

Newsletter for European Research in Learning and Work [L&W]

Edition: February 2019 www.news.wifo-gate.org [[Impressum](#)]

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Dear Colleagues

*In this edition of the L&W Newsletter you should note in particular several **calls for papers** relating to international conferences: the Nordic Conference on Adult Education and Learning in Copenhagen, #EDEN2019 in Bruges, the ESREA conference in Belgrade, the EAPRIL conference in Tartu (see [Conferences](#)) and the Transitions in Youth (TIY) workshop in Maastricht (see [Networks and Organisations](#)), and to special issues of international journals: Gender hegemony (HRDI), Refugee workforce integration (HRMJ), Literacies and adult education (RELA) and International mobility in education, training and research (JIM/ERASMUS+) (see [Publications](#)). And not to overlook the following **offers**: a call for tender (BIBB), a call for applications (CIDER), a position of Research Intern (SFIVET) and limited places for the ECADOC summer school in Malta (see [Programmes and Projects](#))!*

Special thanks to all who contributed information for this edition, and also to our partners [CR&DALL](#), [CVER](#), [PASCAL International Observatory](#), [UFHRD](#), [UNEVOC](#), [VET&Culture](#) and [VETNET](#) for providing input and sharing the L&W Newsletter via their mailing lists and web portals!

The [L&W Newsletter](#) focuses on transnational research activities across Europe in the field of human resource development (HRD) and vocational education and training (VET), centred on major categories: conferences, networks, programmes, projects and publications. The next edition will appear in early April 2019. You are invited to submit short texts (100 to 200 words, without attachments, but including links to web pages) - please by **29 March 2019** at the latest!

The L&W Newsletter reaches you via a mailing list of experts in and beyond Europe. Should you prefer to read the current edition online, you can find it under [February 2019](#). You may also look up the details of [data protection](#). Please pass the Newsletter on to your colleagues and networks.

With best wishes
Sabine Manning
Research Forum WIFO
Editor of the L&W Newsletter

Conferences

Update on VET Congress

Registration for the 6th Congress on Research in Vocational Education and Training from **4th-6th March 2019** in Zollikofen (CH) is open until **18th February 2019**. Please visit the congress website to register: www.sfivet.swiss/vet-congress. In order to see an overview of the issues discussed at our congress, please follow the link to the [updated program](#). During the congress, the Swiss parliament will be holding sessions, so most hotels in Bern are expected to be quite full and

rooms more expensive than usual. We recommend you book your accommodation as soon as possible.

(Info received from vet-congress@sfivet.swiss c/o Antje Barabasch)

Nordic conference: Call for papers

The 8th Nordic Conference on Adult Education and Learning, 13-15 May 2019 at DPU, Aarhus University, Copenhagen, Denmark

The theme of this biannual conference is "Sustainable adult education and learning in organisational settings". It focuses on how we as adult education researchers and practitioners enter into a dialogue with the future that we want our work to inform and shape. How can we build on the strong traditions of adult education, and contribute to sustainable solutions to the current and future dilemmas facing society, organisation and individuals. Please submit an abstract of maximum 400 words (Word/rtf document), excluding your contact information, no later than **28.02.2019**. For further details see [Conference page](#) and [Call for papers](#).

(Info received from Anja Heikkinen anja.heikkinen@tuni.fi)

#EDEN2019: Call for contributions

EDEN is pleased to announce its 28th Annual Conference hosted by the VIVES University of Applied Sciences in **Bruges 16-19 June 2019**: "Connecting Through Educational Technology - In search for contemporary learning environments". How can information and communication technology in the age of Industry 4.0 create and enhance synergies between online learning programmes, the increased diversity of stakeholders, workplace experience, socio-cultural influences and students' work-life balance? The major tracks set-up will be: #Global connections: How to organise online study programmes that enhance the students' international competences, provide connections with international partners and promote virtual mobility? #Connections with the workplace: How can innovative study programmes be developed to involve the workplace impact and experience (virtual dual learning, distance/digital internships)? #Connections with the community: How to organise study programmes that focus on relations of curriculum, delivery and the socio-economic environment? #Connections with learners: Caring about the work-life balance of the students, attention to learners' needs, expectations and the changing behaviour of diverse student populations including career, other studies, family life. - Submissions are welcome in paper, poster, workshop or panel discussion session and demonstration/technical presentation formats. Deadline for contributions: **4 February 2019**. Please visit the [Conference website](#).

(Info received from EDEN Annual Conference Secretariat bruges@eden-online.org)

ESREA conference: Call for papers

ESREA 9th Triennial European Research Conference hosted by the Department of Andragogy, Faculty of Philosophy, University of Belgrade, Serbia, September 19-22, 2019

This conference explores the topic "Adult education research and practice between the welfare state and neoliberalism". It is an opportunity to gather researchers and scholars - from all adult education disciplines and sectors, from academia, policy and practice - in order to discuss how the tectonic shifts in economic, political and social models shape adult education. The conference aims to explore what happens with adult education during this shift, how the post-modern world, marked by the neoliberal economies, the growing power of ICT and the privatisation of services, is influencing concepts, practices and research in adult education in its various fields (for example general, vocational, further, community and higher education of adults, literacy, education of specific target groups etc.). We invite researchers employing theoretical, empirical, historical, comparative and other approaches which explore these questions and topics to join us in Belgrade. Deadline for submission of abstracts: **25th February 2019**. Please view the [Call for papers](#).

(Info drawn from ESREA Newsletter 4/2018 posted by Robert Aman robert.aman@liu.se)

EAPRIL conference: Call for proposals

Together with the University of Tartu (Estonia), EAPRIL is happy to organise the 14th EAPRIL

conference on "*Meaningful Learning in different settings*" from **November 27 to 29, 2019**. EAPRIL is the European Association for Practitioner Research on Improving Learning, both in education and professional practice, and brings together research and practice as well as educational and professional learning. We invite educational researchers and practitioners to share and discuss the current and future challenges that ensure meaningfulness of learning in different settings at school, work, and everyday life. The importance of questions such as the 'why', 'how' and 'so what' of the instructional process will be highlighted in-depth. As one of the largest European communities for practitioner-researchers, the EAPRIL conference serves as the perfect platform for discussions on meaningful learning in different settings. The conference is renowned for its highly interactive and innovative presentation formats, with interactive keynote labs instead of traditional speeches, school visits, workshops, case studies and many more. Please submit your proposals by **May 9** via www.earli-eapril.org or the [immediate submission link](#) (as of February 14 accessible). More information? Check out <http://www.eapril.org/EAPRIL-2019> EAPRIL and the University of Tartu is looking forward to welcoming you in the beautiful university city of Tartu!
(Posted by Inneke Berghmans <inneke.berghmans@kuleuven.be>)

NOTE: Forthcoming and recent events related to European research in work and learning are listed on the WIFO **Conference** page [www.conferences.wifo-gate.org].
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Networks and Organisations

Transitions in youth: Call for papers

The 27th annual workshop of the [European Research Network on Transitions in Youth \(TIY\)](#) will take place in **Maastricht**, the Netherlands, from **2 to 5 October 2019**. The Research Centre for Education and the Labor Market (ROA) of Maastricht University will host this year's workshop. The theme is: *Problematic school-to-work transitions in Europe*. The Network Committee cordially invites authors to submit contributions concerning the area of youth transitions, especially - but not exclusively - the analysis of problematic transitions from education to the labour market in a macro-micro-macro perspective. Particular attention will be paid to the following themes: #Causes and consequences of unsuccessful school-to-work transitions; #Youth not in employment, education, and training; #Longitudinal and sequence analysis of school-to-work transitions and trajectories; #Context influences in the life course; #Comparative country studies on institutional effects; #Impact evaluation of labour and educational policies. If you wish to present a paper at the workshop, please send an abstract (500 words) to submissions@tiy2019.com by **March 30, 2019**. For further information see conference website: <http://www.tiy2019.com>
(Info received from Maarten Wolbers <tiy@maw.ru.nl>)

NOTE: References to research networks in the field of European work and learning are available on the WIFO page **Networks at a glance** [www.networks.wifo-gate.org]. Major online resources related to European research networks include the **ECER VETNET Proceedings** (www.ecer-vetnet.wifo-gate.org) offering a complete and up-to-date collection of conference papers submitted since 1998, and the Overview of selected **HRD conference papers** (www.ehrd-papers.wifo-gate.org).
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Programmes and Projects

Call for tender: Report on Switzerland

BIBB launched a new research project in 2019 with the focus on the stakeholders' roles in VET in times of digitalisation - a German-Swiss comparison (see [details of the project](#)). The object of

investigation is to discover whether different developments may be observed in these two [dual-based VET systems](#) in respect of the role and interaction of stakeholders as well as the impact on governance structures. Currently there is a [call for tender](#) for a national report on Switzerland in the context of this project (in German). The call is open for Swiss participants and/or German speaking experts. Deadline for applications: **12.02.2019**.

(Posted by Ute Hippach-Schneider <hippach-schneider@bibb.de>)

Call for applications: Interdisciplinary educational research

The [College for Interdisciplinary Educational Research \(CIDER\)](#) is an international and interdisciplinary network of researchers in the field of education. The aims of the College are the advancement of interdisciplinary collaboration and methodological training in quantitative educational research, as well as the early independence and career development of young scholars. After the College completed two successful rounds in the past six years, it now calls for applications for a third cohort of **30 excellent junior scientists** in educational science, psychology, economics, and sociology in the early post-doctoral stage. Application documents have to be in English (letters of reference may also be in German) and must be submitted electronically in one file no later than **April 15, 2019**. Acceptance notifications will be sent by July 15, 2019. Here is the link to the [call for applications](#).

(Info received from the Centre for Vocational Education Research <n.rogers@lse.ac.uk>)

Position of Research Intern

The [Swiss Federal Institute for Vocational Education and Training](#) in Zollikofen/Bern, Switzerland, has a job opening for the position of **Research Intern (50 - 80%)** to work in projects related to creativity development among VET students. Tasks comprise conducting interviews, focus groups and surveys among practitioners in different sectors; archiving, transcribing and analyzing qualitative and quantitative data, coordination of stakeholder meetings, literature research and contributing to publications. Start: any time **from 1.2.2019**. Duration: 6 months. Requirements: B.A. and preferably M.A. in Social Science (e.g. Education, Psychology, HRM), good knowledge of qualitative and quantitative research methods and interest in research, high-level German language skills, French and English would be an asset, ability to work independently and autonomously. See details on [EHB web page](#). Contact: Antje.Barabasch@ehb.swiss; Tel. 0041-58458 2789.

(Posted by Antje Barabasch)

Summer school for doctoral researchers

The [Sixth ECADOC summer school](#) for doctoral researchers will be taking place in **Malta** from **June 9-14, 2019**. The programme will provide selected participants with opportunities to: #Explore the intersections between career guidance and social justice; #Investigate how research can be mobilised for further equity agendas; #Present their work in progress; #Discuss the challenges encountered during their doctoral journey; #Benefit from advice and support from ECADOC faculty and peers; #Advance their career development through publications in scientific journals and participation in international projects. - Keynote presenters include the three Summer School organisers, Prof Ronald G. Sultana (University of Malta), Prof Rie Thomsen (Aarhus University), and Prof Tristram Hooley (University of Derby), together with other guest speakers such as Prof David Blustein (Boston College Lynch School of Education). The programme will create a powerful learning environment through lectures, seminars, workshops, poster sessions, a film forum, and on-site visits. It will also be an occasion to feel part of a community of practice, with cultural events that include participation in a traditional village festa, a tour of the island, a visit to a Neolithic temple, and a boat tour. Places are limited to 20 applicants. Deadline: **15 February 2019**. Further details can be found [here](#).

(Posted by Ronald G Sultana <ronald.sultana@um.edu.mt>)

Capability approach in Europe: Review of seminar

On 13 November 2018, University of Roma Tre hosted the national seminar "*Actuality of the capability approach in Europe and sustainability scenarios*", promoted by Giuditta Alessandrini, full Professor of Social and Work Pedagogy (www.ceforc.eu). She presented the Network "Pedagogical and Educational Dimensions of the Capability Approach", which brings together five Italian Universities and an Ecuadorean one (Roma Tre University, University of Salento, Ca' Foscari University of Venice, Catholic University of "Sacro Cuore", University of Molise, Universidad Politécnica Salesiana of Ecuador). From the Seminar emerged interesting convergence elements between Capability Approach and goals of the 2030 Agenda for Sustainable Development, such as the awareness that human development is identified not only with economic development; the opposition to diffusion of a market-oriented and functionalist approach to development; the attention to the "common good"; the rejection of an individualistic and "privatistic" vision of knowledge; the defense of the spheres of freedom, whose removal would make life unworthy of human dignity. The theme of sustainability has been discussed also in relation to VET and the issue of work. The contributions of the numerous speakers will be published in the volume "Pedagogical and Educational Dimensions of the Capability Approach" by [FrancoAngeli](#), due out in March 2019. (Contributed by Giuditta Alessandrini [<giuditta.alessandrini@uniroma3.it>](mailto:giuditta.alessandrini@uniroma3.it))

E.QU.A.L Project: Upskilling pathways

How to better address the negative intertwining of weak adult skills and high unemployment rates? Since June 2018, Céreq has been involved in the E.Q.U.A.L project "*Enhancing Qualification of Adult Learners through the implementation of Upskilling pathways*". The project is coordinated by INAPP (Italy) and funded as part of the EaSI programme managed by the European Commission's Directorate General for Employment, Social Affairs and Inclusion. INAPP asked Céreq to support the process of pooling knowledge in the field, providing information on French adult learning policies as a benchmark for the Italian national and regional strategies for maximising a positive spill-over for Italian stakeholders. The project is entirely devoted to testing the implementation in Italy of the guidelines issued in conjunction with the recent EC Recommendation on "Upskilling Pathways - New Opportunities for Adults". Italy needs to strengthen its employment services in order to promote upskilling and tailor services to individuals' needs. There is a need to focus on the negative intertwining of weak adult skills and high unemployment rates that forces many people out of employment or out of the labour force altogether.

(Info received from Céreq news n° 14 c/o Isabelle de LASSUS [<isabelle.delassus@cereq.fr>](mailto:isabelle.delassus@cereq.fr))

NOTE 1: Contributions are welcome for the next edition of the **Directory of Doctoral Dissertations** (www.ddd.wifo-gate.org), provided as part of the WIFO Gateway, which focuses on European research in the field of vocational education (VET) and human resource development (HRD). Please provide information on expected or newly completed doctoral dissertations investigating issues of HRD, VET or work-related adult education, according to the following pattern: 1*Theme of dissertation (original language AND English); 2*Year of (expected) completion or publication; 3*Author (name and email address); 4*Tutor (name and email address); 5*Institution of tutor (name and home page). Contributions should be posted by email to the editor (sm@wifo-gate.org).

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NOTE 2: Contributions are invited to update the **Overview of European research projects** [www.projects.wifo-gate.org], provided as part of the WIFO Gateway. The overview focuses on transnational research projects, mainly supported by EU programmes, in the areas of human resource development, vocational education, work and learning. Please send the following information to the editor (sm@wifo-gate.org): (A) exact title and acronym (short name) of the project; (B) name and email address of the coordinator or main contact; (C) address of the website (or info page/ flyer) of the project. Contact: [Sabine Manning](#)

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Publications

Gender hegemony: call for papers

Human Resource Development International: Special Issue call for papers 'Gender Hegemony and Its Impact on HRD Research and Practice'

In her keynote speech to the June 2018 European HRD conference, Dr Laura L. Bierema called upon the Human Resource Development field to become bolder in promoting diversity, equity and inclusion. Social media campaigns such as #MeToo have drawn attention to the hostile environment faced by women and minorities in the workplace and in society. HRD scholars, however, have yet to commit collectively to scrutinizing the influence of gender on workplace roles and relationships. This seems a curious omission given HRD's humanistic roots, and its identity as a "field founded on employee advocacy" (Bierema). HRD's unwillingness to undertake critical examinations of managerial structures founded upon sexism and racism risks damaging HRD claims to fulfil one of its key goals, the facilitation of development and change for all. The emergence of Critical HRD has been a response to the dominance of the performance paradigm within HRD, which overwhelmingly privileges masculinist work cultures and employment practices. We welcome contributions to this special issue that adopt a variety of perspectives and which are located in a diversity of empirical locations or theoretical genres. Paper submission by **15 April 2019**. Editors: Professor Carole Elliott & Professor Jamie L. Callahan. More details about the special issue can be found [here](#).

(Contributed by Carole Elliott <Carole.Elliott@roehampton.ac.uk>

Refugee workforce integration: Call for papers

Special Issue of [Human Resource Management Journal](#) - Call for Papers: The Role of HRM in Refugee Workforce Integration. Guest Editors: Luciara Nardon, Betina Skudlarek, Soo Min Toh [Details]

The goal of this special issue is to encourage theoretical and empirical developments on human resource management of refugees. We aim to foster a dialogue between human resource management scholars and other fields of research to encourage and facilitate effective strategies for refugee integration in the workplace and in society at large. We invite manuscripts focused on topics and themes such as, but not limited to, the following areas: #Re-conceptualizing global mobility; #Understanding refugees; #Integrating refugees in the workforce; #The role of organizations in managing refugee workforce integration; #The impact of refugee workforce integration on societal outcomes. We invite both conceptual and empirical papers. Full papers should be submitted between April 1 and **April 30, 2019**. To read the full call for papers, please see [here](#).

(Info obtained from UFHRD mailing list c/o Sophie Mills <Sophie.Mills@NOTTINGHAM.AC.UK>)

Literacies and adult education: Call for papers

Thematic issue of [RELA](#) (European Journal for Research on the Education and Learning of Adults): "The changing landscapes of literacies and adult education". Editors: Barbara Merrill, António Fragoso & Lyn Tett [Details]

Literacy, numeracy and language learning have always had a central place in adult education theory and practice. Literacy studies, once strong in community adult education, have branched out to include new forms of literacies such as language literacy (with migrants), health literacy, digital literacy and workplace literacy. There are different literacy practices in different domains of social life, such as education, religion, workplaces, families, community activities. These change over time, and different literacies are supported and shaped by the institutions and social relationships that people are part of, and do not transfer easily across contexts. For this thematic issue we welcome conceptual, theoretical, policy, historical or review articles and articles based on empirical studies which may include the perspectives of adult students and/or adult educators. Deadline for submission is **17th May 2019**. Papers should be submitted, formatted according to author guidelines available at www.rela.ep.liu.se, and sent to Barbara Merrill (Barbara.Merrill@warwick.ac.uk), Lyn Tett (L.Tett@hud.ac.uk) and António Fragoso

(aalmeida@ualg.pt).

(Info received from Andreas Fejes <andreas.fejes@liu.se> via ESREA mailing list)

Call for papers: Journal of International Mobility

The French national Agency for Erasmus+ Education & Training is calling for contributions for the seventh issue of its annual scientific publication entitled [Journal of International Mobility: Moving for Education, Training and Research](#), which brings together scholarly articles on all aspects of international mobility as part of education and training in Europe and around the world. The members of the reading committee will select articles resulting from research, studies and experiments which fall under the following theme: Virtual mobility/ skilled mobility: what are the links and what are the challenges in Europe and around the world? They may relate to general education, higher education and adult education, as well as to both initial and continuing vocational training. Please send your article to: revue@agence-erasmus.fr, by **April 01, 2019**. Instructions and Submission Guidelines for the authors are available upon request. Please do not hesitate to contact us if you have any further questions.

(Info received from revue <revue@agence-erasmus.fr> 11 Jan 2019)

How non-permanent workers learn and develop

Helen Bound, Karen Evans, Sahara Sadik, Annie Karmel (2018). How Non-Permanent Workers Learn and Develop: Challenges and Opportunities, 1st Edition. Routledge, 174 pages [[Details](#)]

This book is an empirically based exploration of the challenges and opportunities non-permanent workers face in accessing quality work, in learning, in developing occupational identities and in striving for sustainable working lives. Based on a study of 100 non-permanent workers in Singapore, it offers a model to guide thinking about workers' learning and development in terms of an 'integrated practice' of craft, entrepreneurial and personal learning-to-learn skills. The book considers how strategies for continuing education and training can better fit in with the realities of non-permanent work. Through its use of case studies, the book exams the significance of non-permanent work and its rise as a global phenomenon. It considers the reality of being a non-permanent worker and reactions to learning opportunities for these individuals. The book draws these aspects together to present a conceptual frame of 'integrated practices', challenging educational institutions and training providers to design and deliver learning and the enacted curriculum, not as separate pieces of a puzzle, but as an integrated whole. With conclusions that have wider salience for public policy responses to the rise of non-permanent work, this book will be of great interest to academics and researchers in the fields of adult education, educational policy and lifelong learning.

(Contributed by Karen Evans <karen.evans@ucl.ac.uk>)

Collective skill formation

Janis Vossiek: Collective Skill Formation in Liberal Market Economies? The Politics of Training Reforms in Australia, Ireland and the United Kingdom. 16th volume of the series Studies in Vocational and Continuing Education, edited by Philipp Gonon and Anja Heikkinen. Lang 2018 [[Details](#)]

The book captures the development and variety of vocational training institutions in Australia, Ireland and the United Kingdom since World War II from a comparative perspective. While all three countries have undertaken several attempts to reform training, from classical craft apprenticeships towards modern dual apprenticeships, their reform processes have yielded divergent results: In the United Kingdom training became largely organized around a publicly financed 'training market' with little influence for employers and unions in training politics. Conversely, the social partners were included in reform processes and the provision of training in Ireland and Australia, which enabled the development of dual apprenticeships. These differences, which have been largely neglected in political science and education studies alike, are explained by the interaction between partisan governments and organized interests. Only non-right governments managed to bring together employers and unions in training reforms, which was the main political prerequisite for the

development of dual apprenticeships.

(Contributed by Janis Vossiek <janis.vossiek@uni-osnabrueck.de>)

Career guidance for emancipation

Tristram Hooley, Ronald Sultana, Rie Thomsen (2018). Career Guidance for Emancipation: Reclaiming Justice for the Multitude. Routledge [Details]

We're very excited to announce that our new book "Career Guidance for Emancipation: Reclaiming Justice for the Multitude" is now out. Edited by Tristram Hooley, Ronald Sultana and Rie Thomsen, it builds on our previous book Career Guidance for Social Justice and particularly seeks to explore what the neoliberal drive means for the careers of a wide range of different groups within society. It then moves into looking at practice and possibility and explores ways in which emancipatory career guidance can be put into practice. [Cover note]

(Contributed by Ronald G Sultana <ronald.sultana@um.edu.mt>)

New issue of IJRJET: Vol. 5, Issue 4

The International Journal for Research in Vocational Education and Training (IJRJET) has published a new issue. It contains the following topics: Sanna Wenström, Satu Uusiautti and Kaarina Määttä study the "The Force that Keeps you Going" in the context of enthusiasm in VET teachers' work; Christof Nägele, Markus P. Neuenschwander and Patsawee Rodcharoen contribute a discussion on higher education in Switzerland by exploring predictors of becoming engaged in higher vocational or higher academic education; Jörg Markowitsch and Günter Hefler examine formal feedback mechanisms connecting vocational training to the world of work in Europe; Eka Raj Adhikari reports on the experiences of learners with disabilities in mainstream vocational training in Nepal; and Fabienne-Agnes Baumann conducts a book review on collective skill formation in liberal market economies in the context of the politics of training reforms in Australia, Ireland and the United Kingdom. Please find all articles on <http://www.ijrjet.net>.

(Posted by IJRJET Editorial Office <ijrjet@uni-bremen.de>/ See also initial post by Michael Gessler on vetnetsite)

Feedback mechanisms between VET and the labour market

Jörg Markowitsch; Günter Hefler (2018). Staying in the Loop: Formal Feedback Mechanisms Connecting Vocational Training to the World of Work in Europe. International Journal for Research in Vocational Education and Training, v. 5, n. 4, p. 285-306 [Details]

A recently published article by Austrian VET researchers Jörg Markowitsch and Günter Hefler takes a fresh look at a long-standing issue, namely: How can VET provision be kept attuned to ever changing needs of the labour market and societal environments alike? Previous comparative research (e.g. for Cedefop) had introduced the idea of 'feedback mechanisms', aiming at safeguarding the responsiveness of VET systems to changing requirements. The term refers to the interplay of institutions, actors and processes which allows the continuous renewal of VET provision (i.e. by creating new qualifications or updating curricula). The authors elaborate the concept and propose a new typology of formal feedback mechanisms which allows one to embrace the differences between national VET systems and subsystems across the EU28, thereby going beyond existing approaches present in the comparative sociology of education, labour markets, or welfare states, as well as within the literature on varieties of capitalism.

(Contributed by Jörg Markowitsch <markowitsch@3s.co.at>)

Work-related training and workplace learning

Tarja Tikkanen, Elisabeth Hovdhaugen & Liv Anne Støren (2018). Work-related training and workplace learning: Nordic perspectives and European comparisons. International Journal of Lifelong Education. Volume 37, Issue 5 [Details]

Editorial

The *International Journal of Lifelong Education (IJLE)* has published a new [special issue](#) on the topic *Work-related training and workplace learning: Nordic perspectives and European comparisons*, introduced by [Tarja Tikkanen, Elisabeth Hovdhaugen and Liv Anne Støren](#), and based

on two large research projects - *Barriers and drivers regarding adult education, skills acquisition and innovative activity (BRAIN)* and *Skills development for realizing the workforce competence reserve (SkillsREAL)*. The special issue acknowledges how employers have realized not only the benefits, but also the necessity of promoting continuous learning and skills development in the context of work and at the workplace, while the training institutions are struggling with rethinking and renewing their long-held practices and modus operandi. In international comparison, the Nordic countries, together with the Netherlands, feature comparatively high average levels of participation in formal and non-formal adult education and training.

Articles

Five of the six articles included in the [special issue](#) used PIAAC data. [Støren and Børing](#) investigate how the total amount of non-formal training is related to individual as well as workplace characteristics; [Hovdhaugen and Opheim](#) examine differences in demand for adult education and training and variations in barriers to participation; [Støren, Lundetræ and Børing](#) investigate the variation of numeracy skills between employed persons in European countries, comparing three Nordic countries with four other Western European countries; [Tikkanen and Nissinen](#) explore to what extent a range of factors, commonly found to relate to participation in job-related lifelong learning, applied to participation of low-educated mature-aged employees, also comparing them across Denmark, Finland, Norway, and Sweden; the second article by [Støren and Børing](#) examines the relationship with participation rates in non-formal job-related training among adults with immigrant background, and [Sutherland Olsen and Tikkanen](#) explore workplace learning in the light of recent research on the topic and the contribution of PIAAC data to advancing our knowledge in this area.

(Contributed by Tarja Tikkanen tarja.tikkanen@uis.no)

Refugees to access higher education

"Supporting refugees to access higher education - A rich resource from the European Resettlement Network" by Mike Osborne 17 December, 2018 [[Details](#)]

Refugees can face many barriers to accessing higher education, including a lack of information, advice and individual guidance sensitive to their specific needs, inadequate provision of intensive language courses for academic purposes, and restricted access to government student finance schemes. This article [Source: [European Resettlement Network](#)] provides examples of current projects and initiatives that respond to these and other kinds of barriers by offering support to widen and facilitate refugee access to higher education in the following four areas: Advice, guidance and information; Sponsorships and scholarships; Academic support; Virtual and on-site programmes.

(Info received from CR&DALL Site Digest for 20/12/18)

NOTE: Updates on publications provided by the WIFO Gateway include the WIFO **Bookshelf** [www.books.wifo-gate.org], a collection of references to publications focusing on cross-European issues of work and learning, and "**From the Journals**" - *Overview of articles on cross-European issues in VET and HRD research* [www.articles.wifo-gate.org], selected from European and international **Journals** related to education research [www.journals.wifo-gate.org].

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Impressum

Editor of the L&W Newsletter: Dr Sabine Manning, Research Forum WIFO (sm@wifo-gate.org);

Address: Neue Blumenstr. 1, D-10179 Berlin, Germany;

Editions of the L&W Newsletter: six times a year, every two months (at the beginning of February, April, June, August, October, December);

Deadline for contributions to the L&W Newsletter: end of January, March, May, July, September, November;

Details and Archive of the L&W Newsletter [www.news.wifo-gate.org];

See also our update on [Data Protection](#).

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