

## Call for Papers and Posters

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

**29.-30. June 2009 in Bergisch Gladbach/Germany**

In 2005, the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE) established a European Research Group on Competences (Q-Act Group) in the Field of Adult and Continuing Education (ACE). In May 2007, an interim summary was presented at the conference “Qualifying the Actors in Adult and Continuing Education” in Bad Honnef/Germany. This conference focused on a number of activity types in ACE, such as: Teaching and Learning, Training and Development, Counselling and Guidance, Policy Making and Managing, Organisation and Technical Support, Evaluating and Assessing. The results of this conference have been published in English (Nuissl/Lattke 2008). Now it seems time to extend the discussion of the European research network to an Asian-European perspective. In this enlarged network, under the umbrella of the ASEM-Hub for Lifelong Learning, the focus is on teachers and trainers in Lifelong Learning contexts.

Looking at Lifelong Learning, we find more and more attention being given to particular people working in that field. In European policy documents, the quality of the teachers is seen as a key factor effecting the quality of the entire adult education (Commission of the European Communities 2006). Therefore the European Union intends to create standards for people working in adult education (European Commission 2007), as other national governments already did. Similarly, increasing efforts concerning personnel working in lifelong learning are taking place in Asia.

This conference will focus on teachers and trainers working in lifelong learning and on their professional development: What competences are needed in future by people working in the field of lifelong learning? What pathways of professionalisation are available to them in Europe and Asia? What are the actual effects of teacher training? What are the specific responsibilities of ACE teachers and trainers? At the conference, we intend to exchange and compare findings, current research results, best practice and views on the situation of the personnel working in Lifelong Learning in Asian and in European countries.

## Workshops

In five workshops, different aspects concerning the professional development of teachers and trainers in lifelong learning will be dealt with:

### **Workshop A: Future Competences of Persons working in Lifelong Learning**

The work field of Lifelong Learning is changing all the time and developing fast. For this reason and for reasons of professionalisation the need to get more insight in the change and stability of the competences of teachers, trainers and counsellors in the work field is growing. Which competences do they use now? Which competences do they need in the future? In the workshop the focus will be on:

- European and Asian descriptive and prescriptive research and other resources on the stable and changing competences of teachers, trainers and counsellors;
- Tentative report of results of actual (beginning 2009) European Delphi-research on the competences of teachers, trainers and counsellors nowadays and in the future;
- These findings will be integrated together to conclusions in European and Asian professionalisation perspectives.

### **Workshop B: Pathways towards Professionalisation in Lifelong Learning**

The need for lifelong learning in all spheres of professional life, and even in many spheres of public and even personal life seems to be taken for granted. The profession of persons who provide educational services or opportunities for learning remains either diffuse at best or unnecessary. It appears that quite a lot of efforts have to be dedicated by the individual andragogue in order to prove the credibility of the activity, and that prevent this activity from being effective and efficient. The workshop intends to focus on several topics:

- Concept of professionalization: Which criteria should be focused upon to professionalize teaching and training in lifelong learning contexts?
- Qualifications for personnel working in lifelong learning: What ways can be identified to qualify teachers and trainers in adult education in Asian and European countries?
- Validation and formal legitimization: What ways of public validation and formal legitimization of a profession would pave the way for a more effective adult education? Which practices can be identified in Asian and European countries?

### **Workshop C: Effects of Teacher Training in Lifelong Learning**

Teacher training is a well established research area. The focus has been on competences needed for being a qualified professional teacher. The effect of teacher training has been in focus too, but seldom in relation to adult learning. Politicians, practitioners, and researchers should raise the simple question: When you provide training programmes for adult teachers – newcomers or experienced, short or long courses – how can you tell that you are on the right way? How can you tell that you are improving the competences most needed or with the greatest impact on the adult learners? The question is simple but the answer is complex and difficult to give based on evidence research.

It seems reasonable to take these questions seriously. Therefore the workshop raises the following issues:

- Which methods can be used to measure the effects of teacher training?
- Are these methods influenced by differences in Asian and European educational culture?
- How can we improve the methods, e.g. by comparative studies?
- What do we already know about teacher training effects?

In the workshop different methods will be presented and discussed. How valid are these methods? What are the greatest weaknesses? How can we improve the methods?

#### **Workshop D: Between responsibility and accountability: Teachers and Trainers in Lifelong Learning**

Teaching and training in lifelong learning is closely related to the concept of responsibility. Often professionals are not only expected to take over responsibility towards the learners, but are also confronted with immense expectations to act responsibly with respect to far-reaching social and economical challenges. This educational mission, which is often grounded on ethical considerations, is accompanied by concrete questions of accountability, e.g. with respect to learning outcomes, employment goals etc. Finally, responsibility also has a didactic dimension: learning processes offer different possibilities to attribute responsibility (e.g. for methods, content etc.). Professionals have to see through those complex responsibilities in order to obtain a reflected relationship between them. The workshop will deal with questions like

- What are teachers and trainers regarded to be responsible for? Who defines this responsibility? How is this responsibility covered or derived by ethical standards?
- What sort of accountability shall teachers and trainers in lifelong learning provide?
- How can the issues of accountability and responsibility be reflected in classroom action?
- How can the issues of accountability and responsibility contribute to the continuous professional development of teachers and trainers in lifelong learning?

#### **Workshop E: Validation of adult educators' competences**

Persons working in the field of Lifelong Learning perform a broad range of tasks and activities. Due to the variety of adult educators' competency profiles and qualifications, validation of competences and prior learning becomes necessary. According to a Communication by the European Commission, the recognition of informal and non-formal learning outcomes is one of the lifelong-learning strategies. Many adult educators do not hold qualifications for their activities they carry out as part of their work. Their competences frequently go unrecognised as they are acquired at work, by informal exchange of experiences, by reading etc. and not in formal learning settings that lead to qualification. Due to the variety of adult educators' competence profiles, validation of competences and prior learning in this specific field of occupation becomes necessary.

In the workshop the focus will be on how specific adult educators' competences can be validated. Here it is intended to focus on following topics:

- Instruments used for validation purposes
- Competence-profile for validation (competences, standards and indicators)
- Ways of validation of adult educators' competences (validation process, political background)

## Posterpresentation

We intend to give the conference participants an overview of the situation of teachers and trainers working in lifelong learning (with a special emphasis on adult learners) in different countries in Asia and Europe. For this purpose, a poster session will be organised. Here we invite you to present current research and documentations on the situation in your country:

### Poster presentation: Teachers and Trainers in Lifelong Learning

The posters should provide a comparative insight into the situation of teachers and trainers working in lifelong learning. The posters should focus on the following aspects (1) Qualification requirements/further training courses (2) Profession/occupational profile (3) Number of personnel working in continuing education (4) Employment conditions of those working in continuing education.

## Information for your contributions

It is possible to contribute to the conference through a presentation in one of the workshops and/or with a poster (DIN A1-poster). Presentations should focus on one of the workshop topics and last no longer than 15 minutes. They should present current research findings or practice examples, which have a national as well as an international (Asian and/or European) relevance. Posters should collect current findings concerning the situation of the personnel in lifelong learning in one or more countries.

Please send an abstract of your contribution (no more than one page) to Dr. Regina Egetenmeyer ([egetenmeyer@die-bonn.de](mailto:egetenmeyer@die-bonn.de)) by **15<sup>th</sup> April 2009**. Please wait for a confirmation email. Selected papers shall subsequently be published in a conference volume.

## Conference Venue

The conference venue is located near Bonn/Cologne. The next airport is Cologne-Bonn. You can also flight to the airports to Frankfurt or Düsseldorf and use a train to Bergisch Gladbach.

### KARDINAL SCHULTE HAUS

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For questions regarding the organisation (conference venue, travel information) please contact Claudia Kurschildgen ([kurschildgen@die-bonn.de](mailto:kurschildgen@die-bonn.de)).

## Registration and Deadlines

Deadline for the Call for Paper is 15<sup>th</sup> April 2009. Please send your abstract to Dr. Regina Egetenmeyer ([egetenmeyer@die-bonn.de](mailto:egetenmeyer@die-bonn.de)).

Deadline for registration for participation is 15<sup>th</sup> May 2009. Please register at Ms. Claudia Kurschildgen ([kurschildgen@die-bonn.de](mailto:kurschildgen@die-bonn.de)).

## Conference Fee and Financing

The conference fee will be 100 € (including coffee/tee/drinks and conference materials).

### ASEM-Hub for Lifelong-Learning Subsidy

The ASEM-Hub for Lifelong Learning sponsors some flight tickets to the conference (max 800 Euros for Asians, max 400 Euros for Europeans). DIE will sponsor hotel costs and the conference fee of some colleagues, especially for the colleagues from Asia. Please note your interest for this subsidy in your registration.

### Grundtvig-Subsidy

We apply for a Grundtvig-Conference course, Programme "Visits and Exchange". By this, European colleagues can receive a Grundtvig-Subsidy (travel costs, hotel and conference-fee) from your National Agency. **Please contact as soon as possible your National Agency regarding the DEADLINES and application procedures.** Please contact Ms. Claudia Kurschildgen ([kurschildgen@die-bonn.de](mailto:kurschildgen@die-bonn.de)) for the number of the Grundtvig-Course.