Autonomy in Transnational Program Planning

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"Cultures of Program Planning in Adult Education: Policies, Autonomy, and Innovation"

1. EWA Project

- **Objective**: Analysis and development of sustainable transnationalization strategies, processes and strategies to establish an Advanced Training Institute in China

- **Funding:** BMBF – (German Federal Ministry of Education and Research) for the period of June 2013 to May 2016

- **Partners:** Konfix, WeitBild and the Department for Vocational and Adult Education of Leibniz University Hanover

1. EWA Project

- Vocational Education for German and Chinese companies and local agencies

- Programs in fields of automobile, logistics, environment, risk management, health and care

- Department for Vocational and Adult Education: research on institutionalization of Advanced Training Institute

  - How are programs developed by the planners in a transnational context?

  - How far is autonomy given or possible in those contexts?

2. Autonomy in Program Planning

- Autonomy covers scopes of actions, which the planners use and strive after with the aim of providing programs for adults. Autonomy includes the awareness and anticipation of the five dimensions of program planning (own definition):

Society and Policy

Education System

Planner's Dependence on his Institution and Institutional Form

Planning Process

„Standards of Culture" (Alexander Thomas)

3. Program Planning

- Program planning covers communication and interpretative processes of negotiation and decision-making in social contexts aiming for the development of educational programs for adults. The social context results from heterogeneous, partially different interests and expectations of policy-makers and society, addressees and participants, sponsors and organizations (von Hippel, 2011, S. 46; von Hippel, Fuchs & Tippelt, 2008).

- Communicative process guided by the planner (Gieseke & Gorecki 2000)

- Pedagogical knowledge and competences are necessary (Gieseke 2008)

- Focus: democratic society

- Transnational contexts: knowing, classifying and reflexively using culture's standards, balance between standardization and diversification

4. Model of Planning Gateways

- Relevant standards of culture: relationships, hierarchy and face

- Developed model of planning gateways: 1. relationship-building-approach

- Relationship-Building-Approach:

> acquaintances and contacts as door-openers in promotion activities

> first meetings: build a trustful relationship by identifying common ground of planner and customer

> next meetings: negotiation of relevant planning information (e.g. needs)

5. Needs assessment

- Difference between needs and demand

- Needs assessment as a slight part in the planning process

- Importance of political goals and state regulation

- No public calls for tender → activation personal network

- Institutional needs and politically set topics ←→ personal needs and interests

6. Conclusion

Society and Policy

Education System

Planner's Dependence on his Institution and Institutional Form

Planning Process

Standards of Culture

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