FACE) Initiatives in the Philippines.	Input Marcella Milana (Danish School of Education, Aarhus University/Denmark): Professionals vs. role professionals: Conceptualizing professionalism among teachers of adults
Input André Schläfli (Swiss Federation for Adult Learning/Switzerland): Defining and Establishing Professional Standards - the Swiss Model	Input Sabine Digel (Eberhard-Karls University Tübingen Germany): Professionalisation of Teachers by using Video-based Cases	Input Ingeborg Schüßler, Stephan Wagenhals (Ludwigsburg University of Education/Germany): Professionalisation of adult educators in German Universities – Selected Findings
Input Alexander Schnarr (Otto-von-Guericke-University Magdeburg/Germany): Pedagogical Professionalism of Teachers in Vocational Education in the P.R. China	Input Sanita Baranova (University of Latvia/Latvia): Topical needs of the Development of University Professors' Competencies, especially Teacher Trainers Competencies in Latvia	Input B. Agastin (St. John's College/India): Characters of Lifelong Learners and Nonlife Long Learners among Teachers in Higher Education Sector in India

<b>Workshop V: Pathways towards Professionalisation</b>	<b>Workshop VI: Competence Development of Teachers and Trainers in Adult Education</b>	<b>Workshop VII: Challenges towards the Professionalisation of Teachers and Trainers in Adult Education</b>
<b>Regina Egetenmeyer</b> <i>Room Nr. 151, first floor</i>	<b>Vaiva Zuzevičiūtė</b> <i>Room Nr. 153, first floor</i>	<b>Simona Sava</b> <i>Room Nr. 155, first floor</i>
Input Uthaya Prakash (Huawei Technologies/Malaysia): Professionalism in Adult and Lifelong Learning (Multi-cultural Environment) Malaysian Perspective	Input S. Y. Shah (International Institute of Adult & Lifelong Learning/India): Teacher Training in Adult and Lifelong Learning: Indian Scenario	Input Charlotte Heidsiek (Helmut-Schmidt-University/Germany): Diversity Management as Key-Competence in Lifelong Learning Contexts.

18.30 **End of First Conference-Day**

19.30 **Event**

## Tuesday, 30 June 2009

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8.30 **Keynote**  
Room Nr. E 29, Ground Floor

Shanan Zhu (Zhejiang University/China): Pathways towards Professionalisation in Lifelong Learning in China

9.15 **Poster Presentation: Examples from Practice combined with Coffee-Break in Room Nr. E 29, Ground Floor**

Tamara Nikolić Maksić (University of Belgrade/Serbia): The Study of Andragogy at the Faculty of Philosophy in Belgrade

Maria Melizza D. Tan (Commission on Information and Communications Technology/Philippines) Teacher Training on the eSkwela Instruction Model

Jost Reischmann (University of Bamberg/Germany): Standards for Trainers. On the Way to a Standardised Curriculum and Training-Program

Leonardo Rey S. Cariño, Rigel John H. Rabago (Ramon Magsaysay Memorial Colleges/Philippines): The Trainer Qualification Framework of the Philippine Technical-Vocational Education and Training (TVET) Validation of Adult Educator's Competencies

Leonardo Rey S. Cariño (Ramon Magsaysay Memorial Colleges/Philippines): Professionalisation of ACE Teachers and Trainers in the Philippines: The TM+ (Trainer's and Assessor's Methodology Course) Module



Margrethe Marstrøm Svensrud (Norwegian Institute for Adult Learning/Norway): Qualifications for teachers who teach Basic skills to adult in Norway

Kirsten Mülheims (University of Duisburg-Essen/Germany): European Master in Adult Education

Benjamin Klages (University of Potsdam/Germany): Professionalisation of teaching staff in higher education. Network of Quality in Academic Studies Brandenburg in cooperation with the University of Potsdam

Ioana Darjan (IREA / Romania): CELiNE: Boost your VET students' professional skills by strengthen their literacy competencies!

10.00

### Workshop Session 3

<b>Workshop VIII: Key Competences of Teachers and Trainers in Adult Education</b>	<b>Workshop IX: Teachers and Trainers Roles and Activities in Adult Education</b>	<b>Workshop X: Teachers and Trainers Competencies between State and Market</b>
<b><i>Huaixin Zhu</i></b> <i>Room Nr. 151, first floor</i>	<b><i>S. Y. Shah</i></b> <i>Room Nr. 153, first floor</i>	<b><i>Atanacio Panahon II</i></b> <i>Room Nr. 155, first floor</i>
Input Sabine Wiemann (BUPNET Göttingen/Germany): Acting in networks – a key professional competence of adult educators	Input Jost Reischmann (University of Bamberg/Germany): Prototypes of Adult Educators	Input Ioana Darjan; Mihai Florin Predescu (West University of Timisoara/Romania): Developing embedded literacy teaching skills of VET teachers a pathway for professionalisation
Input Yang Ling (Macau University of Science and Technology/China): Explore the Prospective Competences of Lifelong Learning Professionals in Macau SAR, China	Input Jian-Min Sun, Yibin Niu (Renmin University of China/China): An empirical study of competency model of human resource development practitioners in China	Input Felicitas von Küchler (German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE)/Germany): Organising Community Learning – a Key Competences for Adult Educators
Mariana Crasovan (Romanian Institute for Adult Education/Romania): Competency Profile of the Assessor in the Validation Process	Input Elina Maslo (Danish School of Education, University of Aarhus/Denmark): Teacher in the Transformative Learning Space	Input Mihai Florin Predescu (Romanian Institute for Adult Education/Romania): There is such thing as political competence and should adult educators be concerned about it?

<b>Workshop VIII: Key Competences of Teachers and Trainers in Adult Education</b>	<b>Workshop IX: Teachers and Trainers Roles and Activities in Adult Education</b>	<b>Workshop X: Teachers and Trainers Competencies between State and Market</b>
<b><i>Huaixin Zhu</i></b> <i>Room Nr. 151, first floor</i>	<b><i>S. Y. Shah</i></b> <i>Room Nr. 153, first floor</i>	<b><i>Atanacio Panahon II</i></b> <i>Room Nr. 155, first floor</i>
	Input Maria Kondratjuk (Otto-von-Guericke-University Magdeburg/Germany): Professionals in Adult Education: the omnipotent Profile of Adult Educators in Educational Corporations	Input Waltraut Ritter (Knowledge Director/Hong Kong and Singapore): Developing Competencies for Lifelong Learning in Knowledge Economies

12.00 **Lunch**

13.00 **Panel Discussion: Problems and Perspectives**

Room Nr. E 29, Ground Floor

Moderator: Ekkehard Nuissl von Rein (DIE)

Participants: Huaixin Zhu (Zhejiang University/China), S. Y. Shah (Indian Adult Education Association/India), Bjarne Wahlgren (Danish School of Education, University of Aarhus/Denmark), Simona Sava (Romanian Institute for Adult Education/Romania)

15.00 **End of the Conference**

## 2. THE ASEM-HUB FOR LIFELONG LEARNING



[www.dpu.dk/asem](http://www.dpu.dk/asem)

**ASEM LLL Secretariat** [asemLLL@dpu.dk](mailto:asemLLL@dpu.dk) Danish School of Education, Aarhus University,  
Tuborgvej 164, DK-2400 Copenhagen NV, Denmark.

### *Vision*

The ASEM Education and Research Hub for Lifelong Learning provides opportunities for collaboration between Asian and European countries with regard to the intersection between research-informed practice, evidence-based research and evidence-based policy making. 'Evidence-based' here refers to scientific knowledge.

In line with the ASEM guiding principle, the ASEM LLL Hub aims to strengthen the relationship and increase mutual understanding between educational researchers, practitioners, and policy makers of the two regions, in a spirit of mutual respect and equal partnership.

The ASEM LLL Hub adopts the definition of lifelong learning offered by the European Commission and views lifelong learning as "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective." Lifelong learning is therefore about:

- acquiring and updating all kinds of abilities, interests, knowledge and qualifications from the pre-school years to post-retirement. It promotes the development of knowledge and competences that will enable each citizen to adapt to the knowledge-based society and actively participate in all spheres of social and economic life, taking more control of his or her future.
- valuing all forms of learning, including: formal learning, such as a degree course followed at university; non-formal learning, such as vocational skills acquired at the workplace; and informal learning, such as inter-generational learning, for example where parents learn to use ICT through their children, or learning how to play an instrument together with friends<sup>1</sup>.

### *Aims*

The ASEM LLL Hub aims at being a platform for dialogue between researchers, practitioners and policy makers in order to create foundations for evidence-based educational reforms.

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<sup>1</sup> "Making a European Area of Lifelong Learning a Reality", November 2001.

It is also an 'umbrella network' of Asian and European universities, striving for excellence of comparative research in lifelong learning and wishing to learn from each other. It further supports mobility of students and academic staff within and between the two regions.

### **Objectives**

- To establish a network of leading universities and research institutes in all ASEM partner countries that can stimulate the production of new knowledge and the exchange of experiences in the field of LLL between the two regions.
- To establish a network that can initiate bilateral and multilateral comparative research projects in the field of LLL. Hence, to further improve research quality and research capacity of partner universities.
- To establish a network for exchanging students and academics.
- To establish an advisory mechanism between the university network and an Asia-Europe open meeting of political and institutional stakeholders working with LLL. Hence, the work of the LLL Hub can be an important source for sustainable human resource development and policy recommendations concerning competence development and effective strategies in LLL.
- To inform the public and communicate comparative research results and good practices in Asia and Europe.

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### **History**

The ASEM LLL Hub was established as the result of a preparatory work for ASEM IV Heads of State Summit in Copenhagen 2002. Three working groups were set up to explore the possibilities for a stronger cooperation between Asia and Europe in the field of lifelong learning. It included an analysis on how LLL has helped governments to respond to changing demands of the knowledge economy as well as to engage the most vulnerable groups of society.

This initiative to establish the ASEM LLL Hub was welcomed at the ASEM V Heads of State Summit in Hanoi 2004 and further supported at the ASEM VI Heads of State Summit in Helsinki 2006. The ASEM LLL Hub set up links with Asia-Europe Foundation (ASEF) in 2005.

With support from the Danish government, the ASEM LLL Hub was officially launched in its first conference in Copenhagen 2005. Since then the Hub has received support from various governments and ASEF.

In the Chair's conclusion of the first ASEM Education Minister Meeting in Berlin 2008, the ASEM LLL Hub was regarded as an innovative cooperation between Asia and Europe and invited to expand its activities to include all ASEM countries.

At the ASEM VII in Beijing 2008, the ASEM LLL Hub presented its achievements in an exhibition. On this occasion, the heads of states renewed their commitment to further strengthen their cooperation in human resources development and sustained dialogue and exchanges in lifelong learning.

## **Activities**

- 'Open Space' – Platform for Dialogue:
  - Asia-Europe Conferences to present research outcomes of joint comparative projects by the research networks
  - Annual Hub meetings of research network coordinators, university management representatives and advisory board members
    - to share research results,
    - to exchange perspectives,
    - to make research-based policy recommendations
    - to discuss national challenges and initiate new research
    - to create mutual critical dialogue between policy makers and researchers in order to develop foundations for new educational reforms.
  - Advisory Board meetings to share views, challenges and good practices in policy making between ASEM countries and raise funds for research activities and mobility.
- Publications and website as a means to communicate ASEM LLL Hub activities and to disseminate research results to interested partners, stakeholders and wider public.
- Research Networks' Meetings initiated and organised by each network all year around.

## **University Partnership**

The ASEM LLL Hub operates on partnership principle. Partnerships are established on voluntary basis. Universities from ASEM member countries express their interest and commitment to the ASEM LLL Hub in the form of a letter of intent.

The following principles should guide future expansion of the ASEM LLL Hub Partnership:

- The Partnership is open and evolutionary, and is intended to reinforce the Asia-Europe partnership in the field of lifelong learning,
- Each candidature should be examined on the basis of its own merits and in the light of its contribution to the ASEM LLL Hub.
- Only universities with a substantial research community in the field of lifelong learning may join.

## **Model of Operation**

The ASEM LLL Hub organises its research in five networks.

Research Network 1: Development of ICT skills, e-learning and the culture of e-learning in Lifelong Learning. Coordinated by Korean National Open University, Korea.

Research Network 2: Competence Development as Workplace Learning. Coordinated by the Danish School of Education, Aarhus University, Denmark.

Research Network 3: Professionalisation of Lifelong Learning with a special emphasis on teacher training. Coordinated by the German Institute for Adult Education, Duisburg/Essen University, Germany.

Research Network 4: National strategies of Lifelong Learning with regard to citizens' motivation and barriers against continuing education and training. Coordinated by the National Centre for Education Development Research, Ministry of Education, China.

Research Network 5: ASEM Core Competence Research Group. Coordinated by Seoul National University, Korea.

### ***Future Prospects of the ASEM LLL Hub***

Within the organisation of the ASEM LLL Hub, the interconnection of the three pillars (the university management representatives, the advisory board members and the five research networks) will be strengthened. The ASEM LLL Hub will provide countries with more opportunities to develop and pursue their lifelong learning policy priorities. New initiatives will be taken to include all ASEM partner countries and to secure a sustainable organisation and structure of the ASEM LLL Hub. New strategies will be implemented to increase its visibility through various communication channels.

### 3. KEYNOTES

***Atanacio Panahon II (Ateneo de Manila University/Philippines)***

***Adult Education in Lifelong Learning and the Need to Professionalize the Ranks of Stakeholders: The Asian Perspective***

#### **Abstract**

Even as Europe has taken lifelong learning and adult education as a major policy thrust to ensure its knowledge-based competitiveness in the 21st century, the Asian region is only now grappling with the significance of the concept – albeit taken in differing degree of intensity in terms of policy and program implementation. Being largely catch-up economies in contrast to the more developed European counterparts, most southeast Asian countries have yet to take a strong policy shift towards the realization of lifelong learning society where the people display competencies in knowledge, skills and attitudes benchmarked to global standards.

There is a need to upgrade adult education programmes in Asia in the context of lifelong learning. Basic literacy which has been the traditional mark of adult education should be integrated with appropriate knowledge and skills as well as relevant set of values that would help transform learners to become more productive members of society.

The professionalisation of teachers and trainers in the field of adult education is of utmost concern in the Asian lifelong learning landscape. Adult education in a broader context and continuing professional education (CPE) should not suffer from shortage or lack of standards, criteria, and expertise which in certain instances allow adult learners to backslide into irrelevance or illiteracy. Teachers and trainers in adult education in Asia should go through a formal training process themselves so as to equip them with the necessary knowledge and skills required in the effective management of adult learning activities. Higher education institutes (HEIs) should participate more actively not only as research entities but also as direct agents instituting adult education programmes. Likewise, the inclusion of courses designed to enhance interpersonal and intrapersonal skills should be given greater importance. Among others, Asians need to be trained to be more assertive and self-confident while displaying the virtues of honesty and integrity in their personal and professional conduct.

Adult education has to be taken in the context of developing a learning society and consistent with the general notion that human resource development is key to Asian prosperity and sustainable development.

The collaboration efforts with European counterparts in terms of joint research efforts, exchanging ideas and best practices cannot be overemphasized. The ASEM Hub on Lifelong Learning is therefore serving the critical needs of Asia for its human resource development and economic progress.

## **Professional Background**

Atanacio Panahon II is both an academic and an investment banking professional based in the Philippines. He is Adjunct Professor at the Graduate School of Business and the European Studies Program of the Ateneo de Manila University, specializing in strategy, intercultural management, innovation, entrepreneurship and lifelong learning. He heads a Philippine consultancy firm specializing in local government finance and resource mobilization. He is a contributing author in the recently published book by the Asia-Europe Foundation, titled "The Future of European Studies in Asia".

## ***Regina Egetenmeyer (German Institute for Adult Education - Leibniz Centre for Lifelong Learning (DIE)/Germany)***

### ***Internationalisation and Professionalization in Adult Education: A European Perspective***

#### **Abstract**

In Germany the issue on professionalization in adult education was long mainly discussed in its national context. With the rise of community adult education centres (Volkshochschulen) the question was raised, how to qualify people, working in these institutions: Programme Planner, Teaching Personell and Administrative Personell. In the 1970s Diploma-Programmes in Educational Sciences with a main focus on adult education were developed

The presentation will focus on this academic qualification as a fundamental contribution to professionalization in adult education. During the last years you can find fundamental changes in higher education in Europe through the ERASMUS-Programme and the Bologna-Process. We can also expect more developments within the European Qualifications Framework. These developments also affect academic qualifications ways in adult education. The presentation will show these influences and changes in Germany.

#### **Professional Background**

Dr. Regina Egetenmeyer is research associate at the German Institute for Adult Education, Programme Professionalism. She is as well researcher and lecturer at the University of Duisburg-Essen, Faculty of Educational Sciences. Her main research focus is on international and comparative adult education, professionalization in adult education and informal learning. Furthermore she coordinates the international exchange programme at the Faculty of Educational Sciences and at the University of Duisburg Essen. Since 2004 she has worked in the project for the development and implementation of the European Master in Adult Education.



***Shanan Zhu (Zhejiang University/China)***

***Pathways towards Professionalisation in Lifelong Learning in China***

**Abstract**

This study focuses the professionalisation of teachers and trainers in lifelong learning. It discusses the concept, qualification and validation of the professionalisation in China. Also it raises some issues about what baffle the process of professionalisation of persons in lifelong education in China and ways of professionalisation from the prospects of practitioners and researchers in lifelong learning.

**Professional Background**

Dr. Shanan Zhu is a professor in College of Electrical Engineering at Zhejiang University. He received both his B.S. and M.S. in electrical engineering and his Ph.D. in mechanical engineering from Zhejiang University. From 1990 to 1992, he was a Postdoc. in the Department of Mechanical Engineering at UMIST and an RA in the Department of Engineering Science at University of Oxford in UK. From 1992 to 1995, he worked as a visiting scholar at Argonne National Laboratory, and as a research associate in the Department of Electrical Engineering at the University of Utah in USA. During 1995 and 1998, he was a research fellow in Department of Electrical Engineering at National University of Singapore. From 1998 to 2005, he was the vice dean of the College of Electrical Engineering. From 2005 to 2006, he was the dean of the College of Continuing Education. He is the director of the Administration of Continuing Education at Zhejiang University since 2006.

## 4. WORKSHOPS

### Workshop I: Competency-Models for Teachers and Trainers in Adult Education

*Moderator: Susanne Lattke*

#### ***Jing-Ying Feng (China Youth University for Political Sciences/China) Competency Model of Teachers for Adult Education in a Transition Society***

##### **Abstract**

Based on literature review and behavioural event interview (BEI), we collected typical behaviour events and individual characteristics of competent adult education teachers in China. With exploratory factor analysis a three dimension structure (58 items) is explored. The three dimensions are named respectively as mental trait, ability trait and professional skills. We depicted the structure into an ice-mountain model. Detailed explanations of those factors are provided and theoretical and practical implications of our findings in China were discussed.

##### **Professional Background**

Jingying Feng, Ph.D. in Human Resource Management, assistant professor of China Youth University for Political Sciences. The domains of my research are organization learning, knowledge management, learning organization, competence model, human resource assessment, organization culture, compensation and performance management.

#### ***Christiane Schiersmann (University Heidelberg/German) Competence Frame for counsellors in the field of education, career development and labour market***

##### **Abstract**

As counselling is gaining relevance within the process of lifelong learning, the contribution presents a conceptual framework for counsellors in the field of education, career development and labour market". The concept is based on a theoretical model as well as on an analysis of existing national and international experience and publications. The framework allows to analyse existing training structures and to conceptualize future curricula having in mind the European Qualification Framework.

## **Professional Background**

Prof. Dr. Christiane Schiersmann, born 1950: Since 1990 full Professor for Adult Education and Counselling at the Department of Educational Science, Heidelberg University. Fields of research: Advanced vocational training, Vocational and career counselling, Organisational development, Target-group work

## ***Cheng Ming (East China Normal University/China)*** ***Future Competences of Teachers in Lifelong Learning***

### **Abstract**

Chinese government had published a Reform and Developing Schedule for the Lifelong Learning System. It pointed out that lifelong learning must satisfy a growing need of people. The lifelong learning should promote a fair education right, focus on improving community learning quality, and escalate national civilization. All of above challenges current competences of teachers working in lifelong learning.

To establish a learning society, new competences of teachers in lifelong learning are needed:

- The competences to coordinate or integrate difference education resources, such as colleges, associations, enterprises, students, teachers, etc;
- The competences to enhance living ability of students such as broaden their socialization circle, improve their EQ, accelerate their learning ability, etc;
- The competences to coach students to collaborate each other and guide their learning ability;
- The competences to optimize himself so as to be the model of students.

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## **Professional Background**

As vice-director of the office of continuing education, East China Normal University; Has worked for more than 13 years in adult education.

## ***Alain Kokosowski (University Versailles/France)*** ***Continuity and Disruption in the Competency Models*** ***for Teachers and Trainers in Adult Education”***

### **Abstract**

The presentation will be structured around two main subjects: 1. the main socio-cultural factors that orientate the competences evolution of the adult training actors: evolution of the training function evolution of the training organizations, changes due to the NTIC spread, 2. continuity and disruption of the competences systems of the adult training actors: restructuring of the training vocational professions, the new place of the traditional core competences, Arrival of new competences

## **Professional Background**

Current activities: Is a Professor in Human Resources Management, methodology in social sciences, and vocational training; Has worked for more than 20 years in Training of Trainers and Manager of Training Organizations; Manages several European projects in the Building, Car Industry and Vocational Training System Sectors.

Current Research themes: Analysis of the processes of transformation of the professions in Construction, Car Industry and Training System Sectors, and in the Human Resources Field; Analysis of the processes that participate in the building and the transformation of professional identities and competences in and by the work and by training situations; Analysis of the professional training policies' evolution in relation to the new working organizations and to the information and communication technologies. All these activities are supported by a multidisciplinary framework, composed of social psychology, adult education, human resources management, and qualitative and quantitative enquiries.

## Workshop II: Teachers and Trainers between Responsibility and Accountability

*Moderator: Dirk Koob*

### ***Le Hoang Anh Thu (University of Hoa Sen/Vietnam)*** ***The Effectiveness of Teaching Life Skills in Universities***

#### **Abstract**

The presentation provides the audience with an understanding about the background of teaching life skills in universities in Vietnam during the past few years and why these subjects have gained popularity and attention from both teachers and students. Besides, this presentation will also discuss about whether offering courses on these skills affects on students' performance, and some suggestions on enhancing the effects.

#### **Professional Background**

The author received the master's degree on sociology from Ritsumeikan Asia Pacific University (Oita Prefecture, Japan) in 2007. Since 2008, she has been working as a teacher at Hoa Sen University (Hochiminh City, Vietnam), teaching courses on College Study skills and Research methodology. Her research interest is in teaching methodology, lifelong learning, etc.

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### ***Irina Maslo (University of Latvia/Latvia)*** ***New Professionals' Responsibility of Learning in Socio-Cultural Educational Contexts***

#### **Abstract**

Educational treatment of different needs proceeding from people's diversity is one of the main important points of the European politics in Lifelong Learning Strategy of education. The contribution conceptualizes the use of the post appropriate approaches to educational treatment of people with diverse needs of social learning in research process of socio-cultural professional situations in international and national context as a kind of possibilities. It succeeds as the construing of post appropriate socio-cultural learning situation in professional working regarding diverse needs. The contribution proposes to present the concept to promoting of the development of critical competency in the context of lifelong social-cultural learning what will be carried out by educators as professionals to search an answer to these questions in several socio-cultural learning situations research in the education process.

## **Professional Background**

Irina Maslo, Dr. habil. paed., is a professor of the University of Latvia. Since 2007 she is the head of the Institute of Pedagogical Science of the Faculty of Education and Psychology of the University of Latvia. Among her publications are articles, books and learning materials on individualization of school pedagogical process, bilingual education, tertiary language education, and critical social pedagogy. Her pedagogical activities encompass master and doctoral programmes chairing and internationalization, supervising and reviewing Master and PhD theses. Her research areas are: integration and inclusion, institutional bilingual education, multilingual education, educational treatment of cultural diversity, mix-method design of educational research, and lifelong learning quality in continued education.

## ***Henning Pätzold (Freie Hochschule Mannheim/Germany)*** ***Responsibility and Accountability: The unequal siblings***

### **Abstract**

Being regarded as "the prominent Zeitgeist of education" (Leithwood et al. 1999), accountability is not only an important topic in the educational debate, but also seems to cover a lot of those issues which might previously be addressed with the term "responsibility". The presentation gives an overview on both terms, their origin and current use. It makes suggestions on how they might be linked to be useful with respect to professionalism and educational practice. Eventually the inequivalence will turn out as a possible basis for a stable relationship.

### **Professional Background**

Jun.-Prof. Dr. Hennig Pätzold is head of the Department of General Education at the Freie Hochschule Mannheim and senior researcher at the German Institute of Adult Education (DIE). His main research areas are educational responsibility, pedagogical theory of learning and adult education in Europe. Recent publications: Bausteine zur Erwachsenenbildung (2008, with Rolf Arnold), Verantwortungsdidaktik (2008, Editor).

## ***Uthaya Prakash (Huawei Technologies/Malaysia)*** ***Trainer's Responsibility and Accountability: Setting the Right Mindset***

### **Abstract**

The paper focuses on creating awareness among trainers to understand their roles and responsibility aligned with a positive and right mindset. Positive mindset puts us on the right path that escorts us to success. Generally having the right mindset towards lifelong learning is like a half battle won. First and foremost it's the trainer's willingness to bear the responsibilities in line with ethical standards. Job appreciation and value for the profession highly determines the continuous professional development of trainers and trainees in lifelong learning. Open-minded, understandings, considerate, professional, goal-oriented and supportive are some of the key elements of trainers that undeniably lead to success and satisfaction in lifelong learning.

## **Professional Background**

Uthaya Prakash Santhanam B.Sc, M.Sc. MIT, AMIM; My name is Uthaya Prakash and was born in Penang, Malaysia. I obtained a Bachelors Degree in Human Resource and a Masters Degree in Corporate Communication from University Putra Malaysia. My second Masters degree is in Information Technology from Bond University, Australia. I have served as a Lecturer in China and actively involved in training and development field for the past 5 years. At the moment I am attached with a China based telecommunication company as a Regional Training Manager. Generally I have a strong passion and enthusiasm towards jobs in training and development area particularly in a multicultural environment. My professional membership includes Malaysian Institute of Management (MIM), Philippines Society of Training and Development (PSTD) and Asian Regional Training and Development Organization (ARTDO).

## Workshop III: Validation of Adult Educators' Competences

*Moderator: Anne Strauch*

***Rigel John H. Rabago (Ramon Magsaysay Memorial Colleges/Philippines):  
Towards total Quality: The trainer Qualification Framework of the Philippine Technical-Vocational Education and Training (TVET) Validation of Adult Educator's Competencies***

### **Abstract**

Competencies for skills-based employment opportunities are gained through exposure and actual practice in the workplace. The best teachers for this transfer of skills are the practitioners of these skills themselves. In recognition for prior learning earned in non-formal/informal training, apprenticeship, etc, teachers and trainers in adult education the Technical Education and Skills Development Authority (TESDA) a governing body for technical created in 2004 initiated a measuring mechanism for competencies of the Technical-Vocational Education and Training (TVET).

### **Professional Background**

Rigel John H. Rabago completed his degree in Psychology from the Centro Escolar University and his Master's in Business Administration from the University of The Philippines. He is currently teaching at the Business College of the Ramon Magsaysay Memorial Colleges in General Santos City.

***Input André Schläfli (Swiss Federation for Adult Learning/Switzerland): Swiss National Standard Procedure for Validation of Prior Learning of Teachers and Trainers***

### **Abstract**

Parallel to all the training modules leading to the three professional qualification profiles (see WorkshopV), procedures and standards have been defined for recognition and validation of previously acquired competencies. Over the past decade, the Swiss Federation for Adult Learning SVEB/FSEA has thus developed considerable know-how in this area and was able to contribute to the development of the Swiss national standard procedures for validation of prior learning in all professional fields.

In this short input the process and the instruments used for the validation of competencies will be illustrated with an example.



### **Professional Background**

André Schläfli (Switzerland), PhD, He was the former training director at the Union Bank of Switzerland (professional and management training). Since 1992 he is the director of the Swiss Federation for Adult Learning (SVEB), the national umbrella organisation for further and continuing education, as for Adult Learning in Switzerland. He represents his country within the UNESCO, OECD, Council of Europe and at conferences of the European Union. He is an expert in the OECD for individual learning accounts, financing, policy and professional development.

### ***Jahn Böhm (Technical University Dresden/Germany): Competence Pass for Adult Educator – to identify, accept and certificate adult educational competences***

#### **Abstract**

Our contribution will contain a presentation concerning the Competence Pass for Adult Educators. We plan to elaborate on the necessity of such a pass and on its objectives and prospects. The procedure of development as well as the current work status is also going to be a topic. Visualization will take place with the help of a PowerPoint presentation.

### **Professional Background**

M. A. TU Chemnitz/ University of Oulu; PhD student in comparative education; Member of research staff for competence pass project

### ***Raluca Lupou (Romanian Institute for Adult Education/Romania) Validation of adult educator's competences: European initiatives and challenges***

#### **Abstract**

The purpose of our article is to describe and analyze the existing initiatives of validation of adult educator's competences in Europe, especially the outcomes of the VINEPAC project, and the challenges that are still to deal with. But even with this great emphasis in Europe on validation of learning outcomes and in spite of high degree of implementation in several European countries, the validation of non-formal and informal learning is not being regarded as a trustworthy process due to numerous arisen issues on quality assurance.

### **Professional Background**

Raluca Lupou is junior researcher within the Romanian Institute for Adult Education developing her main activity on adult educator's professionalisation and competence validation issues. She is also teaching within the Department of Education Sciences, Faculty of Sociology and Psychology, West University of Timisoara.

## Workshop IV: Effects of Teacher Training

*Moderator: Bjarne Wahlgren*

***Raymond Setiawan (Sampoerna Foundation Teacher Institute/Indonesia)***

***Effects of Teacher Training in Lifelong Learning:***

***A Practice in Indonesia by Sampoerna Teacher Institute***

### **Abstract**

The effect of teacher training in Indonesia is still a big issue. This is particularly because the training delivery is using the 'one shot' approach without giving the training participants to really practice and reflect the skills and knowledge they gained from the training. In this session, teachers' training practices by the Sampoerna Foundation Teacher Institute (SFTI) in Indonesia, will be shared and discussed. Main issues presented will include the training needs analysis, programs' development, implementation, monitoring and evaluation practices.

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### **Professional Background**

Raymond Setiawan is the program coordinator of Sampoerna Foundation Teacher Institute. He is a certified psychologist and career counsellor and completed the Master of Human Resource Management from the University of Melbourne (Australia). His main activities in Indonesia are to design and deliver professional development programs for teachers and school leaders all across Indonesia.

***Annika Goeze (Eberhard-Karls-University Tübingen/Germany)***

***Case-based Learning with Digital Videos: Does it Promote the***

***Professional Development of Teachers and Trainers in Adult Education?***

### **Abstract**

Our research project "Promoting Teacher Expertise: The Relation of Individual Prerequisites and Instructional Processes in Computer-supported Case-based Learning Environments" within the German Research Foundation Group "Orchestrating Computer-supported Processes of Learning and Instruction" addresses teacher expertise: Knowing that the professional competency of teachers is closely related to the competency to perceive and analyze pedagogical situations, we focus on the promotion of teacher expertise in terms of a "competency to diagnose pedagogical situations". To examine this competency, a 2\*2\*2 quasi-experimental field study was conducted with inexperienced pre-service English teachers (n=84) and experienced in-service English teachers (n=84) working in the field of adult education. We present results of our research showing how teacher expertise can be promoted by using video-case-based learning as a means for the professional development of the teaching personnel (in the continuing education sector).

## **Professional Background**

Annika Goeze is a researcher at the Department of Adult and Continuing Education, University of Tübingen, Germany.

### ***Khalid Mehmood (Lahore Punjab/Pakistan)*** ***Effective Teacher Trainings: Pakistani Needs of Future***

#### **Abstract**

A qualified trained teacher is needed a comprehensive knowledge and particular training in order to teach the students properly. Short and long courses are good way to test the knowledge of students. Teacher training plays a vital role to fill the new and fresh breath in the dead brain of a student. There is a remarkable happening to put a cart in the right direction, therefore such teaching changes the educational atmosphere properly.

## **Professional Background**

12 years of teaching experience in the field humanities subjects; Master Community trainer; training the community leaders, community mobilize; Masters in Mathematics; Master in Computer Science; MCSD; Master in Education

### ***Lea Lund Larsen (National Centre for Competence Development, The Danish School of Education – Aarhus University/Denmark)*** ***Effects of Teacher Training in Adult Learning: Insight from a Danish Research Project in Progress***

#### **Abstract**

This paper tries to shed light over two questions raised in the workshop: 'Effects of Teacher Training' at the ASEM conference June 2009 on Teachers and Trainers in Adult Education and Lifelong Learning Professional Development in Asia and Europe. At first it is asked what do we already know about teacher training effects in relation to adult learners? This will be identified by a search for systematic reviews in the international clearinghouses and afterwards by a small scale mapping done in the pedagogic database ERIC. And second: which methods can be used to measure the effects of teacher training? This will be illustrated by describing a research design in progress at the National Centre for Competence Development, Denmark, regarding a program where teachers are taught teaching Cooperative Learning as a pedagogical and didactical method.

## **Professional Background**

Research assistant Lea Lund Larsen, National Centre for Competence Development, The Danish School of Education – Aarhus University, Denmark

## Workshop V: Pathways towards Professionalisation

*Moderator: Regina Egetenmeyer*

### ***P. Adinarayana Reddy (Sri Venkateswara University/India) Professionalisation of Lifelong Learning in Indian Universities***

#### **Abstract**

India a populous country with 1036 millions of population viewed adult education as vehicle for accelerating its pace of development and launched a number of adult education programmes and institutions to cater to its needs. The department of adult education is one such institution created at university level. Though the first department established in 1970 till now the field has not yet been recognized as a professional discipline. The reasons attributed are many and present paper examines current status of adult education in Indian universities interns of opportunities for professionalisation, deterrent factors and suggestions

#### **Professional Background**

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Dr. P. Adinarayana Reddy did his M.A and Ph.D in adult education and serving in the adult education for the last 27 years and presently as Director of the Department of Adult and Continuing Education at S.V.University, Tirupati, India. He is involved in teaching ( M.A adult education), supervises the research leading to M.Phil and Ph.D In adult education and in outreach activities of the University. He has published 88 papers and 38 books on various aspects of adult education and completed 24 research projects. Presently he is working on the project Constraints of Education among the Scheduled Tribes funded by Indian Council of Social Science Research, New Delhi.

### ***André Schläfli (Swiss Federation for Adult Learning/Switzerland) Defining and Establishing Professional Standards – the Swiss Model***

#### **Abstract**

The Swiss Federation for Adult Learning SVEB/FSEA has played a key role in promoting professionalisation in lifelong learning. Over the last 10 years three professional profiles have successfully been established and recognized:

1. SVEB/FSEA (Swiss Federation for adult learning) Certificate for teachers/trainers for adult learners
2. Swiss Advanced Federal certificate for trainers and adult educators
3. Swiss Advanced Federal Diploma in Training Management and Human Resources Development

Our contribution will focus on the factors that proved to be decisive in the process of defining and establishing professional standards all across the various fields and settings in which Lifelong Learning takes place: further professional training, training and re-qualification courses for the unemployed, in-company training, private schools and publicly subsidised adult learning.

The key factors include: bottom-up development involving the different players, clear and differentiated profiles modelled on the field requirements, modular training with the possibility of formal recognition of prior learning, anchoring the profiles and corresponding qualifications in recognised quality assurance schemes.

### **Professional Background**

André Schläfli (Switzerland), PhD, He was the former training director at the Union Bank of Switzerland (professional and management training). Since 1992 he is the director of the Swiss Federation for Adult Learning (SVEB), the national umbrella organisation for further and continuing education, as for Adult Learning in Switzerland. He represents his country within the UNESCO, OECD, Council of Europe and at conferences of the European Union. He is an expert in the OECD for individual learning accounts, financing, policy and professional development.

### ***Uthaya Prakash (Huawei Technologies/Malaysia) Professionalism in Adult and Lifelong Learning (Multicultural Environment) Malaysian Perspective***

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#### **Abstract**

The paper identifies the application of professionalism in adult learning in a multicultural environment. This highly depends on the background of the trainer and trainees and their exposure in the international atmosphere. The trainees are being more exposed to the world as well as their area of expertise via different sources. This applies pressure on the teacher and trainer not only to expand their subject knowledge and experience but also pushes them to strive harder to incorporate professionalism in their profession. Professionalism in multicultural environment requires sufficient skills and understanding of difference culture.

#### **Professional Background**

Uthaya Prakash Santhanam B.Sc, M.Sc. MIT, AMIM; My name is Uthaya Prakash and was born in Penang, Malaysia. I obtained a Bachelors Degree in Human Resource and a Masters Degree in Corporate Communication from University Putra Malaysia. My second Masters degree is in Information Technology from Bond University, Australia. I have served as a Lecturer in China and actively involved in training and development field for the past 5 years. At the moment I am attached with a China based telecommunication company as a Regional Training Manager. Generally I have a strong passion and enthusiasm towards jobs in training and development area particularly in a multicultural environment. My professional membership includes Malaysian Institute of Management (MIM), Philippines Society of Training and Development (PSTD) and Asian Regional Training and Development Organization (ARTDO).

***Alexander Schnarr (Otto-von-Guericke-University Magdeburg/Germany)***  
***Pedagogical Professionalism of Teachers***  
***in Vocational Education in the P.R. China***

**Abstract**

The research study presented aims at contributing to a better understanding of the way Chinese vocational education teachers act pedagogically professionally in a dynamic learning and teaching environment as well as an understanding of the implicit challenges and paradoxes they might face. After developing an understanding of “pedagogical professionalism” for the study, the contribution focuses on the research questions, research design, challenges and expected outcomes.

**Professional Background**

Alexander Schnarr, M.Sc. / M.A. is a research associate at the Department of Vocational Education and Human Resources Development of Magdeburg University. His research interests are in the areas of international vocational education and profession research. He administers an international joint master degree programme in “Technical and Vocational Education and Training” and teaches in regular university degree courses as well as in further education courses in an international context.

## Workshop VI: Competence Development of Teachers and Trainers in Adult Education

*Moderator: Vaiva Zuzeviciute*

***Leonardo Rey S. Cariño (Ramon Magsaysay Memorial Colleges/Philippines)  
Professionalizing Development Work in the Delivery of Informal, Non-formal and  
Alternative Cultural Education (INFACE) Initiatives in the Philippines.***

### **Abstract**

In the field of learning, Access to education, its modes of delivery and even medium of transfer (teachers and trainers) in the Philippine provinces differ from urban areas. While institutions of higher learning provide the educational needs of the urban folks, the delivery of life-long learning modules falls in the hands of development workers, Artists and cultural workers through informal, non-formal, and alternative cultural education programming. The National Commission for Culture and the Arts (NCCA) National Committee on Cultural Education (NCCEd) initiated an inquiry of the best practices in the grassroots level that will be mainstreamed and replicated and that resources could be shared between an engaged network of LGU- NGO-PO partnership.

### **Professional Background**

Leonardo Rey S. Cariño is involved in Informal, Non-Formal and Alternative Cultural Education (INFACE Mindanao). He is an Executive Committee member of the National Committee on Cultural Education of The National Commission for Culture and the Arts. He is currently a faculty member and the community extension coordinator of the Ramon Magsaysay Memorial Colleges in General Santos City, Philippines.

***Sabine Digel (Eberhard-Karls-University Tübingen/Germany)  
Professionalisation of Teachers by using Video-based Cases***

### **Abstract**

To professionalize teaching and training in lifelong learning contexts the introduced project "Competence development of teachers by using video-based cases" suggests the work with video-based cases that deal with every-day educational processes. The project aims at the development and evaluation of a training concept that is to foster the professionalisation of teachers through case-based learning in a web-based and a presence-based environment, through self-study and group work. It concentrates especially on the promotion of competency to diagnose pedagogical situations of teachers as a prerequisite for professional action.

The contribution focuses on findings on the acceptance and impact of the work with video-based cases and the whole training concept, methodically based on document analysis, analysis of log-files, interviews and surveys and quasi-experimental field studies. Central research questions are: How does case-based learning influence the acquisition of competency to diagnose pedagogical situations? What forms of knowledge in what kind of cases are particularly fruitful for the acquisition of diagnostic competency and the professionalisation process?

### **Professional Background**

since 03/2007: scientific assistant, Section Adult Education/Continuing Education, Institute for Educational Science, University of Tübingen; since 03/2007: promotion, Subject: Knowledge Management in the Organizational Context; since 10/2005: lecturer & trainer in adult education; study consultation & management of the study programs Bachelor "Educational Science" and Master "Research and Development in Educational Science"; 09/2005: graduated in educational science

### ***Sanita Baranova (University of Latvia/Latvia)*** ***Topical needs of the Development of University Professors' Competencies, especially Teacher Trainers Competencies in Latvia***

#### **Abstract**

Nowadays the teachers' education standards in Latvia are oriented to the teaching (instruction), therefore teachers' education also is oriented to the teaching not to the learning. University professors as teacher trainers have an impact on the teachers' education quality. The results of MOES project in 2006 in Latvia showed that Latvian teacher trainers have ranked the following competencies as the three least important competencies: "design and implementation of didactic materials", "tutorial competence" and "evaluation of teaching-learning processes." This seems to be typical for the traditional role of an academic "teacher," who understands himself/herself as an expert in his/her academic field, and his/her task is to "transmit" this knowledge to the students. The purpose of our contribution is to present the research findings of the study conducted in 2006 in Latvia and compare them with the results gained in 2009 during the repeated research on professors' competencies. We expect positive changes in 2009, because the answers of professors show a tendency – although not statistically significant – towards higher rankings of tutorial competence.

#### **Professional Background**

Sanita Baranova is a doctoral student of the University of Latvia. She is also an assistant at the Faculty of Education and Psychology of the University of Latvia. Her research interests are: changes in the study process in the European context, quality of higher education, competencies of university lecturer, students' partnership in study process, development of study process in teachers' education and studies of education at University of Latvia (history and nowadays aspects).



**S. Y. Shah (International Institute of Adult & Lifelong Learning/India)**  
**Teacher Training in Adult and Lifelong Learning: Indian Scenario**

**Abstract**

India has the third largest system of education in the world with an extensive network of institutions which offer a variety of teaching and training programs in different fields of primary, secondary, higher, vocational and adult education. The scope of this paper is limited to mapping the field of teacher training in Adult and Lifelong Learning in India. It is mainly based on the study of primary sources, participant observation of select training programs and interviews with stakeholders and is attempted in three parts. The first part provides a historical perspective on Adult and Lifelong Learning in India and a brief theoretical discussion on the concept of professionalisation. The second part focuses on the policy and institutional contexts of training and teaching in Adult and Lifelong Learning and a critical review of the selected training methods adopted by governmental and nongovernmental organizations and universities. In this process, an attempt has been made to develop a taxonomy of teacher training institutions in Adult and Lifelong Learning and also prepare the professional profile of those involved in teaching and training. The third part discusses the weaknesses in training system and argues the need for improving them specially the methodologies, service conditions of the professional staff and strengthening the research base as a sine qua non for professionalisation of Adult and Lifelong Learning. The paper concludes with a case study of an innovative professional development program for the adult educators in India.

**Professional Background**

Professor S. Y. Shah teaches at Jawaharlal Nehru University, New Delhi where he served as the Director of Adult Education for over a decade. He is the founder Director of the International Institute of Adult and Lifelong Education (India) since 2002 and the Vice President of Indian Adult Education Association since 2003. During his professional experience spanning over three decades, he has undertaken twelve research/evaluation projects at the universities of Syracuse, Warwick, Nottingham, Arhus and Toronto and has published eleven books and forty papers and presented papers in several international conferences.

## Workshop VII: Challenges towards the Professionalisation of Teachers and Trainers in Adult Education

*Moderator: Simona Sava*

***Marcella Milana (Danish School of Education, Aarhus University/Denmark)  
Professionals vs. role professionals: Conceptualizing professionalism among  
teachers of adults***

### **Abstract**

This presentation contributes to the understanding of professionalism in today adult education. Firstly, it addresses challenges that traditional professionalism is facing, as well as explains the difficulty in approaching adult education as a classical profession. In so doing, the authors further explore the potentials of the 'role-professionalism' perspective, first presented by A. Bron & P. Jarvis in 2008, for partially solving the ambiguities embedded in the field of adult education.

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### **Professional Background**

Marcella Milana, Ph.D, is Associate professor in adult education at the Danish School of Education, Aarhus University. She specializes in comparative studies in adult education. She coordinates, teaches and supervises students in a 1-year master in Adult learning. She is currently in the boards of the Nordic Comparative and International Education Society (NO-CIES) and the International Society for Comparative Adult Education (ISCAE).

***Ingeborg Schüßler, Stephan Wagenhals  
(Ludwigsburg University of Education/Germany)  
Professionalisation of adult educators in German Universities – Selected Findings***

### **Abstract**

There are only a few German empirical studies available, which focus professionalisation of people working in adult and continuing education. For this, our study focuses firstly professionalisation ways of student and graduates in adult education at Ludwigsburg University of Education. Beside the presentation of the study, we will show selected findings of the student survey. These findings will give a deeper inside into the project.

### **Professional Background**

Prof. Dr. Ingeborg Schüßler is professor for adult education and educational management at the department of Educational Sciences at Ludwigsburg University of Education. She is senior research at the German Institute for Adult Education. The main focus of her research lays

in empirical research on teaching and learning, studies on sustainable competence development and educational management.

Dipl.-Päd. Stephan Wagenhals studied adult education. He is researcher at the department of Educational Sciences at Ludwigsburg University of Education. His main focus on research lays on professionalisation in adult education and student surveys.

### ***B. Agastin (St. John's College/India)***

#### ***Characters of Lifelong Learners and Nonlife Long Learners among Teachers in Higher Education Sector in India***

##### **Abstract**

Life Long Learning creates both the private good and the public good. Teachers in higher education institutions in India in state funded institutions have low mean score of Life Long Learning compared to their counterparts in self financed institutions. But interestingly the standard deviation of the score of Life Long Learning is high among teachers of state-funded institutions than among teachers in self-financed institutions. The Assessment and Accreditation practice now introduced in India by an autonomous agency, National Assessment and Accreditation Council has stepped up the creativity of teachers and the creation of public good in India in higher educational sector.

The characters that distinguish the LL Learners and Non LLLearners are Achievement orientation, power motive, security motive, migrant status, minority status in the institutional environment, active participation in trade union activities, membership in trade union, spouse earning status and education level of children .The creation of public good through Life Long Learning in higher education institutions can be achieved by the adoption of proper Human Resource Policies.

##### **Professional Background**

B. Agastin has been teaching economics in St. John's College, India for two decades and was involved in the Life Long Learning of prison inmates for sometime. He is a Start Improve Your Business (SIYB-ILO) Trainer. He first attended a training programme sponsored by Department of Science and Technology, Government of India, as part of his Life Long Learning process to create a public good. He has attended a PRIME level trainers' programme in Junior Chamber International.

He has been part of the faculty panel which has trained nearly 5000 micro entrepreneurs in India. He has trained a number of employees and other stakeholders of voluntary agencies. His areas of training specialization are innovation lab and effective communication in business. He has participated and presented papers in international conferences and workshops on topics like Intellectual property Rights, Entrepreneurship Education. He conducts regular training programme to his old students on Rural Entrepreneurship.

**Charlotte Heidsiek (Helmut-Schmidt-University/Germany)**

***Diversity Management as Key-Competence in Lifelong Learning Contexts***

**Abstract**

Lifelong Learning and Professionalisation involve a special challenge for trainers and teachers. They ought to escort the individual student in his/her educational progress and promote the development of his/her personality and self. In the practical training process it is the trainer's foremost task to control the diversity of the learning and educational processes and to give a new impulse to their further development. Diversity Management promises to enable multiplicity in forms of organisation and thereby to reevaluate the human being itself. You may formulate a provocative thesis: Not until trainers accept Diversity Management as a key-competence can Lifelong Learning take place – especially, but not only in an intercultural context and in a globalized and dynamic world.

**Professional Background**

Dr. Charlotte Heidsiek; studied education, psychology and sociology in Bielefeld and Florence; since 2003 she works as an academic assistant at the Helmut-Schmidt-University in Hamburg. As a process consultant she is in charge with the planning and realisation of projects in organisations of further education. Her fields of research are organisational learning, diversity management and consultation from an educational point of view.

## Workshop VIII: Key Competences of Teachers and Trainers in Adult Education

*Moderator: Huaixin Zhu*

***Sabine Wiemann (BUPNET Göttingen/Germany)***

***Acting in networks – a key professional competence of adult educators***

### **Abstract**

Networks of adult education professionals and institutions play an increasingly prominent role in the field of lifelong learning. In this context networking can be understood as the process of building up ties between people and/or organisations for multiple reasons: access to information, ideas or funds, political mobilisation, benchmarking, support or mutual assistance in professional crisis situations. Moreover, networks face high expectations they cannot always meet: they are supposed to solve structural deficits. In a more realistic perspective networks should focus on three core functions: networking, learning, and shaping practices and policies

As a consequence of the increasingly networked character of educational work, networking, i.e. the ability to act effectively in networks and to coordinate complex and multiple network processes can be regarded as a key competence. This key competence is not altogether new, but requires a fresh perspective on a range of socio-personal, management and technology application skills, which need to be enhanced, reflected and applied in the context of networks.

### **Professional background**

Sabine Wiemann has been working in educational projects since 1998. She is in charge with the project planning and realisation both in national (ESF) and transnational (Adapt, Leonardo, Life Environment, Grundtvig, Joint Actions) projects. In particular, she is dealing with projects focused on blended learning applications in adult education. She is experienced in developing training projects and in teaching. The work consists of the development of curricula, training modules and material. Currently, she is involved in the finalisation of the Grundtvig course “The art of networking” in the framework of the Grundtvig project ComNet.

***Yang Ling (Macau University of Science and Technology/China)***

***Explore the Prospective Competences of Lifelong Learning***

***Professionals in Macau SAR, China***

### **Abstract**

This study focuses on a new direction of lifelong learning professionals of Macau SAR, China in regard to assess Macau current lifelong learning professionals' qualification levels against

their future competence requirements. It represents an initial effort to explore changing competences of lifelong learning professionals of Macau SAR, China, along with an in-depth examination of Xunzi (c.213 BCE)'s (an ancient Chinese philosopher) theory on lifelong learning and the strategies of those lifelong learning professionals to overcome the challenges in regard to future teaching quality development in the context of local-international integration and the current level of Chinese social change in the PRC. The study sets out to improve Macau lifelong learning professionals not only in Greater China, but also in other Asian countries through its practice assessment based on the results of survey and in-depth interviews with local lifelong learning professionals.

### **Professional Background**

Yang Ling is a young lecturer from the Macau University of Science and Technology. Yang completed her undergraduate programme in Business English at Dalian Maritime University, China, during that time she has an exchange experience in Oslo, Norway; later she received her master degrees in News Media and Communication at the University of Macau. In Yang's opinion, everyone can benefit from lifelong learning; therefore, professionals and teaching methods of lifelong learning are extraordinarily important and it is never too old to learn.

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### ***Mariana Crasovan (Romanian Institute for Adult Education/Romania)*** ***Competency Profile of the Assesor in the Validation Process***

#### **Abstract**

Validation of non-formal and informal learning is more than ever seen as integrated part of the European strategy on lifelong learning. More and more countries are looking for systems and methodology in order to allow individuals to have their non-formal and informal learning identified, validated and certificated. This process of validation could be more complex than the formal one and could have a lot of advantages for the individuals and other actors involved.

But who is the person who evaluates and validates the non-formal and informal learning? What competences she/he needs in order to have an effective validation process? In this article we try to answer to these questions and to outline the competency profile of an assessor in the validation process.

#### **Professional Background**

Mariana Crasovan is lecturer at West University of Timisoara and collaborates with Romanian Institute for Adult Education. She was involved in project about career counselling in adult education and family learning. Her fields of research are mentoring in teacher education, validation of learning obtained in different contexts.

## Workshop IX: Teachers and Trainers Roles and Activities in Adult Education

*Moderator: S. Y. Shah*

### ***Jost Reischmann (University of Bamberg/Germany) Prototypes of Adult Educators***

#### **Abstract**

This presentation systematizes historical data with a profession-political intention: A dozen of “prototypes” of adult educators is identified based on historic descriptions from a number of countries (Scholar, Researcher / Professional / Vocational / Developer / Teacher / Connector / Organizer / Humanist / Dedicator / Orator / “The Wise” / nonhuman resource). It will be discussed what this mixture of “Omnipotence” and “Everybody is an Adult Educator” means for the increasing development of a profession and vocation in Adult Education.

#### **Professional Background**

Prof. Dr. Jost Reischmann is retired professor of Bamberg University (Germany), where he held the chair of Andragogy 1993-2008. 1992 to 2009 he was President of the International Society for Comparative Adult Education ISCAE. 1999 he was nominated and inducted into the International Adult Education Hall of Fame. Besides his academic work (about 180 publications) he conducted training programs in business and industry.

### ***Jian-Min Sun, Yibin Niu (Renmin University of China/China) An empirical study of competency model of human resource development practitioners in China***

#### **Abstract**

His presentation titled “An empirical study of competency model of human resource development practitioners in China” reported the main roles played by the HRD practitioners and the corresponding most important and needed competencies in China. Cross-cultural and practical implications are discussed.

#### **Professional Background**

Jian-Min (James) Sun (Ph.D in psychology), is a professor of management at the School of Labor and Human Resource, Renmin University of China, Beijing.

***Elina Maslo (Danish School of Education/Denmark)***  
***Teachers in the Transformative Learning Space***

**Abstract**

During many years of research on lifelong foreign language learning with very different groups of learners, Elina Maslo found some criteria, which makes learning process successful. Since then she tried to find some other examples on “successful learning” from the formal, informal and non-formal learning environments, trying to prove those criteria. At the conference she will present the newest example: the research library, which is a very interesting example on the mixture of those very different environments. Taking the library example, she will show the new role of the teacher in the transformative learning spaces, namely, a person helping to learn.

The goal of her presentation is to research the teachers (supervisors, counselors) role in the possibilities to learn at the library, analyzing the learning process from many different perspectives (the users of the library – students of different grades, non studying people, researchers; the people working at the library – office workers, librarians, research staff; teachers and supervisors) and answering the key question: what makes the learning process successful?

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**Professional Background**

Elina Maslo (dr.paed.) represents at the conference the National Library of Education, The Danish School of Education, University of Aarhus, Denmark, where she is a research librarian at the moment. Elina has many years experience as foreign language teacher in very different groups of learners in Latvia and made research on learning processes in lifelong learning perspective. Her research interests are lifelong learning, adult learning, workplace learning, transformative learning spaces.

***Maria Kondratjuk (Otto-von-Guericke-University Magdeburg/Germany)***  
***Professionals in Adult Education: the omnipotent Profile of Adult Educators in Educational Corporations***

**Abstract**

The contribution summarises the results and recommendations of an analysis based on a survey of the strategic situation of educational corporations and their staff in Saxony-Anhalt (Germany) and the debate about the trends in adult, vocational and continuing education tie in with the discussion about the prevailing theories of professionalism in this field particularly with regard to professionals in adult education. The main result of the survey is that the profile of the professionals not imprecisely differentiated is - but omnipotent. Professionals in adult education have to deal with manifold tasks in many different work domains with different basic conditions. The adult educator is subject to an omnipotent profile of requirements and competencies (KONDRATJUK 2008). There will be presented five fields of activities of educational corporations and the competences needed out of it.



### **Professional Background**

Maria Kondratjuk (1981) is working as a Manager for Continuing Education at the Centre of Continuing Education and Career Services at the Otto-von-Guericke-University Magdeburg (Germany). Before it she worked there as a Scientific Assistant at the Department of Vocational Education and Training. Maria Kondratjuk has a Master in Human Resources Development and Vocational Education and a Diplom in Social Pedagogy. She is active member of several organisations like the German Association for University Continuing and Distance Education and she is working as a Free Lecturer and Scientist. Ms. Kondratjuk is doing her Doctorate which deals with Continuing Higher Education at Universities, focussing the Professional Self-Conception of the Staff working there.

## Workshop X: Teachers and Trainers Competencies between State and Market

*Moderator: Atanacio Panahon II*

***Ioana Darjan, Mihai Florin Predescu***

***(Romanian Institute for Adult Education/Romania)***

***Developing embedded literacy teaching skills of the VET  
teachers as a pathway for professionalisation***

### **Abstract**

Vet teaching has to cover both the development of professional skills but also the development of key-competencies of their trainees. During the testing session of CELiNE project, a European Leonardo da Vinci Transfer of Innovation program, we tested the opportunity to develop the teaching practice of the VET trainers by empowering them with embedded literacy teaching competencies. This paper explores the experience of this testing session, both from the trainees and trainers points of view. A special concern is accorded to the way in which embedded literacy teaching could change the daily teaching practice of the VET teachers. Also, we will discuss the hypothesis that embedded literacy teaching could be a meaningful way to develop VET training to a superior level of professionalisation.

### **Professional background**

Ioana Darjan is licensed in Psychology and Pedagogy, PhD in Psychology. She has been working in educational settings since 1998, as psychologist, speech therapist and teacher. She is now lecturer at West University of Timisoara, Faculty of Sociology and Psychology, Educational Sciences Department. Since 2008, she is the coordinator of the European Project Leonardo da Vinci CELiNE (Content Embedded Literacy Education in the New Economy), a project design to improve literacy competencies by embedding them into job specific curricula. She also has competencies in the field of child welfare, speech therapy and emotional and behavioural disorders of the children and adolescents, health psychology and adult basic education.

***Felicitas von Kuchler (German Institute for Adult Education-Leibniz Centre for Lifelong Learning (DIE)/Germany)***

***Organising Community Learning – a Key Competences for Adult Educators***

### **Abstract**

One of the historical sources of Adult education is learning in and for communities as a form of citizens' involvement. The community adult education centers often support such initiatives with facilities for conferences, networking within the community or with qualification measures in order to solve specific problems. As self directed learning is of particular relevance to

citizen's commitment traditional forms of pedagogical acting are not in any case sufficient. A model project developed forms of counseling, advice and assistance for citizens' initiatives as a new way of pedagogical professional practice that has implications for the organizations of adult learning as well.

### **Professional Background**

Felicitas von K uchler: Research Associate of the DIE, studies in social sciences, pedagogy and psychology, research focus on the development of adult education / continuing education organizations and management, inclusive strategies of adult education organizations

### ***Mihai Florin Predescu (Romanian Institute for Adult Education/Romania)***

#### ***There is such thing as political competence and should adult educators be concerned about it?***

#### **Abstract**

The democratic society needs citizens that are both participatory to political decisions and competent in doing so. This paper asks the question if there is such thing as political competence and if this has to be a concern to adult educators. Adult educators approach adult training from one of the following perspectives: VET training and professionalisation, developing key competencies (such as basic literacy or ICT training) or social participation and self development. The social participation in the form of political involvement is often disregarded or even discarded from training programs due to several factors some of them explicit and some of them hidden:

- The politics is considered as an ideological charged topic and lacks "neutrality"
- Political involvement is often considered simply as a form of active citizenship
- There is no evident competence to be trained in order to achieve political involvement of trainees
- The adult educators are not trained to address this topic in spite of its importance for democratic society
- Adult learners consider political competence as an implicit knowledge and skill exercised by voting and therefore need no special training.

A Grundtvig project made a state of play research of political involvement courses in Europe as well as the research concerning the trainees' preferred topic for such a course. The results will be presented and the implication for future researches will be discussed.

#### **Professional background**

Mihai Predescu is licensed in Psychology and has a PhD in Psychology. He has been working in educational settings since 1997, as psychologist and teacher. He is lecturer at West University of Timisoara, Faculty of Sociology and Psychology, Educational Sciences Department. His main domains of competence are psychological research, research methodology, special education, social and political psychology, adult education. Since 2008, he is the coordinator of the European Project Grundvig EuroPol (Politics Revisited: Thinking Crudely), a project that aims to enhance the interest and the involvement of young people, immigrants and persons with disabilities in politics, through educational activities and interactive tools.

***Waltraut Ritter (Knowledge Director/Hong Kong and Singapore)***  
***Developing Competencies for Lifelong Learning in Knowledge Economies***

**Abstract**

How can competencies and skills of the workforce in advanced knowledge economies be developed? Adults in creativity-oriented functions typically have a high degree of autonomous judgment and decision-making, and their learning needs are often not addressed in structured learning programmes and activities. How can lifelong learning and development needs of this group be developed?

**Professional Background**

Ritter is director knowledge networks and innovation with the Asia Pacific Intellectual Capital Centre, a non profit organisation based in Hong Kong. She is working on programmes to foster management competencies for organisations in knowledge-intensive environments, such as Research and Development. She is also teaching in the Education department of the University of Hong Kong.

## 5. POSTERS

### Poster Presentation I: Professionalisation in Adult Education – National Perspectives

S. Y. Shah (International Institute of Adult & Lifelong Learning/India): Indian Perspective

Susanne Lattke/Regina Egetenmeyer (German Institute for Adult Education/Germany): German Perspective

Yang Ling (Macau University of Science and Technology/China): Chinese Perspectives

Theo van Dellen (University of Groningen/Netherlands): Perspective from the Netherlands

Vaiva Zuzevičiūtė (Vytautas Magnus University/Lithuania): Lithuanian Perspective

Raluca Lupou (Romanian Institute for Adult Education/Romania): Romanian Perspective

Irina Maslo (University of Latvia/Latvia): Latvian Perspective

Atanacio Panahon II (Ateneo de Manila University/Philippines): Philippine Perspective

Sandra Löher (University Duisburg-Essen/Germany): Professionalisation in ASEM-Countries

Katrin Heyl (University Duisburg-Essen/Germany): Professionalisation in Adult Education. International Perspectives

André Schläfli (Swiss Federation for Adult Learning/Switzerland): Swiss Perspective

Raymond Setiawan (Sampoerna Foundation Teacher Institute/Indonesia): Indonesian Perspective

Khalid Mehmood (Lahore Punjab/Pakistan), Muhammad Bilal Aziz (National Education Foundation/Pakistan): Pakistan Perspective

## Poster Presentation II: Examples from Practice

***Tamara Nikolić Maksić (University of Belgrade/Serbia)***

***The Study of Andragogy at the Faculty of Philosophy in Belgrade***

### **Abstract**

The poster aims to present the current programme of adult education studies at the University of Belgrade including recent changes inspired by the Bologna process and the on-going reform of higher education at national level. The presentation following the poster, will describe main characteristics, objectives, purpose, current curriculum and quality of provision at three levels of studies: bachelor, master and PhD.

### **Professional Background**

Tamara Nikolic Maksic has graduated in Andragogy at University of Belgrade. She has MA in Human Relations, University of Nottingham. She is a postgraduate student at the Department of Andragogy at Faculty of Philosophy in Belgrade, where she also works as teaching assistant.

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***Maria Melizza D. Tan***

***(Commission on Information and Communications Technology/Philippines)***

***Teacher Training on the eSkwela Instruction Model***

### **Abstract**

The eSkwela Project provides ICT-enhanced educational opportunities for the Philippines' out-of-school youth and adults. Through the ICT approach of eSkwela, learning facilitators find that ICTs afford teachers and learners alike more freedom and flexibility to adopt a blended life skills approach while aligning to the self-paced learning plans of learners. To improve the competencies of learning facilitators in delivering the customized instructional model, the project's training component is continually being strengthened. It would provide them a richer array of appropriate ICT tools/resources as well as more guidance, modeling, and handholding through an enhanced teacher training and monitoring program, termed as the Continuing Teacher Training and Enhancement Program (CTTEP). The presentation will discuss the challenges, successes, constraints, and opportunities experienced by the project team in implementing this training program.

### **Professional Background**

Maria Melizza Tan currently serves as the eSkwela Project Manager of the Commission on Information and Communications Technology. She has previously participated and/or served as presenter in various local, regional, and international training workshops on e-learning/ICT in Education and has recently been issued a certification by the tele-akademie of the Hochschule Furtwangen University of Applied Science as an Expert in New Learning Technology after graduating from the eLearning Development and Implementation 2008

course, co-organized by InWEnt and the University of the Philippines Open University. She earned her Bachelor and Masteral degrees from the Ateneo de Manila University.

***Jost Reischmann (University of Bamberg/Germany)***  
***Standards for Trainers. On the Way to a Standardised Curriculum and Training-Program***

**Abstract**

This poster presents a competency-based training program for trainers, composed of five face-to-face modules (each 3 days long) plus practical application between the modules, stretching over nine months. The whole training material is pre-fabricated, so it can be applied by multiple multiplier-trainers. What should be discussed: 1. Is there a need for standard competencies of trainers? 2. What are the expected competencies, to be secured by a train-the-trainer-program? 3. Can pre-fabricated training material be applied by various trainers?

**Professional Background**

Prof. Dr. Jost Reischmann is retired professor of Bamberg University (Germany), where he held the chair of Andragogy 1993-2008. 1992 to 2009 he was President of the International Society for Comparative Adult Education ISCAE. 1999 he was nominated and inducted into the International Adult Education Hall of Fame. Besides his academic work (about 180 publications) he conducted training programs in business and industry.

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***Rigel John H. Rabago (Ramon Magsaysay Memorial Colleges/Philippines)***  
***The Trainer Qualification Framework of the Philippine Technical-Vocational Education and Training (TVET) Validation of Adult Educator's Competencies***

**Abstract**

Many adult educators in the Philippines do not hold qualifications for the activities they carry out as part of their work. Their competencies are acquired at work, by informal exchange of ideas, by exchange of experiences, by reading etc. - not in the formal learning settings that lead to qualification. This holds true in the case of ACE teachers and trainers in Technical-Vocational Education and Training. The TVET trainer is central to the delivery of various TVET programs in the Philippines. To date, the current pool of TVET trainers is estimated at 22,000. Qualifying the TVET trainers through the National TVET Trainer Qualifications Framework (NTTQF) is one of the major challenges in TVET. This falls under the programs of the National TVET Trainers Development Institute (NTTDI). This institute develops and implements an integrated program for continuing development of trainers, teachers and instructors.

## **Professional Background**

Rigel John H. Rabago completed his degree in Psychology from the Centro Escolar University (Cum Laude) and his Master's in Business Administration from the University of The Philippines. He is currently teaching at the Business College of the Ramon Magsaysay Memorial Colleges in General Santos City.

### ***Leonardo Rey S. Cariño (Ramon Magsaysay Memorial Colleges/Philippines) Professionalisation of ACE Teachers and Trainers in the Philippines: The TM+ (Trainer's and Assessor's Methodology Course) Module***

#### **Abstract**

Teachers and trainers in Technical Vocational Education and Training (TVET) system need to standardize the teaching methodology vis-à-vis the standards expected in the workplace. Guided by training regulations developed by the leaders in the identified priority sectors and pass the required TM+ course, the TVET trainers are sure to deliver the TVET quality assurance mechanisms. This is an example of a case in professionalisation of ACE teachers and trainers in the Philippines.

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## **Professional Background**

Leonardo Rey S. Cariño is a certified Philippine TVET trainer and teacher since 2006. He is currently the coordinator for the "Magsaysay Sa Barangay" community extension programs of the Ramon Magsaysay Memorial Colleges Research Extension External Affairs and Development Office (REEDO) in General Santos City, Philippines.

### ***Margrethe Marstrøm Svensrud (Vox - Norwegian Institute for Adult Learning/Norway) Qualifications for teachers who teach Basic skills to adult in Norway***

#### **Abstract**

- The provider situation that prompted the creation of the framework for professional development
- The main characteristics of the structure for the formal training system, and its focus on both theory, practice and attitude
- The need to provide teachers and trainers with a deep understanding of the workplace learning approach

## **Professional Background**

Margrethe has been working at Vox since 2001. She works as an assistant director and is head of unit for digital competence and flexible learning. She's working with raising awareness of the need for basic digital skills and to improve basic digital competence in the adult population in Norway. Vox has been developing a national basic skills framework for adults. The main objective of the framework is to increase the quality of teaching and ensure



that each individual receives education adapted to his/her needs. Margrethe is responsible for the framework for digital competence. In addition she's working with flexible learning models and e-learning. Her unit is advising companies and others on how to train adults in general and within the field of digital competence. They're also developing digital learning materials.

***Kirsten Mülheims (University of Duisburg-Essen/Germany)***  
***European Master in Adult Education***

**Abstract**

The poster presents the European Master in Adult Education that has been developed within an Erasmus Curriculum Development Project 2004-2007 by eight Universities from seven countries and the German Institute for Adult Education (DIE). The presentation will describe the common core curriculum and the implementation of the Master in the University of Duisburg-Essen which offers the EMAE as an opportunity for specialisation on a European focus within its Master in Adult Education.

**Professional Background**

Kirsten Mülheims has graduated from the University of Hamburg/Germany with a Magister (M.A.) degree in Educational Science. She is a PhD student at the University of Duisburg-Essen/Germany. She is working there as researcher at the Faculty for Educational Science, Institute for Vocational Training and Continuing Education and at the German Institute for Adult Education (DIE).

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***Benjamin Klages (University of Potsdam/Germany)***  
***Professionalisation of teaching staff in higher education. Network of Quality in Academic Studies Brandenburg in cooperation with the University of Potsdam***

**Abstract**

Excellence of Teaching and Learning in Higher Education is declared, but withal it demands concrete operations of their professionalisation. Educational development on academic staff accompanied with efforts in structural development, as suggested by the Bologna process, set up the origin on that score. The next step is the scientific founded and empirically motivated contemplation and reflection on the teaching staff as key actor on the formulated objective. To figure that idea, the poster aims to present as a recent example in form of the Network of Quality in Academic Studies Brandenburg in cooperation with the University of Potsdam.

**Professional Background**

Benjamin Klages has graduated in Science of Education at the Free University of Berlin. He is now research assistant and doctoral student at the center of Adult Education and Learning with Media at the Faculty of Human Science at the University of Potsdam.

***Ioana Darjan (IREA / Romania): CELiNE: Boost your VET students' professional skills by strengthen their literacy competencies!***

**Abstract**

The poster aims to present the theoretical assumptions of the CELiNE Project and its main objectives, the target-groups and the benefits of this practice. CELiNE Project aims to offer the opportunity to enhance the efficiency and competences of the vocational students/specialists at their workplace by enhancing/improving their literacy competencies embedded into diverse job-specific contents. The poster presents the content of the main products developed in this project by a consortium of highly rated institutions in the area of vocational training and adult education: The training curriculum and training materials and Resource pack for VET teachers.

## **Professional Background**

Ioana Darjan is licensed in Psychology and Pedagogy, PhD in Psychology. She has been working in educational settings since 1998, as psychologist, speech therapist and teacher. She is now lecturer at West University of Timisoara, Faculty of Sociology and Psychology, Educational Sciences Department. Since 2008, she is the coordinator of the European Project Leonardo da Vinci CELiNE (Content Embedded Literacy Education in the New Economy), a project design to improve literacy competencies by embedding them into job specific curricula.

## 6. CONFERENCE OFFICE

During the conference, there will be a conference office in Room Nr. 141, first floor.

If you have any organizational question (e.g. request for train tickets, request for copies, request for visiting the internet), please feel free, to colleagues the colleagues there. They will be happy to help you.

The conference office is open during all breaks, poster sessions, before and after the conference at the following times:

Sunday, 28 June 2009	14.00-16.45
Monday, 29 June 2009	8.30-9.30, 10.45-11.15, 12.00-13.30, 15.30-16.30, 18.30-19.30
Tuesday, 30 June 2009	8.00-8.30, 9.15-10.00, 12.00-13.00, 15.00-16.00

You can reach the conference office by mobile phone ++49 (0) 171 7196189.

## 7. CONFERENCE VENUE: KARDINAL SCHULTE-HAUS IN BERGISCH GLADBACH

Dr. Karl Joseph Schulte (b. 1871, d. 1941) was from 1920 Archbishop and from 1921 Cardinal of Cologne until 1941. The Kardinal Schulte Haus was built in Besenberg during the years 1926 – 1929 to house the priest seminary for the Archbishopric of Cologne. The architect was Bernhard Rotterdam. The Laying of the foundation stone took place on 29<sup>th</sup> June 1926 by Nuncio Pacelli, who was later to become Pope Pius XII. The Seminary moved from Cologne to Bensberg in 1929. The first head of the seminary was Bensberg's priest, Hermann Josef Hecker.

Following the outbreak of war in 1939, the Kardinal Schulte Haus became a military reserve hospital and the seminarists moved to the Haus Altenberg. In 1941 the building was taken over by the GE-STAPO. The seminarists, who in the meantime had returned, were again forced to leave.

In 1944 the Kardinal Schulte Haus became a military base hospital and from 1945 – 1948 served the same function for the allied forces. The seminary began again in the Kardinal Schulte Haus on 27<sup>th</sup> April 1948, and continued there until 1958 when it moved to new premises in Cologne. The building was then used by the Thomas Morus Akademie and as an old people's home.

On the 21<sup>st</sup> February 1980 a fire caused considerable damage to the building restored for use as a Congress Centre for the Cologne Bishopric. Following completion in 1988, the Kardinal Schulte Haus temporarily housed theologians from Bonn during the restoration of the Collegium Albertinum.

Since 1<sup>st</sup> October 1989, the Kardinal Schulte Haus has been used as the Congress Center for the Archbishopric of Cologne, mostly for religious groups, institutions and events. The Thomas Morus Akademie resides here and uses the building for their meetings and events.



## 8. SUPPORTING INSTITUTIONS

### ***European Research and Development Institutes for Adult Education (ERDI)***

[www.erdi.info](http://www.erdi.info)

ERDI is the network of national research and development institutes in the field of adult and continuing education in Europe. ERDI was established in 1991 under Belgian law by research institutes in Belgium (Flanders), Denmark, Greece, the Netherlands Spain, and the United Kingdom (England).

According to the Articles of Association, the purpose of ERDI is

“the organisation of its members in an international network in order to facilitate their functioning, the exchange of information, the provision of services as well as the undertaking of research and development, studies or analysis concerning adult education.”

ERDI member institutions typically combine functions of service, research and policy advice and include both university and non-university institutes who play a key role in supporting the development of adult and continuing education in their respective countries. Usually, only one organisation per country is represented in ERDI. Currently, ERDI has member organisations from fifteen countries.

### ***German Academic Exchange Service (DAAD)***

[www.daad.de](http://www.daad.de)

The German Academic Exchange Service is one of the world's largest and most respected intermediary organisations in its field. Scores of students, teachers, researchers and scientists supported by the DAAD have been able to gain valuable experience abroad. However, there are also many other sides to the work of the DAAD.

### ***German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE)***

[www.die-bonn.de](http://www.die-bonn.de)

The German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE) is a central forum for the fields of science and practice in the area of continuing education in Germany. In its capacity as a service institute for the field of research, the DIE acts as a go-between for research and the field of practice in the area of adult education, supplying the foundations for research orientated towards the field of practice while developing innovative strategies. Service, developmental research, networking and international activities form the cornerstones of the Institute's work. DIE services are aimed at professionals and researchers working in the field of continuing education. The German Institute for Adult Education – Leibniz Centre for Lifelong Learning is a member of the Leibniz Association.

## ***Romanian Institute for Adult Education (IREA)***

[www.irea.uvt.ro](http://www.irea.uvt.ro)

The Romanian Institute for Adult Education of the University of the West from Timisoara was funded in March 2000 out of the initiative of the University of the West from Timisoara (represented by (the Faculty of Sociology and Psychology), of The Social Romanian Institute Banat-Crisana (ISRBC) and of the German Institute for Adult Education (DIE) from Bonn, also funding members of our institute.

IREA was funded as a non-profit institution, as a research institute in the field of adult education, which has as an activity object the offering of scientific and methodological support for all the adult education institutions in Romania. Our main purpose in the activity we develop within the institute, is to conduct research and to publish books and materials regarding the field of adult education, to offer counselling services, documentation, communication and information services, professional counselling services regarding the psycho-pedagogical and managerial competences improvement of the practitioners in the field of adult education, essentially, the scientific and professional support needed for the improvement of the national continuing education system in our country, so that to compatibilize it with the international systems and practices for adult education.

## ***University of Duisburg-Essen (UDE)***

[www.uni-due.de](http://www.uni-due.de)

The University of Duisburg-Essen was created in the middle of the Rhine-Ruhr region in 2003 via the merger of the University of Duisburg and the University of Essen. Today it is one of the ten largest institutions of higher learning in Germany, with more than 34,000 students and a budget of around 290 million euros.

In the university's 12 faculties, teaching and research are carried out by about 500 professors and 2,200 academic staff. An additional 1,600 employees work in vital service areas such as libraries, information and media services, administration, institutes, laboratories and workshops.

The merger of two universities was a "pilot project" that attracted attention throughout Germany. In comparison with its two predecessors, the new university is stronger on research, covers a much broader teaching spectrum, and has modernized its service structures across-the-board.