

knowledge of the activities that adult education staff is required to perform. Such knowledge is an essential prerequisite for the development of appropriate training offers that cater for the different training needs.

I have here expanded on this aspect mainly, but there are at least three more big challenges related to the professional development of adult educators which I can only mention here, by way of concluding, but which it is important to bear in mind as well:

There is, first, the issue of quality: the question of how the quality of training offers can be evaluated and assured.

There is, second, the issue of motivation: especially for those groups of adult educators who are not full-time professionals it will be necessary to find ways to reach them and to motivate them to update their skills.

And there is, finally, the political issue: the question of how and to what extent the professional development of adult educators should be integrated at the policy level. This will be especially interesting in view of a balance between the various educational sectors within the spectrum of lifelong learning.

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European Master in Adult Education A Curriculum for Transnational European Education of Adult Educators

Abstract: With the Bologna-Process the Europe-wide development of comparable study programmes has started. This development has also affected the study programmes in adult education. A group of eight universities and one German research institute has developed a transnational curriculum for the education of adult educators in Europe. During the development process they had to find ways to integrate the different traditions and situations of the education of adult educators of each participating country. In winter 2006 the study programme will be offered for the first time at three partner universities.

Background

The European Ministers of Education signed the Bologna Declaration in the year 1999. This declaration marked the beginning of the Bologna-Process which led to a radical restructuring of study programmes in European Institutions of higher education. The vision is to create a European Higher Education Area until 2010. This area shall be characterized by transparency, comparability and quality.

During the Bologna-Process the European Ministers defined the criteria for the common European Higher Education Area (Bologna Process 2003; Bologna Process 2005): a degree system with three cycles; the introduction of the European Credit Transfer System (ECTS); a quality assurance system and the recognition of degrees and study periods. Furthermore the European Ministers want to strengthen research and ensure equal access to higher education for all. They also see the importance of student and staff mobility. In the Berlin Communiqué the Ministers mention the promotion of European modules and curricula, which should be jointly developed by Higher Education Institutions from various European countries. (Bologna Process 2003: 6).

As all disciplines in Europe, adult education, too, has to develop study programmes in the frame of the Bologna-Process. A group of eight European universities and one German research institute from seven different countries – which is called EMAE-Network in the

following - started to develop a transnational study programme of the second cycle in 2004. The goal is to implement the study programme in each partner University.

The development of a common European Master in Adult Education (EMAE) has specific challenges. These specific challenges lie in the cultural traditions and structures of adult education in Europe. At the moment a European research group¹ is exploring the implications of these differences for the professional development of adult educators in Europe. A first stock-taking has shown the big differences which exist in adult education between the European countries (Nuissl 2005: 45-56):

The structure of adult education is very complex in each European country. This complexity is rising, if you compare the adult education systems in Europe. Until now, there is no discussion about professional development of all adult educators. Normally these discussions are just looking to a specific group. The kind of employment in adult education is very different and adult educators are working in different fields. Nuissl (2005: 55) resumes that there is no common debate about competence profiles of adult educators.

This is the situation in which the EMAE-Network has developed a transnational European Master in Adult Education. In the following I will give at first a short overview about the education of adult educators at the different partner universities. Then I will present the aims of the study programme. Afterwards I will explain the developed curriculum and how the implementation process is planned. In the different chapters I will describe how the EMAE-Network has handled the described challenges.

The EMAE-Network

The EMAE-Network is a group of eight universities and one German research institution². Prof. Dr. Dr. Ekkehard Nuissl von Rein from the University Duisburg-Essen/ Germany and the German Institute for Adult Education initiated together with the following partners a

¹ This research group was initiated by Prof. Dr. Dr. Ekkehard Nuissl von Rein/ Germany. In this group researchers from the following European countries are taking part: Denmark, France, Germany, Great Britain, Italy, Netherlands, Poland and Sweden.

² You can find more information about the project at the homepage of the project <http://www.emae-network.org>

Curriculum Development Project:

The Danish University of Education in Copenhagen/ Denmark;
The West University of Timisoara/ Romania;
The University of Florence/ Italy;
The University of Barcelona/ Spain;
The University of Helsinki/ Finland;
The University of Kaiserslautern/ Germany;
The University of Ostrava/ Czech Republic.
The University Duisburg-Essen is coordinating the project.
The German Institute for Adult Education is doing the evaluation.

The project is co-funded by SOCRATES, ERASMUS³, it runs for three years. A first stock-taking has shown the big differences which exist in adult education between the European countries by the European Union under the SOCRATES programme.

At the beginning – in the year 2004 - the group compared the situation regarding the existing and the planned study programmes in each University: In Ostrava and Timisoara they had no study programme in adult education. But in Timisoara there were several initiatives for the establishment of adult education as a study offer. In Barcelona adult education was a component in several study programmes like Social Education, Pedagogy or Training in Organizations. Kaiserslautern, Copenhagen and Florence offered post graduate study programmes in adult education in the second cycle of the Bologna model: The Master of Education in Adult Education at the Danish University of Education and the distance Master-programme in Adult Education at the University of Kaiserslautern. The University of Florence had a study programme in adult education which leads to the degree 'laurea specialistica'. At the University of Helsinki you found study programmes in adult education in all three cycles (graduate, post graduate and doctorate). At the beginning of the project, at the University Duisburg-Essen you could find a graduate study programme of education with a specialisation in adult education. Not least because of the Bologna-Process the partner universities were at this time experiencing a process of radical change.

Beside these differences we found also disparities in the content

³ See http://ec.europa.eu/education/programmes/socrates/erasmus/curriculum_en.html

and the target groups which are focused on by the programmes⁴. In Copenhagen an emphasis was on work-based learning, organisational learning and competence-development in a societal perspective. In Florence the programme has an emphasis on policy of adult education. In Helsinki we found a big emphasis on research methods. Duisburg/Essen had specialisations in general adult education/ educational counselling, management of qualifications and organisations as well as educational management of information/ multimedia based learning.

Whereas the University Duisburg-Essen offered a programme for graduate students, the West University of Timisoara had managers of adult education institutions as students. The Danish University of Education offers programmes exclusively for postgraduate students. Their Master-Programme in Adult Education is studied part-time.

Beside these differences in the structure of the study programmes and the differences regarding the themes and the tradition of adult education, you may find differences in the way of teaching and learning (see v. Queis 2002: 27-31). The students of the EMAE will be enabled to handle these differences.

Aims of the EMAE-Project

The idea of the EMAE-Network was to develop a common curriculum which should be implemented in each participating University of the network. For the development of the curriculum the network follows these aims (EMAE-Network 2006):

- "identify through a European discussion process the core competencies that are needed by professional adult education staff in Europe today;
- develop on this basis a qualification of transnational relevance that reflects both traditional and newly emerging qualification needs, and that includes a 'competence for Europe' as a particularly important aspect;
- use synergies and benefit from a wide range of experience and best practice in the various countries to develop and implement a high-quality degree programme."

During the discussion the network fixed which competencies each partner identified as necessary for an adult educator in his cultural

⁴ Regarding the different fields of activities of adult educators see also Nussli (2005: 51-52).

background. Furthermore the network discussed together which specific transnational competencies adult educators should have who act in European contexts. Through these discussions the network integrated the perspectives of all partners in the development process. So the network collected all relevant competencies. This was the basis for the curriculum development.

The partners agreed that competence development shall be facilitated not only through the study content but also through the ways of teaching and studying:

A big part of the curriculum shall be taught in English. So the students will have the possibility to choose for themselves, in which of the participating University they would like to study.

The students shall have the possibility to gain international and intercultural experience. For this, the network developed several ways.

Beside the European aspects of the programme there should also be enough space for the national and cultural traditions of adult education at each University.

All parts of the EMAE-Programme, which the students will complete in one participating University, will be fully recognized in the EMAE-Programme of the other participating universities.

The EMAE-Curriculum

The EMAE-Network decided to develop a Master Programme in the second cycle with 120 ECTS. A study programme with this amount is the most interesting for most partner universities. This curriculum will have two main parts: 70 ECTS will contain the common Core Curriculum; 50 ECTS will be individual offers from each University. The Core Curriculum was developed together by the network. The responsibility for the development of the individual offers lies in each University. For the acceptance of the individual offers, the network has to agree on this as a part of the EMAE-Programme.

This structure allows to focus the European context as well as each national context. It recognizes that adult education is a discipline which is deeply connected with national and cultural traditions in each country. Through several ways of teaching and studying, students have the possibility to study adult education in different national contexts.

Furthermore, this structure also sees the European themes and competencies becoming increasingly important. It allows to include all themes the partners see as core themes in adult education in

Europe.

The EMAE-Programme is a qualification for students, who would like to work in the field of adult education and learning in European contexts⁵. That means that they will be enabled for activities in European institutions as well as in institutions outside of their home country. Therefore they must be able to interact professionally with their European colleagues and clients or customers. The graduates will work in fields which focus on the support and facilitation of adult's learning. Possible careers would be researcher, administrator, counsellor, instructor, programme planner, and manager of adult education institutions.

For this, the students will acquire the relevant knowledge and skills in the study programme. A specific focus will be on European themes, comparative and international research as well as on intercultural skills. The above described structure will qualify students not only in European themes and intercultural skills. National themes are a component of the EMAE as well as European themes. Through this, students will have a point from which they can compare themes and different point of views (see Webler 2002: 19).

The students will be qualified for the labour market in their home countries. Additionally they will become aware and able to use Europe as a labour market for adult educators.

To enter the EMAE programme, students must hold a degree of the first circle (e.g. Bachelor degree). Additionally they must have experience in education. This experience will be accepted in different ways: For example through a first degree in education or through work experience in education.

After successful completion of the EMAE, the students will receive a degree of the second cycle of their home universities. Additionally they will receive a diploma supplement from the network which documents that this study programme fulfils the standards of the EMAE-Network.

The EMAE-Network will also work together for a double or joint degree. But this will be realised only in the next years.

The Core Curriculum

The Core Curriculum is one part of the EMAE. It contains the following fields:

⁵ You can find the whole description of the EMAE-Programme which is written by Susanne Lattke at http://www.emae-network.org:8080/structure/document_view

Core fields of Adult Education in Europe Research in Adult Education in Europe Transnational Project Work Master Thesis

EMAE - Core Curriculum (70 ECTS)								
Core fields	Theoretical Framework	Learning And Teaching	Research	Management / Marketing	Policy	Economy		
Study units	Essentials of Adult and continuing education in Europe 3 ECTS	European Teaching Theories 3 ECTS	Fields and Trends 2 ECTS	Management of AE 3 ECTS	Policy of demand 3 ECTS	Adult learning and consumption of educational goods 3 ECTS	Transnational Project 10 ECTS	THESIS 30 ECTS
	Theories of Adult Education 2 ECTS	Competence and Competence Development 2 ECTS	Research Methods 3 ECTS	Needs Analysis & Programme planning 2 ECTS	European Strategies of LLL 2 ECTS	State and market in lifelong learning in the European context 2 ECTS		

Figure 1: Core Curriculum

Core fields of Adult Education in Europe

The students study five fields which are defined as Core Fields. This part of the common core represents the sum of main focuses of research of the EMAE-Network.

In the Core Field '**Theoretical Framework**' students will get an overview of the field of adult education in Europe and its different structures. They will also get an introduction to theoretical approaches.

The Core Field '**Learning And Teaching**' focuses on the

theories of learning and teaching of adults. According to the aspect of competence development, students will gain competencies to analyse and plan learning situations in different contexts.

Within the Core Field '**Management and Marketing**' there are themes like management and marketing strategies of adult education institutions. Here students will gain competencies regarding the combination of economic and pedagogic perspectives.

The Core Field '**Policy**' focuses on different political contexts in which adult education is situated. Beside European policy, students will have a look at the policy in different European countries.

The core Field '**Economy**' takes the relationship between adult education and economy as theme. In a knowledge-based society such as Europe this aspect will increasing importance.

In the part '**Research in Adult Education in Europe**' students will get an overview of fields and trends in research in Adult Education in Europe. Afterwards they will develop a research design for their own research project. This research design will be used for the Master Thesis.

In the part '**Transnational Project Work**' students will deepen one part of the Core Fields. In intercultural groups students will work together online. They will design, plan, manage and evaluate a transnational project work. Students who spend a semester abroad may also do an individual project or they can do a traineeship in a relevant institution of the partner country.

For the **Master Thesis** students should carry out a research project with a European dimension. This could be a comparative research or a European topic. It can be written in a national European language and must include an English abstract.

For each course one University of the EMAE-Network is responsible. The teaching language will be English. A big part of the Common Core will be offered as online seminars. For this, intercultural teams will be formed. So the students will do virtual mobility and can get an intercultural learning experience. Furthermore researchers and teachers from the participating universities will visit the partner universities and will teach there. To gain further intercultural experience, the students are strongly advised to spend one semester at another partner University.

Through these various ways of teaching and learning, the EMAE gives the opportunity to get to know different demands and values in various European countries. Students will get intercultural learning

experience and can develop their intercultural competencies.

EMAE at the University Duisburg-Essen

Every University of the EMAE-Network has to develop its own University specific curriculum within the above described conditions. So the detailed study plan varies from University to University.

In parallel with the development of the EMAE-Curriculum, the University Duisburg-Essen has developed a national Master in Adult Education. This led to the idea to develop a study programme with two variants. We call this model 'Y-Model'. Student will first complete a Bachelor programme in Education. Afterwards they can do a Master in Adult Education. Here they have the possibility to choose between two variants: National Master in Adult Education or European Master in Adult Education. These variants have common and specific parts.

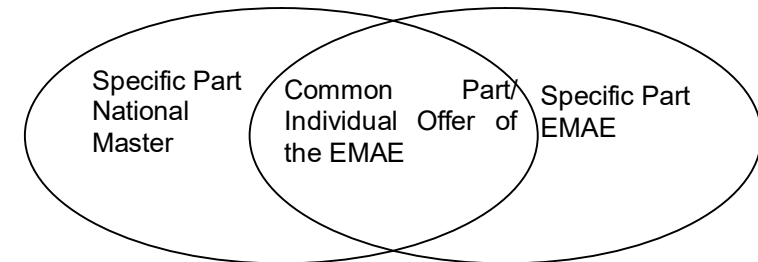


Figure 2: Connection between the national Master and the European Master

By this, the EMAE at the University of Duisburg-Essen is intensively connected with the national Master. The students have the possibility to study national themes as well as European themes.

The main focus of the individual offer of the University Duisburg-Essen lies on Didactical Competencies, Organisation and Management of Education, Empirical Research in Education and Continuing Education between Market and State. The courses of the Core Curriculum have been enriched by courses which are also offered in the national Master in Adult Education at the University Duisburg-Essen.

Implementation of the EMAE

In winter 2006 the EMAE is starting at three universities. At the University of Florence the EMAE is starting as an accredited study programme. They have also selected the Y-Model which is described

above. The West University of Timsoara is starting an accredited study programme with expected 20 students. They have developed new courses for their individual offer, because there is no other programme with which they can link the EMAE.

The accreditation process at the University of Duisburg-Essen is underway. In winter semester 2006 they will offer in a pilot phase all courses of the first semester for the students which are enrolled in the study programme Diplom-Pädagogik/ diploma paedagogy. The achieved certificates will be accepted for the study programme Diplom-Pädagogik/ diploma paedagogy. They can also be accepted for the EMAE, if students enrol in the EMAE-Programme from winter 2007.

The University of Barcelona is discussing the accreditation for winter 2007. The other universities are also thinking about possibilities for the implementation in the near future.

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