

Call for Papers

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Teaching Staff in Adult and Continuing Education – Employment, Competences, and Professional Development

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In recent years, teaching personnel in adult and continuing education has moved into the focus of policy, practice, and research, both nationally and internationally. In Germany, the 2025 interim report of the National Skills Strategy identifies the working and employment conditions of teaching staff as a key policy area. Addressing the shortage of skilled workers through continuing education requires an adequately qualified staff within the sector itself. The 2022 National Education Report likewise designates the cross-sectoral demand for skilled professionals as a major future challenge in the field of education and training.

Adult education providers - pressured further by the COVID-19 pandemic—face increasing difficulties in recruiting and retaining personnel, including teaching staff. Demographic change exacerbates these challenges, affecting both current employees and students enrolled in full-time or part-time bachelor's and master's programs. The ongoing digital transformation additionally generates new competence requirements related to the use of digital technologies, which exceed what self-directed learning can typically provide.

These developments have prompted a growing body of research that refines existing approaches to professionalization. Particular attention is paid to participation in and outcomes of professional development, especially in media education and teaching skills. The DIE-initiated TAEPS study (<https://www.die-bonn.de/taeps?lang=en&>) offers a robust data infrastructure for investigating employment conditions, qualifications, competences, and continuing professional development activities. Internationally, research has likewise expanded, including comparative studies on teaching personnel in continuing education.

ZfW invites contributions adopting empirical, historical, theoretical, or international-comparative perspectives on professionalisation in the field of adult and continuing education.

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Please submit your final **manuscript** at: www.springer.com/journal/40955

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