Think Tank TRANSIT

The More Flexible – The Better?
Flexibilisation and Perspectives for the
Adult Education of the Future

HELEN BUCHS,
IRENA SGIER AND
SABIN MÜLLER

Table of contents

Summary

In recent years and decades, many areas of society have become more flexible. This means, on the one hand, a trend towards more openness, individualisation and freedom. This is associated with a certain liberation from standardisations, constraints and necessities. On the other hand, the process of flexibilisation also gives rise to growing challenges, such as new power and control mechanisms, increased work intensity and decreasing social equality.

For the future of adult education, it is important to harness the potential of flexibilisation and actively look for solutions to emerging problems. Given the many uncertainties associated with the future, well-founded analyses of current developments and perspectives derived from these are needed to provide guidance for actors involved in adult education. This trend report aims to examine the perspectives arising from increasing flexibilisation for the future of adult education.

Flexibilisation was the focus topic of the Think Tank TRANSIT for 2022. The trend report summarises the discussions and considerations on the topic of flexibilisation that the TRANSIT community and the TRANSIT team have engaged in since this thematic focus was adopted. At the same time, the report provides a conclusion to this topic.

The report examines three areas of society that are influenced by flexibilisation. These are life courses, the world of work and sources of knowledge. The report assumes that flexibilisation is part of a social shift in values, where the flexible design of biographies and the deregulation of collective norms are gaining importance.

In terms of the transformation of life courses, the trend in the future is expected to continue shifting away from highly standardised life trajectories with structured educational and career paths towards a more flexible way of designing the sequence of life phases. The transformation of life courses is also associated with a gradual dissolution of predefined role models, such as gender roles. In summary, flexibilisation is associated with a blurring of regularities and an increasing degree of freedom when shaping life courses. As a result, there is likely to be a growing number of variations in who participates in adult education and how adult education is incorporated in different stages of life. Professional and personal development therefore become based on the particular situation and requirements. Furthermore, the individualisation of life courses implies that parts of adult education are also tailored to individuals' specific requirements.

In the labour market, as a result of flexibilisation and the associated shift in values, aspects such as meaningfulness, autonomy, co-determination and self-determination are becoming increasingly important. As a result, strict guidelines, hierarchical roles and simply carrying out tasks are becoming less important. Meanwhile, individual freedoms

and the requirements people have in terms of shaping their own roles are increasing. Through a sense of meaning and individual role-making, the boundaries between private and professional life are becoming increasingly permeable. For adult education, this suggests that incorporating private and professional life as a single entity is becoming increasingly important. The personal benefits of adult education are based on the meaningfulness for one's own 'life projects' and the applicability in various fields of work. Additionally, adult education faces the challenge of promoting not only professional competences but also transversal and personal skills, as well as an understanding of larger contexts.

Another central aspect of flexibilisation is the pluralisation of knowledge sources. Standardised knowledge from sources with unambiguous and verifiable authorship is losing importance. In contrast, the amount of information and the number of knowledge sources are increasing. On the one hand, technological advancements make it easier to create knowledge sources and provide information. On the other hand, there are increasing efforts to make publications accessible to everyone through open access. New sources of knowledge and simplified access to information, however, increase the requirements regarding the way content is reviewed, classified and interpreted. Additionally, the vast amount of knowledge and sources of knowledge can lead to confusion and contradictions. Adult education has the challenging task of teaching how to deal competently and critically with plural knowledge sources, contributing to the contextualisation of knowledge and guiding individuals in how to tolerate uncertainties and contradictions.

Against the backdrop of these social trends and challenges for adult education, this trend report formulates three central perspectives for adult education: «variety and diversity», «meaningfulness and co-determination» and «complexity». The perspectives are intended to shift the focus towards the social tasks of adult education and, in this way, to inspire the various actors involved in adult education to make the most of the potential of flexibilisation and actively shape the future.

Introduction

Trends towards flexibilisation are permeating society and the world of work. As a result, the way people organise their own lives becomes more open, how they organise their work becomes more agile and sources of knowledge become more diverse and more easily accessible. Flexibilisation takes place in the context of a change in values. Individually experienced meaningfulness and the connection to a person's own living environment characterise flexible societies. Adult education can hardly escape these changes and will have to deal with them accordingly in the future. In this trend report, we take a look at the perspectives that flexibilisation opens up for adult education and the future of learning.

In the first part of the report, we describe trends towards flexibilisation. Based on theoretical and empirical literature, we show that these trends are reflected in various areas of life connected with adult education and are changing the way we live, work and learn. In the second part of the report, we derive perspectives for adult education from the changes that have already begun and those that are emerging. In addition, in the second part of the report, we pose questions to the actors involved in adult education to encourage them to reflect deeply on their own practices and attitudes.

Two aspects should be taken into account when reading the report. Firstly, it discusses the opportunities and risks of flexibilisation but, for reasons of space, it cannot cover all aspects of it. The report aims to highlight those aspects from both sides that open up perspectives for the way adult education is designed. Secondly, flexibilisation is a trend that does not apply equally to all sections of the world of work and society (e.g. not to all professions or social milieus) and has already affected certain areas more than others. This trend report, therefore, assumes a direction of development in each case.

Of course, flexibilisation is not the only issue that will influence the future of adult education. However, due to current developments, it appears to entail a particularly large potential for change, which is why the TRANSIT community, via a nationwide survey throughout Switzerland, chose it as the key issue for 2022 at the Think Tank TRANSIT.

Several TRANSIT events were held on the topic of flexibilisation, where the community-generated ideas and inputs in a joint process. In addition, the team joined forces with a number of committed experts to draw up a working paper which, together with the inputs from the events, provided the basis for this trend report. The TRANSIT team has also published several focus articles on the topic of flexibilisation on the TRANSIT website, which deal with chosen content areas of this trend report in condensed form (https://www.thinktank-transit.ch/

category/focus-topic/). Overall, the trend report, therefore, provides a summary of the discussions and considerations on the topic of flexibilisation. At the same time, it provides the conclusion to this thematic focus. TRANSIT has already started an exchange on which topic area could also be particularly relevant for the future of adult education and should therefore be the next focus.

THINK TANK TRANSIT

The Think Tank TRANSIT is a platform where perspectives for adult education are developed and discussed. It offers space for thought and creativity. TRANSIT was founded in 2017.

The Think Tank TRANSIT has an interdisciplinary and collaborative approach. This means that it draws on existing (research) knowledge and, in addition, develops thematic approaches, in-depth knowledge and perspectives in cooperation with all interested parties. This is because we firmly believe that future scenarios should also be based on existing practical knowledge. This requires good networking and the cooperation of people who are active in different fields. Ideally, various disciplines that are not necessarily directly concerned with adult education will contribute their views on which challenges adult education will face in the future. An in-depth discussion of TRANSIT's working methods can be found in the first trend report (available at https://www.thinktank-transit.ch/publications/)

The Think Tank TRANSIT is a project of the Swiss Federation for Adult Learning (SVEB) and is supported by the State Secretariat for Education, Research and Innovation (SERI). As a national umbrella organisation, SVEB has been active in all three language regions since 1951. It supports the adult education sector in the current period of change and contributes to the development of the adult education system with innovative projects.

Part 1: Flexibilisation of life courses, the world of work and sources of knowledge

The term flexibilisation

Before we reflect on trends towards flexibilisation and their significance for adult learning and education, we need a brief clarification of the term. In general, flexibilisation refers to a process of increasing flexibility. Flexibilisation can therefore be understood as a development towards increasing openness and manoeuvrability. On the other hand, processes in the opposite direction lead to fixation and uniformity. The opposite of flexibilisation is, therefore, standardisation (Szydlik, 2008, p.8). In organisational theory, flexibilisation means a process to increase the agility of organisations and individuals. In the context of social sciences, flexibilisation is analysed and, to some extent, also critically discussed as a process of change and dissolution of boundaries. Here flexibilisation often means the dissolution of traditional spatial, temporal or organisational boundaries as well as increasing individualisation and sometimes also the alignment of female and male life courses (e.g. Eichhorst & Tobsch, 2014; Sennett, 2000; Tangian & Seifert, 2008; Thelen & Baerwolf, 2008).

The main theme of this report is flexibilisation. In addition to the term flexibilisation, we also use the term individualisation in many places. Here, individualisation is the process of an individual's transition from heteronomy to self-determination. In the social sciences, individualisation is also understood as the dissolution of old social ties and the resulting emergence of new, individually negotiable leeway in terms of development and behaviour (Beck, 1986). Flexibilisation and individualisation therefore often go hand in hand, with individualisation usually linked to people while the term flexibilisation also refers to other areas such as organisations or labour markets.

Changes in social values and flexibilisation

From a social science perspective, flexibilisation is part of an overall social context. Towards the end of the last century, many Western societies transformed into 'post-modern' societies. This means that since then, the maximisation of economic prosperity has no longer been the social and individual focus, instead it has been post-materialist values such as the highest possible quality of life (Inglehart, 1997). The transformation involves a change in social norms and ideas which, in turn, has given a boost to flexibilisation in many areas of life. A society of «singularities» has emerged in which, to put it positively, the realm of the necessity of classical modernity has been replaced by a post-modern realm of freedom, a realm of the culturally purposeless (Reckwitz, 2018).

Trends towards flexibilisation are affecting different areas of society. In post-modern societies, individuals have more and more control over

their destiny and are called upon to shape their own «do-it-yourself» biography (Beck, 1986; Giddens, 1991; Mills, 2007). Post-modern working conditions are characterised by a deregulation of collective norms such as full-time work or weekends off and increasing flexibility in working conditions. At the same time, flexibilisation also blurs the boundaries between work and private life (Anttila et al., 2015). Sources of knowledge are a significant factor in the individual shaping of biographies and identities. These are increasingly diversifying and multiplying. Although it is becoming easier and easier for individuals to acquire knowledge, it is becoming more and more difficult for them to filter out the sources of knowledge that are relevant to them and to check the knowledge for authenticity. In the following, processes of flexibilisation are discussed in the three central outlined areas: life courses, the world of work and sources of knowledge.

The literature used as a basis for this description of social developments in the context of flexibilisation is, in some cases, from many years ago. However, this is not a contradiction to the report's objective of generating future perspectives. This is because well-founded future perspectives do not emerge in a vacuum, they require examination of longer-lasting developments and debates. In contrast to some other analyses of the future, the Think Tank TRANSIT draws on scientific foundations for longer-term and extensive changes while, at the same time, taking current perspectives from practice.

LIFE COURSES

The increasing freedom to shape life courses is a significant change that goes hand in hand with flexibilisation. Changes in the way life courses are shaped have been widely discussed, including in connection with the change in gender roles, the questioning of the traditional nuclear family and, more comprehensively, in the social criticism of the 1968 movement. Seen or targeted at the heart of this development was a loosening and pluralisation of social norms, which led to an increase in individual freedom of choice but also self-responsibility. The trend towards individualisation focuses on self-realisation within a uniquely designed individuality. This trend is driven by growing self-determination and individual freedom of choice, and here the relationship between the individual and the community is also shifting (Anttila et al., 2015). In his analysis of the «risk society», Beck postulated that old social ties are dissolving and that this is creating new, individually negotiable leeway in terms of development and behaviour (Beck, 1986).

According to Beck (1986), however, the new leeway also contains various risks of a social and health-related nature, which systematically go hand in hand with the social production of wealth. Ehrenberg (2004) identifies individual states of exhaustion as drastic counter-developments to the accelerated dynamics of assessment according to motivation and individual initiative. With regard to the role of individuals in the labour market, Sennett (2000) analyses the downsides, ambivalences and implicit power mechanisms of flexibilisation. He argued

for asking who is actually interested in increasing individualisation and who benefits from it. For example, flexible working conditions promise the «flexible person» more freedom, but actually set new control mechanisms in motion. From the perspective of «social capital», (Bourdieu, 1983) the new design options must also be viewed critically. This is because they are also connected with how much «social capital» people have. People with high social capital tend to have better opportunities for education, employment and social advancement because they have access to important resources and information that can help them achieve their goals. On the other hand, people with lower social capital often have difficulties accessing important resources and information. The social problem of increasing flexibilisation is therefore the decreasing equality (Reckwitz, 2018).

Both viewpoints – the praise of individual freedom and the fear that individualisation is primarily to maximise profit – continue to affect the discussion about the flexibilisation of life courses to this day. In the following, we will focus more on the opportunities that flexibilisation opens up for adult education. Here we will take an in-depth look at two key aspects of flexible life courses: the arrangement of phases of life and role models that influence how life courses are shaped.

Flexibilisation of phases of life

In the course of the last decades, social models for how biographies are shaped and what should take place in which phase of life have multiplied. Life course research assumes that societies are in a constant state of change and that their members move in the social space that influences their life courses (e.g. Mayer, 2009). An important aspect of life courses is their temporal structure. This includes, for example, the length of time spent in certain phases as well as the age distribution during transition events. Concerning the change in the way life courses have been shaped over the past decades, the literature describes a transition from highly standardised life courses with structured educational and career pathways (Kohli, 1997) to a more flexible way of designing the sequence of life phases. This process is also called de-standardisation and describes the blurring of temporal regularities in the life course (Scherger, 2007).

The tendency towards more flexible life phases is also due to the fact that Western societies are experiencing growing prosperity, an increase in life expectancy and an improvement in the average health condition of the population. This means that there is an increase in the number of people who are no longer working but are healthy, productive and have a wide range of interests (Zukunftsinstitut, 2021). For example, these people often express a desire for adult education or gainful employment even in old age.

However, quite a few authors also view the debates on the de-standardisation of life courses critically. On the one hand, empirical research has indicated that no general process of de-standardisation can be observed

and that, instead, it takes place selectively (Brückner & Mayer, 2005). On the other hand, the increasing individualisation of the life course is associated with a decoupling of social roles and increasing disorder in the life trajectories (Macmillan, 2005).

According to the Think Tank WIRE, the change in the prevailing life trajectories models can also be described schematically as a development from the traditional model via the model of simultaneity to the model of flexibility. The models link the life phases of individuals (childhood/youth, adulthood and old age) with their «main activities» (learning, employment/family, retirement). The authors conclude: «This fixed allocation of life phases and main activities is becoming noticeably less important in the 21st century (Achermann & Sigrist, S.37).» In the *traditional model*, youth is seen as a time of learning, adulthood as a time of employment, career and starting a family, and old age as a time of retirement (Achermann & Sigrist, 2017). In today's dominant *model of simultaneity*, more and more activities are carried out in parallel. Career, family and hobbies are increasingly taking place simultaneously. The linearity of the traditional model in the sense of a sequential order is giving way to a parallelism of activities. According to WIRE, the increasing life expectancy is still hardly taken into account, i.e. the life phase «old age» remains coupled to the «main activity» retirement for the time being. Since they believe there is an increasing blurring in the allocation of life phases and main activities, the authors of WIRE outline the model of flexibility for future development (Achermann & Sigrist, 2017). This model takes into account both the longer life expectancy and the development of health, and it is possible to arrange certain activities in any order or combination throughout a person's entire lifespan. This means that, at any age, phases of professional activity, learning or training and adult education, as well as periods of temporary «retirement», would be possible.

It can be assumed that the flexible and individualised shaping of life courses has consequences for the field of adult education. This is because so far, concerning life phases, adult education seems to be still predominantly oriented towards the traditional, standardised model or the model of simultaneity. This is also shown by statistics from the Federal Statistical Office (FSO, 2023) on participation in adult education: higher age groups have lower adult education participation rates than younger people. Furthermore, the participation of older individuals in adult education is currently declining more than that of younger people. In the future, however, adults are likely to increasingly participate in adult education in every phase of life, following the trend of flexibilisation. This means, for example, that additional training can follow adult education. In addition, active older individuals will be more likely to stay longer in the labour market and will want to increasingly participate in adult education for both professional and personal purposes. The challenge for adult education is to recognise the potential of the active older population and to create suitable conditions for their social participation. The Zukunftsinstitut, an institute for trend and future research in Germany, sees «great opportunities for a new sociocultural vitality» in this regard (Zukunftsinstitut, 2022a).

As a result of these developments, the line between initial and adult education, as well as their sequence, is becoming increasingly blurred. For example, in the field of higher education, it is becoming increasingly common for achievements from adult education at tertiary institutions as non-formal education to be credited towards an undergraduate degree. Conversely, there is also a trend towards crediting previously acquired educational qualifications towards adult education at tertiary institutions (Swissuniversities, 2021).

This raises the question of the extent to which the right to education should be extended to include adult education because education is no longer exclusively limited to children and young people due to flexibilisation. Furthermore, it needs to be discussed how extensive the concept of adult education may be and whether, for example, it should go beyond just job-related training. A more comprehensive approach would also target people outside the labour market, which would correspond to the flexibilisation of life courses and the right to education.

Flexibilisation of role models

The social trend towards flexible and individualised life courses is largely based on a change in prevailing norms and values. This is because the change in values influences which role models are socially possible and accepted.

This also concerns one of the most central social role concepts: gender. In the last decades, the role models regarding gender have fundamentally changed so that traditional gender roles are tending to disintegrate. New, more diverse role patterns are emerging for both genders, while gender stereotypes are losing importance. The traditional or modernised breadwinner model, in which the man is employed and the woman predominantly takes care of the family and household, is increasingly being replaced by various other models that involve a less rigid distribution of roles. In these newer models, employment and family work are more equally divided between partners, with women increasingly participating in working life and men becoming more involved in private life. While the flexibilisation of role models is a socially significant trend, their actual change seems to be progressing rather slowly. With this in mind, the Federal Statistical Office (FSO) reports rather slow development towards a more equal distribution of work between paid employment and house and family work in Switzerland (FSO, 2020).

The shift away from traditional gender roles is currently gaining an additional dimension: not only are gender roles and norms becoming less binding, the concept of gender itself is also becoming less fixed. Gender can no longer only be thought of in binary terms in the categories «male» and «female» but can be defined in as many ways as people choose. With the gender categories, sexual orientations are also becoming pluralised and are moving away from the binary schema of heterosexuality and homosexuality (Zukunftsinstitut, 2022b).

Role models for men and women, as well as associated gender-specific stereotypes, also determine the distribution of men and women across professions. The labour market in industrialised countries is heavily segregated in terms of occupations, with women and men usually working in different occupations (Achatz, 2018). For example, the fields of nursing, education, cleaning and simple office work are dominated by women, while trades and manufacturing are male-dominated domains (Charles, 2005). Despite the general trends towards flexibilisation, changing role models and increased female labour force participation, segregation has only slightly decreased since 1970. Scientific analyses suggest that structural features of post-industrial labour markets and modern education systems support the cultivation, realisation and display of gender-specific curricular affinities (Charles & Bradley, 2009). Due to the continuing occupational segregation by gender, there are various initiatives aimed at encouraging women to pursue male-dominated professions and men to enter female-dominated professions. The extent to which these initiatives will lead to professional integration in conjunction with the diminishing significance of traditional gender roles and gender categories remains uncertain.

The flexibilisation of role models is also partly due to increased migration movements. Immigration to Switzerland has increased significantly since the turn of the millennium (FSO, 2022). Furthermore, since the introduction of the free movement of people, immigration has not been predominantly caused by wars and economic pressure abroad but is also due to the shortage of skilled workers in Switzerland. In connection with this shift, the educational level of immigrants has increased. This also leads to increasingly mixed participation in the world of work and adult education programmes.

Migration also has a general influence on the shaping of biographies and the flexibilisation of social role models, however. This is because different cultural backgrounds and languages can influence the way in which people living in Switzerland tell their biography and define their identities. Additionally, contact with different cultures and ways of life can expand the perspectives and experiences of the resident population. They may shape their biography differently than if they had grown up in a more homogeneous environment. Overall, migration can contribute to people making their roles more flexible through complex and diverse experiences.

So far in the field of adult education, training providers, employers, actors in political institutions and, not least, participants in adult education have probably, at least unconsciously, often relied on traditional gender models and a vision of life that has not been influenced much by migration movements. For example, in female-dominated professions, periods of non-employment and later reorientation are more common than in male-dominated professions, and adult education programmes are designed accordingly. If men increasingly give up or share the role of family breadwinner and, as a result, gain freedom for adult education in various phases of life, they are likely to be more interested in

similar adult education formats as women. In addition, women are more likely to enter previously male-dominated areas of the labour and adult education market. For example, if continuing vocational education and training in some professions has, so far, mainly targeted men in full-time employment, the content, as well as course times and formats, would have to adjust to a new composition in terms of participants. However, the problem arises of how all participants can learn effectively. Gender equality in didactics, for example, aims to prevent men from receiving better learning opportunities than women in mixed-gender adult education courses (Lehmann, 2000).

In summary, the question arises as to what relevance gender roles, job-specific gender stereotypes and cultural backgrounds currently have in adult education. Furthermore, all actors involved in adult education need to consider how adult education should change when role models change or dissolve and the composition of the participants changes.

Conclusion

An individualised society is also likely to demand individualised adult education. In the future, adult education is therefore likely to be less oriented towards standardised life courses and traditional role models in terms of organisation, form and content than it has been in the past. Participants in adult education will increasingly have individualised life courses and phase models. Adult education therefore cannot be tailored to a homogeneous group of participants but should incorporate the individual living environments and impart skills that can be utilised in the specific environments in question. Also, occupation-specific knowledge should be integrated into different situations and life courses. In this regard, ideas need to be developed on how adult education could be designed to incorporate individualised life courses.

WORLD OF WORK

The trend towards flexibilisation and individualisation is also evident in the world of work, and a shift in values is taking place here, too. The concept of «New Work» vividly describes this shift in values (see also the TRANSIT interview with Heike Bauer, 2022). The term «New Work» was coined by Frithjof Bergmann (1990) as a concept to describe a specific type of work that employees find meaningful and also really want to do. The concept focuses on the individual and their pursuit of fulfilment and meaningfulness. The central values of the concept are autonomy, freedom, meaningfulness, participation in the community and integration into society (Bergmann, 2019). Currently, the term «New Work» is also used as a vague umbrella term for various approaches in the world of work. In everyday language, the term is often used interchangeably with agile work, Work 4.0, work-life blending, crowd working, knowledge work, remote work and many more.

Various studies show that a high salary is no longer the most important criterion by which employees choose and assess a job. In particular

younger generations, such as Generation Z, increasingly express a desire to realise their full potential at work while also taking responsibility. In addition, they value other intangible aspects such as intellectual challenge, an independent way of working and innovative tasks (Waffenschmidt, 2018). This change demands a more flexible approach to the organisation of work.

In addition to the change in values, technological and social developments as well as the rapid proliferation of knowledge are driving forces behind the increasing flexibilisation in the world of work. The VUCA (volatility, uncertainty, complexity and ambiguity) model describes the rapid and often radical changes in today's world, stating that the increasing pace of changes or volatility, the accompanying uncertainty, the complexity of issues and systems and the growing ambiguity make it increasingly difficult to predict future developments. This leads to organisations and individuals rethinking established approaches and striving for more flexible and agile forms of work and development.

In the following, we shed light on possible effects that more flexible and meaningful forms of work may have on adult education. In doing so, we take a look at two central aspects of the working world. Firstly, the increasing involvement and role-making of employees, and secondly, the relationship between work life and private life.

Involvement and role-making

Under the influence of changing values such as autonomy, employee involvement in decision-making processes and diversity, tasks in the working world are increasingly being organised in projects rather than rigid departments. Project teams need to be composed of people with the most suitable skills. In this sense, teams and also entire organisations are increasingly being understood as networks (Haufe Akademie, n. d.).

The organisation in projects and teams requires the involvement of employees. The increasing involvement of employees in shaping their work can also be seen in social science research. Accordingly, employees are becoming more and more informed about their employer and work processes so they can play a more active role in shaping them. They have more autonomy; hierarchies are flatter and have less controlling management (Green, 2012). Representatives of organisational psychology also point out that organisations are moving away from a top-down approach in the sense of «predict and control» (cf. Laloux & Wilber, 2014) and are increasingly relying on agile forms of collaboration.

In such a work environment, employees must increasingly design their roles themselves (job crafting, cf. Wrzesniewski et al., 2013). This applies not only to their tasks but also to the further development of their skills and personal growth. Employees are therefore required to actively design their professional roles and organise their work themselves.

They require skills here to have an impact in their professional role. This includes, for instance, the abilities to reflect on their behaviour, deal with conflicts and use challenges as opportunities for individual development (cf. Majkovic et al., 2021).

The development of skills can take place on various levels. In addition to formal adult education, learning at work is particularly important here. This form of development is increasingly oriented towards requirements and applications. Organisations can, for example, promote the exchange of knowledge between interfaces, provide easily accessible learning opportunities and enable supervisors to support their employees in their development (cf. Blum & Gabathuler, 2019).

The consequences of increasing involvement and role-making are certainly debatable. In most cases, work and organisational psychology research assumes that the positive effects of participation, room for manoeuvre and control over one's job outweigh the negatives. This is particularly true with regard to commitment to work (Mazetti et al., 2021). However, critics point out that greater involvement of employees does not always mean an advantage for them. Sociological research has shown that involvement is often associated with higher work intensity, which can have a negative impact on well-being (Gallie, 1998). In addition, stress levels and pressure increase in self-managed teams (Gallie & Ying, 2013).

The changing organisation of work and the increasing involvement of employees mean that, for adult education, it is important that it enables employees to understand, tackle and create solutions for complex problems. Pure expertise is becoming less and less sufficient, and personal skills and management abilities are becoming increasingly indispensable. Designing one's own role is also a demanding process and requires a broad range of skills that go far beyond professional skills and require a lot of self-reflection.

The question arises as to what adult education looks like when it provides the necessary tools for successfully coping with the new requirements. Manninen, (2020) for example, sees corresponding potential in change-oriented adult education: «If you have to cope with complex problems, new skills, as for instance technical competencies, are not sufficient on their own. You need a deeper understanding of the situation, the broader context and the processes or mechanisms which shape these problems.» One way of promoting competencies for independently designing one's role in the labour market, for example, is to consistently reflect on learning content with regard to one's living environment and design.

Dissolution of boundaries between work and private life

Boundaries between the two life domains of work and free time have changed in the past decades. Greater flexibility in where they work makes it easier for employees to balance the two domains, which they

often appreciate (cf. Majkovic et al., 2021). In addition, the shifts towards more meaningfulness and co-determination – values of «New Work» – are increasingly dissolving the boundaries between work and private life with regard to their role in personal and professional development A meaningful symbiosis of life and work is targeted here (Gallie, 1998).

From the discussions surrounding «New Work», it becomes clear that with the progression of the corresponding value of work, life would no longer be divided into work and private life, instead it would be seen as the sum of all (paid and unpaid) activities. Since the meaningfulness of gainful employment would blur the boundaries between purely professional and purely private interests and times, the concept of work-life blending is likely to increasingly replace that of work-life balance. Instead of maintaining a strict separation between work and private life, work-life blending aims to integrate work into everyday life. This means people can also deal with professional matters in their free time. At the same time, a seamless transition between work and private life enables employees to flexibly respond to private circumstances and work in a self-determined way (Zukunftsinstitut). With work-life blending, the challenge in the future will probably not only be to organise the two areas of work and life side by side but also to find a balance between workload and freedom (Leadership insiders, n. d.).

As the demands on individuals to market themselves, network and invest in their (educational) portfolio increase due to the dissolution of boundaries between work and private life, the importance of self-organisation and (self-)marketing skills grows. In this context, a functioning network becomes increasingly important both for the organisation of companies and in a private context, and here the private and professional areas can hardly be separated anymore. In a working world that is characterised by flexibility and individuality, individuals have to maintain and manage this complex network.

Employees see both positive and negative aspects in the dissolution of boundaries between the domains of work and free time. On the one hand, flexibility in where and when they work is valued as a resource. On the other hand, separating work from private life is perceived as challenging (Majkovic et al., 2021). The proximity of work and free time creates stress factors such as lack of rest or difficulty in setting boundaries (Ashforth et al., 2000; Behrens et al., 2021; Reinke & Düvel, 2022). Due to blurred boundaries, «work» can always be done. Employees are allowed to «live» at the workplace and, as a result, the private sphere is no longer protected. This means that difficulties to control overtime can also overshadow personal interests (Gottschall & Voss, 2005). This seems to be independent of the meaningfulness of work because even «work that people really want» can take up so much time that other interests are neglected. As private and work life increasingly merge, there is also the risk that self-optimisation, self-marketing and continuing education become an obligation for society. The individuals are then no longer free but are obliged to constantly change and improve themselves (Klingovsky, 2021).

One consequence of the dissolution of boundaries between work and private life is the increasing self-directed participation in (adult) education. Studies indicate that, over time, the traditional ascent orientation decreases and an alternative orientation increases, which is characterised by employees reacting to constantly changing demands in the world of work with high flexibility and mobility. Accordingly, employees plan their careers themselves by constantly continuing their education and acquiring new skills (Schneider et al., 2022). Adult education is increasingly seen as a life-long project that should be managed by individuals, rather than being primarily in the interest and responsibility of the world of work. As the «FOCUS Weiterbildung 2022» adult education study by SVEB shows, adult education and training providers are increasingly realising that the individualisation and increasing autonomy in working life are leading to participants taking more responsibility for their own continuing education and setting their own goals (Gollob, 2022). As a result, the demand for guidance and support from providers is also increasing.

The blurring of boundaries between work and private life also means that adult education should, on the one hand, provide individuals with the tools they need to understand and manage the complex connections between private life and work. This includes, for example, skills for self-organisation, dealing with complex networks and (self-)marketing. On the other hand, dealing with the blurred boundaries between work and private life requires the use of «boundary tactics» to avoid or resolve conflicts between professional and private life. A study by Kreiner et al. (2009) shows that such tactics are based on knowledge that can be learned. Dissolving the boundaries between different areas of life also means, in a broader sense, that people want to use and develop their skills for all areas of life. Therefore, adult education should not only be helpful for the current professional role but also help to achieve additional professional and personal development goals.

Conclusion

To some extent, the education sector reflects the working world and one of its aims is to convey skills so people can cope with future challenges in the world of work. The concept of «New Work» brings together questions and concerns that currently play an important role in many areas of the working world. Therefore, they should also be reflected upon and (definitely critically) discussed in adult education. It can be expected, for example, that «New Work» will also require «New Learning». Logically, this should be based on the same principles as «New Work»: meaningfulness, autonomy and self-determination, as well as belonging to a learning community. In this sense, «New Learning» therefore includes more than just the flexibilisation of learning spaces and programmes. Firstly, it must be possible to acquire the corresponding skills. In addition to skills for proactivity, communication and collaboration, a key skill would be learning for an uncertain future (Foelsing & Schmitz, 2021). Secondly, the question arises of how (career-oriented) adult education can address concerns such as participation, meaningfulness, project orientation and

work-life blending. This also means that adult education should not only impart pure specialist knowledge but also skills that can be used to deal with real challenges (Sauter, 2018).

SOURCES OF KNOWLEDGE

For several decades, many societies have been evolving into knowledge societies. In knowledge societies, knowledge forms the basis for social coexistence and economic success. With the trend towards knowledge societies, knowledge has also gained importance for the distribution of resources. Accordingly, the increase and dissemination of knowledge are central components of knowledge societies. The flexibilisation of knowledge sources helps with the increase and dissemination of knowledge. On the one hand, modern society and knowledge about it are becoming increasingly differentiated while, on the other hand, diffusion is increasing (Wimmer, 2002).

Pluralisation of knowledge sources and their accessibility

Against this social background and with the advance of digitisation, knowledge sources have diversified and the accessibility of these sources has significantly increased. A large part of objectifiable knowledge (i.e. knowledge that is not based on subjective experience, intuition, embodied knowledge or aesthetics) is stored digitally today and is disseminated through numerous digital channels and networks. As a result, information has become available on an unprecedented scale.

Many (digital) sources of knowledge are freely accessible and can be used free of charge. For several years, for example, the trend towards open access has intensified in scientific publications and – to a lesser extent – in learning materials (open educational resources, OER). Creative Commons licences (CC licences) establish minimum usage rules but often allow for extensive appropriation, use, editing and distribution of (modified) content. With this development, for instance, publicly funded research results, including the collected data, are made freely available, allowing academics from financially weaker institutions or those without institutional affiliations to use the results of other researchers. The same applies to learning materials: when they become freely available with CC licences, they are also accessible to trainers who work outside institutions.

Large amounts of freely accessible knowledge also provide the basis for AI (artificial intelligence), where programs learn from the structure of existing data and solve new problems based on this knowledge. There are more and more freely accessible AI programs which serve as sources of knowledge. For example, they can collect knowledge from different sources and compile it into a new form to answer a specific question. A current example of this is AI-based programs such as ChatGPT, which make it possible to have written work created on a specific question with minimal effort. Access to digitised and freely available knowledge sources in combination with the learning algorithm produces results

that can hardly be distinguished from texts written by humans (cf. Susnjak, 2022). Adult education providers must ask themselves how they want to deal with the challenge posed by AI-based and freely available knowledge sources, for example concerning proofs of performance and competence. Furthermore, the question arises as to how AI programs can be used meaningfully and how reliable and trustworthy they (and the underlying sources) are. In (adult) education, in particular, these questions are becoming increasingly pressing (see, for instance, https:// alice.ch/de/news/ethische-leitlinien-fuer-kuenstliche-intelligenz/).

With the amount of publicly available knowledge and the technological development of artificial intelligence, the possibilities to connect knowledge, put it into different contexts and create new connections have also multiplied. This development can be understood as increasing connectivity (Zukunftsinstitut, 2022d). However, this development is not only of a technical nature, it also requires social structures. Connectivity requires social negotiation of new «rules of the game» regarding which knowledge can and should be processed and used in what form.

The rapid growth of knowledge and information, as well as the pluralisation of sources of knowledge and increasing connectivity, place high demands on individuals, educational institutions and society. One major challenge is to contextualise freely available knowledge and make it useful for specific purposes or life situations. This is even more difficult as digitised knowledge is constantly changing, being updated and transported into other connections and contexts. Another challenge is that we are receiving more and more information, but we can only absorb a small amount of it or we cannot process the information in a meaningful way. An important skill, therefore, is the ability to filter out important information and put it into a meaningful context. Knowing that the majority of all information needs to be disregarded can be unsettling. Accepting the knowledge that we are unaware of something has also become a requirement. Ralph Hertwig (2023) further elaborates on this idea in an interview with TRANSIT: «The digital world means we are confronted with a great deal of information and also misinformation. This world is based on a single business model – to attract our attention and then sell this attention as a commodity. If we followed every lead and tried to critically think through every attention-seeking piece of information we are presented with, we would be walking right into the trap of this attention market. Therefore, in this environment, we also have to learn and apply a different strategy, something like critical ignoring.»

Authorship and authenticity

Until a few years ago, knowledge – usually available in printed books – generally had clear authorship and a mostly high degree of authenticity. Operators of traditional sources of knowledge exercised a gatekeeper or even monopolistic function over certain types of knowledge, ensuring authorship and authenticity. With the digitisation of knowledge sources and increased connectivity, it has become much more

difficult to identify the authorship or source of digital knowledge and gatekeepers have increasingly lost their power. This development has, in some cases, been referred to as the democratisation of knowledge: more and more people have free access to ever-increasing amounts of knowledge – and can spread their own knowledge or opinions without any institution intervening and deciding what can or cannot be said.

However, from today's perspective, the term democratisation appears problematic. The hope that the dissemination of information, particularly on the internet, would have a «democratising» effect dates back to the early days of Web 2.0 in the 2000s. Back then, this idea was strongly linked to the «liberation» from media gatekeepers (especially in countries where freedom and independence of the media were not guaranteed). This was, to some extent, also put into practice (the «Arab Spring» of 2011 is considered a textbook example). However, in some cases, there are still a lot of restrictions on knowledge sources and content. This is because the internet and newer digital technologies offer many possibilities for limiting, controlling or falsifying knowledge.

The concept of democratisation remains problematic because, even with unrestricted access to sources of knowledge, genuinely democratic structures have not formed and the situation can be better described as anarchy rather than the absence of overarching organisation. Given this structure, the pluralisation of knowledge sources carries the risk that ill-founded opinions or everyday theories are elevated to the level of established sources of knowledge. Spaces emerge for deliberate disinformation (such as fake news or fake science). This can lead to an «alternative» perception of reality, where scientificity, provability or logic are considered irrelevant or even harmful. In addition, reinforcing this idea, individuals are free to share this knowledge as they want within their networks, and this further shifts responsibility. Therefore, the discovery and dissemination of new sources of knowledge alone have hardly led to an increase in in-depth knowledge.

Sustainable use of multiple sources of knowledge, which enables a positive approach to flexibilisation, requires competent handling of these sources and the knowledge disseminated through them. Due to the pluralisation of knowledge sources and the often-lacking accountability for the authenticity of content, it is becoming increasingly difficult to select appropriate sources of knowledge and assess their content. Overall, both the complexity of knowledge and the requirements for handling this knowledge are therefore increasing.

The actors involved in adult education need to find a constructive way of dealing with the complexity of multiple sources of knowledge. Adult education should also teach as many adults as possible how to deal with such sources. This requires digital literacy, among other things (Zukunftsinstitut, o. J.). Anyone who does not possess these skills is excluded from the available knowledge. Therefore, another key issue for adult education is how to ensure access to digitally stored knowledge for all population groups.

Conclusion

Adult education has the self-image of being an intrinsic «search movement» (Tietgens, 1986). Learners should be guided and encouraged to deal with knowledge. It is not about imparting a predetermined understanding of oneself and the world (Pätzold, 2018). In this sense, a large amount of freely accessible information is beneficial for adult education. However, the pluralisation of sources of knowledge means adult education faces some challenging tasks: these tasks range from teaching people how to deal competently with plural sources of knowledge and many different channels, to filtering and contextualising freely floating knowledge as well as distinguishing between facts and fake information and addressing ethical and legal issues.

Due to the comprehensive availability of information and the demand for speed when processing information, learners are increasingly overwhelmed by the multitude of options and may find it difficult to stay focused over extended periods of time. This makes learning difficult in the sense of linking knowledge.

In the context of adult education, teachers no longer have a monopoly on specific specialist knowledge. They also have no control over which additional sources their learners consult to obtain knowledge and use in the context of learning activities. In addition, learning in self-organised groups and projects is a new form that is often not directly dependent on teachers but is accompanied in isolated cases by experts. The role of teachers is also changing accordingly. In order to enable effective learning, teachers are required to filter the available information or help learners filter it and to make contextualisation possible. One challenge for institutions and teachers alike is to guide their learners so they can handle the many different sources of knowledge competently and critically, for example when evaluating the quality of discovered information (Schulz, 2018).

As Felix Stalder (Stalder, 2019) notes, teachers no longer have to primarily convey knowledge but rather be able to classify the knowledge that learners gather: «My task as a professor includes the need to embed the decontextualized knowledge obtained by the students from search machines into a well-considered, larger context. Where does that knowledge come from? Where is it going? Why has it turned up in this or that context?» Accordingly, Stalder sees dealing with complexity as a central task for the education of the future.

Part 2: Effects for adult education

The outlined developments towards increased flexibility in life courses, the working world and sources of knowledge are accompanied by changes in lifestyles, expectations and basic attitudes. They also reveal a need for various competencies and skills that has already increased in recent years and is likely to become even more important in the future. Of course, this raises the question of what role these changes will play for adult education and learning in the future.

In this part of the trend report, we will delve deeper into the effects for adult education and learning that arise from the outlined social developments. To make these more concrete and stimulate deeper thought, there are specific questions aimed at various actors involved in adult education for each of the stated effects. The implications and questions are based on the following considerations, for instance: what should be the purpose and benefit of (adult) education, how will learning take place in the future and what kind of education (e.g. application-oriented, transversal, personality-oriented) and framework conditions would be conducive in each case? Afterwards, we will derive three overarching perspectives for adult education from the developments and implications.

SOCIAL TREND: FLEXIBILISED LIFE COURSES

The flexibilisation of life courses and models leads to a growing number of variations in who participates in adult education and how adult education is incorporated into different stages of life. As a result, professional and personal development becomes based on the particular situation and requirements. Adult education is increasingly becoming a part of personal life courses.

Challenge for adult education: participation of individuals with a wide range of life courses and in different phases of life

As there is likely to be an increasing mix of adult learners in the future in terms of age, gender, life phase, individual circumstances and other characteristics, actors involved in adult education should create suitable conditions for all participants. Ideally, these conditions should enable the participation of individuals with a wide variety of life courses and models and in different stages of life.

The changing participation in adult education by individuals in different phases of life and with diverse backgrounds also offers the opportunity to reconsider stereotypical assumptions about participants and to tailor adult education programmes to an even wider range of participants. An example of this is the inclusion of people in continuing vocational education and training whose main priority is personal development rather than employability. These could include, for instance, older people or those who have been out of the labour market for an extended period.

Examples of questions arising for actors involved in adult education

ACTORS	EXAMPLES OF QUESTIONS ARISING
Trainers and educational institutions	Can we use heterogeneity among participants as a source of knowledge?
	How can we deal with different expectations and motivations?
	Can we include people with different backgrounds and needs in existing programmes?
	Can we use the skills and experiences of our participants when creating new programmes?
	Do we require a connection to the field of application in our programmes, or do we also allow for lateral/re-entries and new entries?
	To what extent do we recognise achievements from various basic education, adult education and informal learning settings?
	How do we shape the relationship between professional and personal skills?
	Can we employ trainers and lecturers with different life courses and workloads, and where do we draw the line here?
Employers	Do breaks for adult education benefit our company or are they mostly for the employees?
	Who do we actually support in adult education projects and which employees benefit the most from them?
	Is professional and personal development the responsibility of the employer or the employees?
	How open is access to adult education in our company?
	What is the relationship between formal training and informal learning in everyday life?
	Is informal learning the responsibility of employees or do we take specific measures to promote it?
	Do we take advantage of the potential of our employees from the various domains of their lives?
Funding bodies, policy makers, society	Who is entitled to adult education in what phase of life?
	Do existing or planned funding instruments meet the needs of flexibilised life courses?
	What is the social value of professional and personal adult education?
	Is there a correlation between the gender composition in certain areas of adult education and the form in which they are organised?
	Are there already models in adult education that are better suited to flexibilised life courses and could be used as a model for other areas?
	How can incentives promote diversity in adult education programmes and also enhance flexibilised programmes?
	To what extent can and do we still want to differentiate between initial and adult education?

Challenge for adult education: individualised course types and contents

Individualised life courses lead to more heterogeneity in the motives, needs and time resources of adult education participants. Flexibilised adult education is gaining importance so that individual life courses can be taken into account even more than before. At the level of programmes, for example, this could be individually selectable modules and a combination of them leading to a formal degree. At the level of forms of learning, the individual living environment must be integrated more into the learning process, for example by deepening what is learned in social learning forms or through guided reflections. Further trends include individualised learning paths through asynchronous, self-directed learning, often in digital form, or co-creation of learning content together with participants.

However, flexibilised adult education may not be the only answer to flexibilised life courses and models. There may also be a need for standardised and binding forms of adult education that act as a counter-balance to flexibilised life courses. In this regard, common learning objectives, defined course certificates, a closed (learning) group and fixed schedules provide a sense of security.

Therefore, there needs to be a reflection on the extent to which adult education needs more flexibilisation or more standardisation. It is also not clear whether individualised forms of learning are being increasingly used as a replacement for standardised forms or whether both forms can coexist side by side. Adult education providers must ask themselves how to combine standardised and flexible forms of learning or, if necessary, how to meet the different needs of participants in different programmes.

Examples of questions arising for actors involved in adult education

ACTORS	EXAMPLES OF QUESTIONS ARISING
Trainers and educational institutions	How much flexibilisation do we want, and can we incorporate it into our programmes?
	What is our attitude towards individualised adult education?
	How can I recognise the requirements of participants for individualisation and standardisation?
	How do we deal with the different requirements for flexibilisation or standardisation of our participants?
	How can we create cohesion in learning groups within an individualised learning programme?
	How can we assess the quality of the learning process in flexibilised forms of learning?
	Which previously acquired skills do we recognise in our programmes, and how do we handle informally acquired skills?

Employers	How does individualised learning work in our company?
	What models do we use to support the development measures of our employees, and what impact do they have?
	What measures do we promote and support for the development of skills?
	How do we decide which adult education programmes and skills are useful for the function in question?
	How can work and adult education be combined in our organisation?
	When recruiting, do we focus on formal qualifications, or do we also recognise informally acquired skills?
	Is continued development or even reorientation possible in our organisation?
Funding bodies, policy makers	Which forms of learning should we support and promote?
	To what extent are flexibilised, informal or asynchronous forms of learning promoted?
	How can lifelong learning be enhanced in the context of demographic change?
	How can we also maintain and continue to promote the strengths of Switzerland as a centre of knowledge and of the dual education system with individualised learning?

SOCIAL TREND: FLEXIBILISATION OF THE RELATIONSHIP BETWEEN PRIVATE LIFE AND THE WORLD OF WORK

Meaningfulness, autonomy, co-determination and self-determination are becoming more and more important. This applies to both private and professional life, with the boundaries between these domains becoming increasingly permeable. In the job market, strict guidelines, clear roles and simply carrying out tasks are becoming less important. Meanwhile, individual freedoms and requirements are increasing the options people have for shaping their own role. Participants in adult education are likely to expect aspects such as meaningfulness, autonomy, co-determination and self-determination to be incorporated and for it to be oriented towards both private and professional life.

Challenge for adult education: combination of professional knowledge with transversal and personal skills

Continuing vocational education and training is facing the challenge of imparting not only specific job-related competences but also transversal and personal skills as well as developing a sense of larger contexts. For example, job-related competences and subject-specific knowledge are not sufficient for solving complex, transdisciplinary problems. In addition, broad and networked knowledge as well as problem-solving skills, for instance, are necessary. Transversal competences, management skills, personal development, self-marketing and learning for an uncertain future are also becoming increasingly important. The question therefore arises as to how much adult education should invest in conveying specialised knowledge and how much space should be devoted to curating meaning and understanding larger contexts.

Examples of questions arising for actors involved in adult education

ACTORS	EXAMPLES OF QUESTIONS ARISING
Trainers and educational institutions	How much space do personal development and reflection have in our adult education programmes?
	What is our approach between customer-oriented service from the provider and self-organised responsibility of the participants?
	How can we make it possible for participants to not only deal with the subject matter but also with themselves?
	Which transversal and personal skills need to be promoted?
	Which technological tools can we use to promote transversal and personal skills?
	Do we want to increasingly connect vocational and general education courses?
	How do we promote deeper understanding of the larger context?
	Can we ensure that efforts focusing on meaningfulness and personal development are linked together across the individual programmes?
Employers	How much personality can our corporate culture tolerate?
	How much responsibility do I want to delegate to my employees as a manager, and how much do I want to make important decisions myself?
	How can we enable our employees to understand the overall processes in the company?
	How can we promote role-making and job crafting in our organisation?
	How can we develop employees who think holistically despite specialisation?
	Are innovations in our organisation initiated along the hierarchy or also bottom-up?
	How much feedback and criticism are allowed and welcomed in our organisation?
	Is it possible to use mistakes as a learning opportunity?
Funding bodies, policy makers	How closely should (adult) education be oriented towards specific professions?
	Which educational level is responsible for promoting transversal and personal skills?
	What value do we assign to specialised knowledge and skills compared to broad, interdisciplinary knowledge?

Challenge for adult education: dealing with uncertain prospects

On the one hand, increasing co-determination and design possibilities allow for individual development. On the other hand, they also increase uncertainties because tasks and prospects are no longer clearly predictable. In addition, career changes and reorientations in professional life are always imaginable.

Participants in adult education will increasingly wonder how they can use the knowledge they have acquired in their future lives. They are

therefore focused on the personal benefit of adult education. This benefit is no longer closely linked to professional roles and immediate labour market success but, instead, is oriented towards the meaningfulness for one's own 'life projects' and the applicability in various fields of work.

The transferability of acquired skills and knowledge across various areas of life and professions is becoming the focus of adult education as it addresses uncertainties about future developments. Actors involved in adult education must also question how it can teach people to deal with the remaining uncertainties.

Examples of questions arising for actors involved in adult education

ACTORS	EXAMPLES OF QUESTIONS ARISING
Trainers and educational institutions	How do we promote curiosity and continuous willingness to learn?
	How can we demonstrate the way in which the conveyed knowledge can be used in various areas of work and life?
	How can we teach specialist knowledge in a way that it can be transferred to various domains of life?
	How can we teach specialist professional knowledge in a way that it can be transferred to various professional contexts?
	How do we deal with the participants' need for meaningfulness in all topics and methods in formal adult education that involves stockpiling knowledge?
	How can we enable participants to reduce complexity in topics and requirements or to learn how to deal with complexity?
	How quickly can we adapt our programmes to changing conditions and requirements?
Employers	Do we prefer knowledge and experience from professional areas that do not correspond to the current job, or professional specialisation?
	Are non-linear career paths possible with us?
	What benefits do non-linear career paths bring to our company?
	Are non-linear career paths possible in our company?
	How do we deal with the fact that we do not know exactly in which direction professions and their activities will develop?
	How do we as managers set an example for how to deal with uncertainties about future developments?
	How can we provide guidance to our employees despite uncertainties about future developments?
Funding bodies, policy makers	How do we create certainty with uncertain prospects?
	Are we ourselves ready to adapt to changes brought about by increasing flexibilisation?
	How can we use reskilling and upskilling to address changes regarding structure and skilled workers?
	How can changes in job profiles caused by digitisation be supported?
	How can we establish and promote connections between different professions and specialisations?

Challenge for adult education: work-life blending in adult education

As the boundaries between private and work life become blurred because these spheres are increasingly merging, this is also reflected in adult education. Participants view adult education as a project in their lives that they want to benefit from both personally and professionally. This raises the question of how adult education should deal with the dissolution of the boundaries between work and private life.

Examples of questions arising for actors involved in adult education

ACTORS	EXAMPLES OF QUESTIONS ARISING
Trainers and educational institutions	Which competences are important both in private and professional life, and to what extent do the two spheres overlap in terms of competences?
	Are there still programmes aimed exclusively at private or professional life, or are both spheres always included together?
	How do we deal with the boundary between the professional and private roles of our participants?
	How much personal information can, or should our participants bring into the adult education programme?
	How much private information are our trainers and lecturers allowed to bring into their courses?
Employers	How important are the private lives of our employees in the company?
	Can our company benefit from skills that employees have acquired in their private lives?
	How do we deal with the different requirements of our employees in terms of the boundary between work and private life?
	Does work have an impact on the private lives of our employees or is it rather the other way round?
	Does our organisation reward attendance to performance?
Funding bodies, policy makers	Should there be recognition procedures and proof of informally acquired competences that are recognised in the world of work?
	How can informally acquired skills, e.g. from care work or other unpaid activities, be formalised?
	How much regulation do flexibilised forms of work need?

SOCIAL TREND: FLEXIBILISATION OF KNOWLEDGE SOURCES

Flexibilisation means that standardised knowledge from sources with unambiguous and verifiable authorship is losing importance because it faces overlap from a large amount of information from a growing number of diversified and easily accessible – mostly digital – knowledge sources. On the one hand, new sources of knowledge increase knowledge that is, theoretically, available to all individuals. They, therefore, encourage individuals to develop their own individualised understanding of things and contexts. On the other hand, these knowledge sources also place high demands on users in

the way they review, classify and interpret content and can lead to confusion due to their volume.

Challenge for adult education: contextualisation and use of information

Adult education has the requirement of teaching critical and, at the same time, constructive handling of multiple sources. Since it is becoming more difficult to verify content and authorship, adult education has increasingly important tasks. Firstly, it must try to teach skills that make it easier to assess authenticity. Secondly, ideally, it should teach how to classify information from multiple sources of knowledge into an overall picture. This is because having a comprehensive overall picture helps to assess the authenticity and makes the knowledge usable in the first place. Thirdly, the question of rights of use is increasingly arising, especially in the case of digital knowledge sources. Participants in adult education should be given clarity about whether and how they are allowed to disseminate and modify the knowledge.

Examples of questions arising for actors involved in adult education

ACTORS	EXAMPLES OF QUESTIONS ARISING
Trainers and educational institutions	How do we encourage people to take a critical approach to knowledge from uncertain sources?
	How important are different sources of knowledge in our learning programmes?
	Do we use multiple sources of knowledge for a constructivist approach in our learning programmes?
	What role do we play as trainers when participants can obtain knowledge from different sources and are no longer dependent on us for it?
	How do we manage to put knowledge that participants bring to us into a larger context?
	What is the benefit of people being aware of their own lack of knowledge?
	Do we want to encourage certain knowledge to be consciously ignored?
	Do we see ourselves as experts with an advance in knowledge or as learning facilitators in the learning process?
	Do we offer our participants knowledge or do we enable them to find their own answers?
Employers	How do we regulate the handling of different sources of knowledge in our company?
	Is the internet with its diverse sources of knowledge an asset or a distraction for our employees?
	How can we find the information that is useful for us in our company and make it applicable in the context of our work?
	Do we actively look for new information from diverse sources of knowledge or do we prefer to rely on knowledge from established and standardised sources of knowledge?
	Do we delegate development to digital learning systems (LinkedIn Learning, EdX, Youtube, etc.) that employees use in a self-directed way?

Funding bodies, policy makers	How can framework conditions be created that allow for the constructive use of multiple sources of knowledge?
	Do new sources of knowledge require new educational programmes?
	Can certificates from asynchronous online courses be recognised by international learning platforms?

Challenge for adult education: inclusion or exclusion of knowledge from uncertain sources

The flexibilisation of knowledge sources poses some challenges for adult education regarding the inclusion and exclusion of knowledge from uncertain sources as well as the use of artificial intelligence. Obtaining knowledge exclusively from standardised and more reliable sources provides a certain degree of certainty that this knowledge has high authenticity. The question arises, however, of the extent to which it would provide orientation in a more flexible world with multiple sources of knowledge if adult education providers and participants were to rely mainly on standardised and reliable sources of knowledge. This could also mean that other sources which are often used in the participants' lives, and should therefore be used as much as possible, are not considered. This raises the question of how to deal with programs that use artificial intelligence to pool and provide knowledge. These can help with many problems and reduce the workload, allowing people to concentrate on those areas for which there are no AI programs. However, AI applications also raise new questions about authorship, the assessment of knowledge sources and their credibility.

Examples of questions arising for actors involved in adult education

ACTORS	EXAMPLES OF QUESTIONS ARISING
Trainers and educational institutions	What sources of knowledge do participants bring to our learning programmes?
	Which sources of knowledge play which role in the participants' lives?
	What is our position on the use of uncertain sources of knowledge?
	Do we allow AI to be used in our learning programmes and do we incorporate it into our programmes and skills records?
	What human factors are important in adult education that AI cannot deal with?
	Do AI programs pose the risk that participants will hardly have to deal with content themselves anymore?
	What digital skills do we require our participants to have and where do we offer support?
	Are we early adopters of new technologies or do we prefer to rely on established technologies?
	What was my attitude towards digital forms of learning before 2020 and what is my attitude today?

Employers	In which areas could AI programs make our work easier?
	How will the job profiles in our company change through the use of AI programs and other new technologies?
	In which areas do we prefer to rely on people rather than technologies and vice versa?
	How much do we trust content from uncertain sources and from AI programs?
	Will digital automation take over the work of people in our organisation?
	Would we hire employees based on a selection made using AI?
Funding bodies, policy makers	Are the framework conditions sufficient for processing personal data in the age of big data and AI?
	Which ethical and legal questions are currently raised by AI?
	Are decisions made by AI fairer than those made by humans?
	Which human skills complement new technologies such as AI programs and do we want to promote them in particular?
	What 'knowledge' do we want to avoid spreading, if possible?

Perspectives for adult education

Based on the discussions in Part 1 on trends towards flexibilisation in society and the implications for adult education outlined in Part 2, perspectives for adult education are formulated below. These cover the three areas of «life courses», «world of work» and «sources of knowledge».

In contrast to the implications, the perspectives should not be oriented mainly towards adult education practices but, rather, should open the field of vision again to broader themes and focus on the social tasks of adult education. Ideally, the perspectives will inspire actors involved in adult education to draw on the potential of flexibilisation, to think more deeply about a wide range of adult education issues and to develop new ideas or to address problems.

Trends towards flexibilisation are permeating society. They are changing life courses, the world of work and sources of knowledge. This implies various opportunities and challenges for adult education.

Figure 1: Perspectives for adult education

Perspectives for adult education

Source: Think-Tank TRANSIT Third Trend Report–
«The More Flexible–the Better?»

Trends towards flexibilisation are permeating society They are changing life courses, the world of work and sources of knowledge. This implies various opportunities and challenges for adult education.

LIFE COURSES

SOCIAL TREND:
Life courses follow less rigid guidelines and become more flexible with regard to the chronological sequence of stages of life as well as role-making.

IMPLICATION FOR ADULT EDUCATION:
The actors involved in adult education can assume that the variety and diversity of life courses and motivations for participating in adult education will continue to gain in importance.

SOCIAL TREND:
Individuals want to actively shape their life courses in a self-determined way and are increasingly looking for meaningfulness here.

IMPLICATION FOR ADULT EDUCATION:
Adult education will increasingly work with participants who are looking for a connection to their life courses in adult education and want to help shape educational formats and contents.

SOCIAL TREND:
Due to the variety of options, creating unique life courses is becoming more complex.

IMPLICATION FOR ADULT EDUCATION:
Adult education will have to be more in line with the needs of participants for an individualised learning path.

WORLD OF WORK

SOCIAL TREND:
Career choices as well as career paths are becoming more diverse and are integrated into 'life projects'.

IMPLICATION FOR ADULT EDUCATION:
It can be assumed that the diversity in the professional and personal backgrounds of participants is also growing in continuing vocational education and training.

SOCIAL TREND:
In the world of work, individuals want to shape their role as involved employees and align it with their life courses, for instance.

IMPLICATION FOR ADULT EDUCATION:
Individuals will expect adult education to provide support in role-making, to incorporate 'life projects' and, in this way, to curate meaningfulness.

SOCIAL TREND:
Self-determination and involvement make the design of roles in working life more complex.

IMPLICATION FOR ADULT EDUCATION:
Adult education should support role-making by consistently promoting personal and transversal skills.

SOURCES OF KNOWLEDGE

SOCIAL TREND:
The increasing number of knowledge sources makes a large amount of information immediately available.

IMPLICATION FOR ADULT EDUCATION:
Trainers increasingly need to guide learners when they assess the quality of sources and contextualise information. To do this, trainers must also acquire skills in dealing with diverse sources of knowledge.

SOCIAL TREND:
: Individuals are increasingly called upon to connect the knowledge extensively offered to them with their own living environment and to make it applicable in a specific context.

IMPLICATION FOR ADULT EDUCATION:
: Adult education will increasingly be called upon to connect knowledge with the participants' living environments.

SOCIAL TREND:
The increase in knowledge sources increases the requirements regarding the way content is reviewed, classified and interpreted.

IMPLICATION FOR ADULT EDUCATION:
Adult education should teach people to work competently with numerous knowledge sources and to maintain a certain level of orientation in the way they are used despite rapid technological changes, while also being able to handle complexity.

The following three perspectives emerge from the analysis of flexibilisation constituting points of orientation for the future design of adult education.

VARIETY AND DIVERSITY

– Adult education promotes awareness of variety and diversity.
– Adult education continuously and consistently reflects on how it approaches variety and diversity.
– Adult education takes variety and diversity into account at all levels – from organisation to educational formats and educational marketing.
– Adult education ensures manyfold access to lifelong learning.
– Adult education ensures opportunities for participation for people with diverse life courses.
– Adult education helps shape diverse life and career paths

MEANINGFULNESS AND CO-DETERMINATION

– Adult education continuously and consistently reflects on how it can relate to the learners' personal living environment.
– Adult education has a meaningful effect by helping to connect knowledge with the living environments of learners.
– Adult education promotes skills that enable self-determination and co-determination.
– Adult education exemplifies self-determination and co-determination.
– Adult education promotes skills to take responsibility in self-determined learning and working contexts.
– Adult education helps to find and promote forms of work that generate meaningfulness and allow for co-determination.

COMPLEXITY

– Adult education enables people to take a careful approach to complexity by allowing it and, where necessary, helping to reduce it.
– Adult education promotes the ability to connect knowledge and skills from different areas, creating a foundation for dealing with complexity.
– Adult education calls on individuals to tolerate uncertainties and contradictions.
– Adult education teaches knowledge and skills that promote a proactive way of dealing with complexity.

TRANSIT
THINK TANK FOR ADULT LEARNING

Review TRANSIT workshop

The TRANSIT think tank has been focusing on the topic of flexibilisation for more than a year. Together with experts, we have produced the third trend report. As a conclusion to the topic, the TRANSIT think tank publicly invited to the salon «Flexibilisation: Perspectives for Adult Learning». The event took place on 7 March 2023 at the Wirtschaft zum Transit in Zurich.

In the salon, participants had the opportunity to discuss and reflect on perspectives and questions on the topic of flexibilisation with a view to their own practice. They were able to reflect on developments, discuss challenges and opportunities, and look for examples of «best practice». In addition, the event offered the opportunity to network and exchange ideas.

Coming together in TRANSIT

The TRANSIT think tank got its name due to its basic idea: it is to create a mental free space where shifts in boundaries, contradictions of the current situation and common approaches to solutions can be discussed. With the «Wirtschaft zum Transit» we have found a place in Zurich Altstetten that – in a different context – operates with similar ideas. A food stall in a Ford Transit has become a restaurant that the owners run with creative means. The inspiring ambiance allows us to give free rein to our ideas and thoughts.

The trend report: basis for the discussions

Helen Buchs, Co-Head of TRANSIT, presents the central points of the third trend report. First, she outlines core social developments in the areas of «life courses», «world of work» and «sources of knowledge». These are largely based on a shift towards post-materialistic values such as individualisation, self-determination or meaningfulness. The speaker then derives three overarching perspectives for adult learning. These are «plurality and diversity», «meaningfulness and participation» and «complexity». The presentation hence creates a common understanding for the subsequent discussions where we work with these perspectives.

The three perspectives not only stimulate reflection on opportunities and challenges, but they are also tangential to the current and future practice of adult learning. Accordingly, in group discussions we dedicate ourselves to the implementation of the perspectives in practice and exchange ideas about opportunities that arise as well as expected difficulties.

Discussion 1: World Café on Plurality and Diversity

In a world café – a workshop method – the participants learn about, question and discuss different perspectives on the topic of plurality and diversity from each other. Diversity seems to be a concern for all participants. In principle, they see many opportunities in taking plurality and diversity into account more consequently.

However, many also point out that the concrete implementation poses challenges. In the labour market, for example, diversity is often not very pronounced. Labour market-related adult learning has little influence on this and is sometimes confronted with homogeneous groups of participants. Furthermore, with increasing plurality and diversity in adult learning, it could become more difficult to convey common learning content.

Some participants see great potential in admission procedures for continuing education. If fewer exams or certificates were required and the focus was increasingly on people and their competences, diversity could be increased to the benefit of groups and lifestyles that continuing education often still excludes until today.

Discussion 2: Mini-Fishbowl on Meaningfulness and Participation

For the mini fishbowl, we place two chairs in the middle of a semicircle, one for the opportunities and one for the challenges of meaningfulness and participation. Whoever sits on them can represent the respective positions. In the lively discussions it becomes clear that meaningfulness and participation inflict about as many opportunities as challenges for the future practice of adult learning. Some participants vehemently represent one or the other point of view and accordingly settle down in the same chair again and again. Other participants, identify both opportunities and challenges.

The participants in particular mention the following opportunities: Increased proximity to the needs of the learners, the strengthening of confidence in one's own perception, an empowerment of the learners and the awakening of interests. Many discussants agree with one speaker's idea that participation is to create orientation and thus curates meaning.

On the other side, concerns arise about the practicability of meaningfulness and participation, because their implementation is very time-consuming, cost-intensive and often not compatible with the narrow objectives of some courses. In contrast to empowerment, according to a consensus among the participants, the focus on meaningfulness and participation also carries the risk of excluding people. In everyday life or at the workplace, many societal groups can hardly be creative or search for meaning and are therefore not addressed by these perspectives.

Discussion 3: Silent discussion about complexity

Exciting conversations can also succeed without words. In a silent discussion, participants write and sketch their ideas and arguments on the perspective of complexity. Our large tablecloth, stretched over several tables, is quickly filled with writing and drawings. The votes suggest that dealing with complexity and reducing it in the practice of adult learning is not an easy undertaking. Many comments are in turn commented on several times. Arrows between several messages illustrate the entanglements between the various opportunities and challenges.

According to the participants, complexity offers the chance for taking a more nuanced perspective and leaves room for individual interpretation and learning patterns. It challenges us to think further and to recognise connections, which seems particularly important in a world marked by flexibilisation.

However, complexity can also overtax. If teachers do not succeed in reducing complexity, the overload can lead to the exclusion of learners who cannot cope well with complexity. Participants also note that complexity reduction is often necessary to create a common understanding. However, some also warn of the pitfalls of under-complexity and advocate enduring complexity rather than reducing it.

Greetings and networking at the aperitive

The salon should not only consist of «work» such as presentations and discussion rounds. Informal exchange and networking are also important. Finally, we will round off the evening with a delicious and rich aperitif. Several groups lively discuss about the future of adult learning. Contact details are exchanged.

For keeping the inspiration up, the participants write postcards designed by TRANSIT to other salon participants. The TRANSIT team thanks all participants for the exciting evening.

Closing remarks

In a time of many radical changes and innovations, the future seems uncertain. However, looking at the present and the past, there is a trend towards flexibilisation in many areas. Flexibilisation brings some opportunities and risks on a social level. Dealing with changes, as well as their opportunities and risks, does not mean the future can be predicted but it will at least be possible to address the challenges of the coming years in a positive way.

Flexibilisation affects adult education, which is a part of society and therefore cannot escape the changes taking place there. Hence, adult education must ask itself how it wants to respond to future changes. This can help ensure that, in the future, it can continue to creatively carry out its multiple tasks in society and is not reduced to merely reacting to the needs of the labour market.

In this trend report, the Think Tank TRANSIT has derived perspectives for adult education from a discussion on social developments leading towards greater flexibility. The discussions raised questions and perspectives aimed to encourage actors involved in adult education to open up conceptual spaces and ask critical questions in order to address the upcoming challenges with foresight and creativity.

The Think Tank TRANSIT will continue to work on social issues and their implications for adult education. In doing so, it aims to keep space open for interdisciplinary exchange and provide a platform for visionary dialogue. TRANSIT invites all those interested in the topic to critically discuss and contribute to the ideas presented here.

Bibliography

Achatz, J. (2018): Berufliche Geschlechtersegregation. In: M. Abraham & T. Hinz (Ed.), Arbeitsmarktsoziologie (pp. 389–435). Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-02256-3_11

Achermann, S., & Sigrist, S. (2017): Wie wir morgen leben: Denkanstösse für das Zeitalter der Langlebigkeit (W.I.R.E., Think-Tank für Wirtschaft, Wissenschaft und Gesellschaft in Kooperation mit Swiss Life, Ed.). NZZ Libro.

Anttila, T., Oinas, T., Tammelin, M., & Nätti, J. (2015): Working-Time Regimes and Work-Life Balance in Europe. European Sociological Review, 31(6), 713–724. https://doi.org/10.1093/esr/jcv070

Ashforth, B. E., Kreiner, G. E., & Fugate, M. (2000): All in a Day's Work: Boundaries and Micro Role Transitions. The Academy of Management Review, 25(3), 472. https://doi.org/10.2307/259305

Bauer, H. (202): New Work is a necessity. https://www.thinktank-transit.ch/new-work-is-a-necessity/

Beck, U. (1986): Risikogesellschaft: Auf dem Weg in eine andere Moderne (1. Aufl., Erstausg). Suhrkamp.

Behrens, J., Maurer, T., & Stender, S. (2021): Gesundheit in der Arbeitswelt 4.0: Wirkung der zunehmenden Flexibilisierung von Arbeitsort und -zeit sowie der digitalen Kommunikation auf das Wohlbefinden von Beschäftigten. In B. Badura, A. Ducki, H. Schröder, & M. Meyer (Ed.), Fehlzeiten-Report 2021 (pp. 405–418). Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-662-63722-7_25

Bergmann, F. (1990): Neue Arbeit (New Work). Das Konzept und seine Umsetzung in der Praxis. In: Fricke, Werner (Ed.): Jahrbuch Arbeit und Technik. 1990, pp. 71–80. In: Jahrbuch Arbeit und Technik.

Bergmann, F. (2019): New work, new culture: Work we want and a culture that strengthens us. Zero Books.

FSO (2020): Erwerbsbeteiligung der Frauen 2010–2019. https://www.bfs.admin.ch/bfs/en/home/statistics/catalogues-databases.assetdetail.14941826.html

FSO (2022): Wanderung der ständigen ausländischen Wohnbevölkerung 1951–2022. https://www.bfs.admin.ch/bfs/de/home/statistiken/bevoelkerung/migration-integration.assetdetail.23064913.html

FSO (2023): Teilnahme an Weiterbildung 2010–2022. https://www.bfs.admin.ch/bfs/de/home/statistiken/bildung-wissenschaft/bildungsindikatoren/themen/zugang-und-teilnahme/weiterbildungsteilnahme.assetdetail.24485164.html

Blum, U., & Gabathuler, J. (2019): PE 4.0: Herausforderungen für Führungskräfte und Bildungsverantwortliche. In: C. Negri (Ed.), Führen in der Arbeitswelt 4.0 (pp. 73–93). Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-662-58411-8_7

Bourdieu, P. (1983): Ökonomisches Kapital, kulturelles Kapital, soziales Kapital. In: Kreckel, Reinhard (Ed.): Soziale Ungleichheiten. Soziale Welt, Sonderheft 2, 1983, pp. 183–198. Ungleichheiten (Sonderheft 2), 183–198.

Brückner, H., & Mayer, K. U. (2005): De-Standardization of the Life Course: What it Might Mean? And if it Means Anything, Whether it Actually Took Place? The Structure of the Life Course: Standardized? Individualized? Differentiated?, 9, 27–53. https://doi.org/10.1016/S1040-2608(04)09002-1(2020

Charles, M. (2005): Entwicklung der beruflichen Segregation und nach Staatsangehörigkeit in der Schweiz, 1970–2000. BFS.

Charles, M., & Bradley, K. (2009): Indulging Our Gendered Selves? Sex Segregation by Field of Study in 44 Countries. American Journal of Sociology, 114(4), 924–976. JSTOR. https://doi.org/10.1086/595942

Ehrenberg, A. (2004): Das erschöpfte Selbst: Depression und Gesellschaft in der Gegenwart. Campus Verlag. Campus.

Eichhorst, W., & Tobsch, V. (2014): Flexible Arbeitswelten: Eine Bestandsaufnahme (IZA Standpunkte Nr.72). Forschungsinstitut zur Zukunft der Arbeit. https://docs.iza.org/sp72.pdf

Foelsing, J., & Schmitz, A. (2021): New Work braucht New Learning: Eine Perspektivreise durch die Transformation unserer Organisations- und Lernwelten. Springer Gabler. https://doi.org/10.1007/978-3-658-32758-3

Gallie, D. (1998): Restructuring the employment relationship. Clarendon Press.

Gallie, D., & Ying, Z. (2013): Job Control, Work Intensity, and Work Stress. In: D. Gallie (Ed.), Economic Crisis, Quality of Work, and Social Integration (pp. 115–141). Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199664719.003.0005

Giddens, A. (1991): Modernity and self-identity: Self and society in the late modern age. Stanford University Press.

Gollob, S. (2022): FOCUS Weiterbildung: Veränderungen auf Organisationsebene (Ergebnisse der Schweizer Anbieterumfrage 2022). SVEB.

Gottschall, K., & Voß, G. (Ed.). (2005): Entgrenzung von Arbeit und Leben: Zum Wandel der Beziehung von Er-werbstätigkeit und Privatsphäre im Alltag (2., verbesserte Auflage). Rainer Hampp Verlag.

Green, F. (2012): Employee Involvement, Technology and Evolution in Job Skills: A Task-Based Analysis. ILR Review, 65(1), 36–67. https://doi.org/10.1177/001979391206500103

Haufe Akademie. (n. d.): New Work. https://www.haufe-akademie.de/new-work. [accessed on 23 March 2022]

Hertwig, R. (2023): Deliberate ignorance as a cultural ability in the knowledge society. https://www.think-tank-transit.ch/deliberate-ignorance-as-a-cultural-abili-ty-in-the-knowledge-society/

Inglehart, R. (1997): Modernization, postmodernization and changing perceptions of risk. International Review of Sociology, 7(3), 449–459. https://doi.org/10.1080/0390670 1.1997.9971250

Klingovsky, U. (2021): Supposed freedom and the urge to optimise oneself. https://www.thinktank-transit.ch/sup-posed-freedom-and-the-urge-to-optimise-oneself/

Kohli, M. (1997): Die Institutionalisierung des Lebenslaufs. In: J. Friedrichs, K. U. Mayer, & W. Schluchter (Ed.), Soziol-ogische Theorie und Empirie (pp. 284–312). VS Verlag für Sozialwissenschaften. https://doi.org/10.1007/978-3-322-80354-2_12

Kreiner, G. E., Hollensbe, E. C., & Sheep, M. L. (2009): Bal-ancing Borders and Bridges: Negotiating the Work-Home Interface via Boundary Work Tactics. Academy of Manage-ment Journal, 52(4), 704–730. https://doi.org/10.5465/amj.2009.43669916

Laloux, F., & Wilber, K. (2014): Reinventing organizations: A guide to creating organizations inspired by the next stage of human consciousness (First edition (revised)). Nelson Parker.

Leadership insiders. (o. J.): Work-Life-Blending—Was heisst das und was bedeutet es? https://www.leadership-insid-ers.de/work-life-blending-was-heisst-das-und-was-bedeu-tet-es/ [accessed on 23 March 2022]

Lehmann, H. (2000): Derichs-Kunstmann, Karin, Auszra, Susanne & Müthing, Brigitte (1999). Von der Inszenierung des Geschlechterverhältnisses zur geschlechtsgerechten Didaktik: Konstitution und Reproduktion des Geschlech-terverhältnisses in der Erwachsenenbildung. Swiss Journal of Educational Research, 22(2). https://doi.org/10.24452/sjer.22.2.5419

Macmillan, R. (2005): The Structure of the Life Course: Classic Issues and Current Controversies. The Structure of the Life Course: Standardized? Individualized? Dif-ferentiated?, 9, 3–24. https://doi.org/10.1016/S1040-2608(04)09001-X

Majkovic, A.-L., Gundrum, E., Toggweiler, S., & Fortiguerra, F. (2021): IAP Studie 2021: Der Mensch in der Arbeitswelt 4.0. Eine Monitoring-Studie mit Ausblick. IAP Institut für Angewandte Psychologie der ZHAW Zürcher Hochschule für Angewandte Wissenschaften.

Manninen, J. (2020): One of my fears is that adults stop learning deeper issues. https://www.thinktank-transit.ch/one-of-my-fears-is-that-adults-stop-learning-deeper-issues/

Mayer, K. U. (2009): New Directions in Life Course Re-search. Annual Review of Sociology, 35(1), 413–433. https://doi.org/10.1146/annurev.soc.34.040507.134619

Mills, M. (2007): Individualization and the Life Course: Toward a Theoretical Model and Empirical Evidence. In: C. Howard (Ed.), Contested Individualization: Debates about Contemporary Personhood (. 61–79). Palgrave Macmillan US. https://doi.org/10.1057/9780230609259_4

Pätzold, H. (2018): Einlassen und aushalten: Post-Truth und Erwachsenenbildung. 4, 16–20.

Reckwitz, A. (2018): Die Gesellschaft der Singularitäten. Zur Kulturalisierung des Sozialen. In: Kultur—Interd-isziplinäre Zugänge (pp. 45–62). Springer.

Reinke, K., & Düvel, B. (2022): Always Online: Abschalten in einer mobilen Arbeitswelt. Organisationsberatung, Super-vision, Coaching, 29(3), 397–407. https://doi.org/10.1007/s11613-022-00770-7

Sauter, W. (2018): Die Zukunft des Lernens: Selbstorgan-isierter Kompetenzerwerb durch personalisiertes Lernen. Bertelsmann Stiftung. https://www.bertelsmann-stiftung.de/fileadmin/files/BSt/Publikationen/GrauePublikationen/LL_Sauter2018_ZukunftDesLernens.pdf

Scherger, S. (2007): Destandardisierung, Differenzierung, Individualisierung: Westdeutsche Lebensläufe im Wandel (1. Aufl). VS Verlag für Sozialwissenschaften.

Schneider, L., Meyer, D., Feierabend, A., Grote, G., & Staffel-bach, B. (2022): Schweizer HR-Barometer 2022: Innovation und Scheitern.

Schulz, B. (2018, Oktober 23): Erinnerung bewahren, Neu-gier stillen. DER TAGESSPIEGEL. https://www.tagesspiegel.de/kultur/internationaler-bibliothekstag-erinnerung-be-wahren-neugier-stillen/23220978.html

Sennett, R. (2000): Der flexible Mensch: Die Kultur des neuen Kapitalismus (2. Aufl., vollst. Taschenbuchausg). Goldmann.

Stalder, F. (2019): There is no way back. hhttps://www.thinktank-transit.ch/theres-no-way-back/

Susnjak, T. (2022): ChatGPT: The End of Online Exam Integrity? (arXiv:2212.09292). arXiv. http://arxiv.org/abs/2212.09292

Swissuniversities. (2021): Zukunft der Hochschulweiterbildung. https://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/Lehre/Themen/211026_Zukunft_HS-WB_DE.pdf

Szydlik, M. (2008): Flexibilisierung: Folgen für Arbeit und Familie. VS Verl. für Sozialwissenschaften.

Tangian, A., & Seifert, H. (2008): Flexicurity—Gibt es ein Gleichgewicht zwischen Arbeitsmarktflexibilität und sozialer Sicherheit? WSI-Mitteilungen, 61(11–12), 627–635. https://doi.org/10.5771/0342-300X-2008-11-627

Thelen, T., & Baerwolf, A. (2008): Traditionalisierung in der Flexibilisierung: Familiäre Arbeitsteilung in Ostdeutschland. In: M. Szydlik (Ed.), Flexibilisierung (pp. 275–294). VS Verlag für Sozialwissenschaften. https://doi.org/10.1007/978-3-531-90780-2_14

Tietgens, H. (1986): Erwachsenenbildung als Suchbewegung: Annäherungen an eine Wissenschaft von der Erwachsenenbildung. Klinkhardt.

Waffenschmidt, B. (2018): Generation Z. Achtung, die Arbeitswelt- Optimierer kommen! –WhitePaper zur Vorstudie „Generation Z und ihre Erwartungen an die zukünftige Arbeitswelt". ZBW – Leibniz Information Centre for Economics, http://hdl.handle.net/10419/245823

Wimmer, M. (2002): Bildungsruinen in der Wissensgesellschaft—Anmerkungen zum Diskurs über die Zukunft der Bildung. In: Die verkaufte Bildung: Kritik und Kontroversen zur Kommerzialisierung von Schule, Weiterbildung, Erziehung und Wissenschaft (pp. 45–68). Leske + Budrich.

Wrzesniewski, A., LoBuglio, N., Dutton, J. E., & Berg, J. M. (2013): Job Crafting and Cultivating Positive Meaning and Identity in Work. In A. B. Bakker (Ed.), Advances in Positive Organizational Psychology (Bd. 1, pp. 281–302). Emerald Group Publishing Limited. https://doi.org/10.1108/S2046-410X(2013)0000001015

Zukunftsinstitut. (n. d.): Der Megatrend Wissenskultur. https://www.zukunftsinstitut.de/dossier/megatrend-wissenskultur/ [accessed on 23 March 2022]

Zukunftsinstitut. (2021): Megatrend Silver Society. https://www.zukunftsinstitut.de/dossier/megatrend-silver-society/ [accessed on 23 March 2022]

Zukunftsinstitut. (2022a): Die Megatrends. https://www.zukunftsinstitut.de/dossier/megatrends/ [accessed on 23 March 2022]

Zukunftsinstitut. (2022b): Megatrend Gender Shift. https://www.zukunftsinstitut.de/dossier/megatrend-gender-shift/ [accessed on 23 March 2022]

Zukunftsinstitut. (2022c): Megatrend Individualisierung. https://www.zukunftsinstitut.de/dossier/megatrend-individualisierung/ [accessed on 23 March 2022]

Zukunftsinstitut (2022d): Megatrend Konnektivität. https://www.zukunftsinstitut.de/dossier/megatrend-konnektivitaet/ [accessed on 23 March 2022]

SVEB ■
FSEA ■