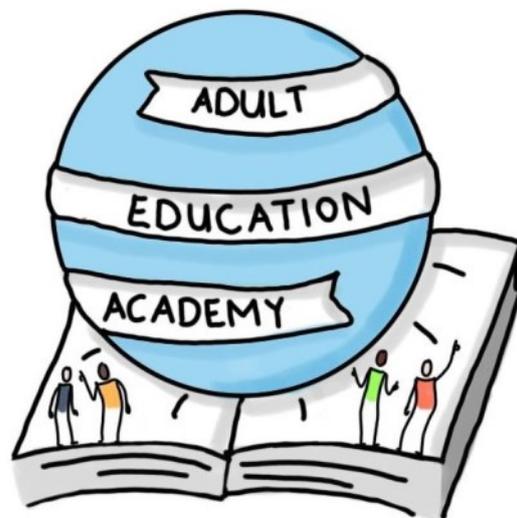


Adult Education Academy

for master's students, doctoral students and practitioners

International and comparative studies
in adult education and lifelong learning



Apply now!
Deadline:
02. July 2023

5 - 16 February 2024

in Würzburg/Bavaria, Germany

+ Preparatory Phase Nov. 2023 - Jan. 2024

#AEAcademyWue

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Structure of the Adult Education Academy

Since 2014, the Adult Education Academy promotes international networks in adult education and lifelong learning, aiming to foster a connection between academic learning and the field of adult education.

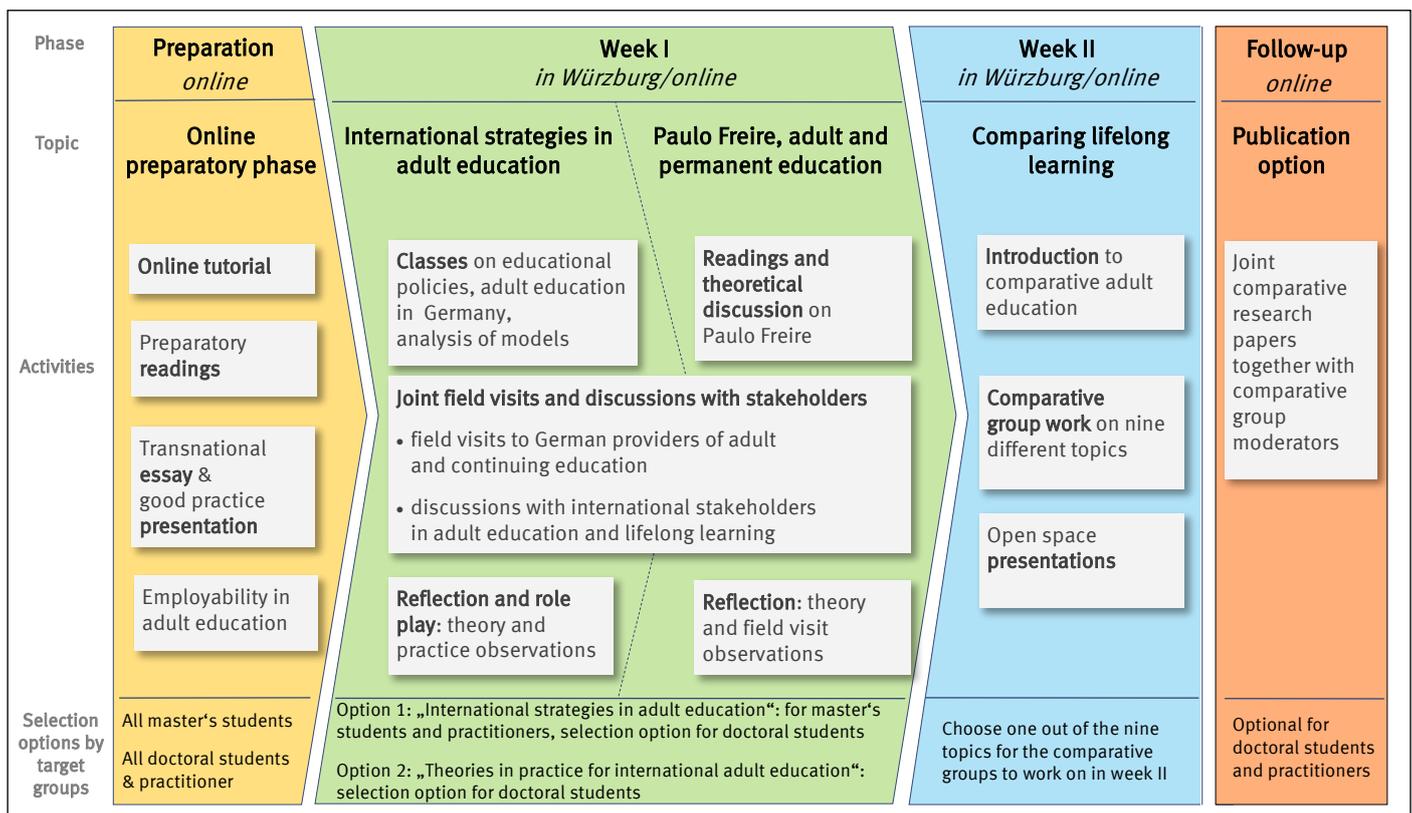
During the preparatory phase and the two-week intensive programme, participants develop and refine their analytical and comparative skills in adult education in an international environment. They gain an understanding of internationally relevant educational policies in the context of lifelong learning, while strengthening their communication, teambuilding and critical thinking skills by working together in this international setting.

Target groups

Master's and doctoral students in adult education, as well as colleagues from the field of adult education and lifelong learning (hereafter "practitioners") are invited to join the Adult Education Academy in Würzburg. Practitioners should have experiences in adult education (e.g. teaching, programme planning, management in institutions of adult education associations). As a minimum requirement, all participants should hold a bachelor's degree (or equivalent) in a subject related to adult and lifelong learning.

Structure

The Adult Education Academy is divided into an (1) online preparatory phase, (2) a two-week intensive programme featuring (2.1) the first week 5-9 February 2024 & (2.2) the second week from 12-16 February 2024 in a hybrid mode and (3) an optional follow-up. The two-week intensive programme will be organised online and on campus in Würzburg





Preparatory phase

The preparatory phase is essential for participation in the Adult Education Academy. It provides participants with the necessary knowledge and abilities for the two-week Adult Education Academy programme in February 2024. The preparatory phase, which begins in November 2023 and ends in January 2024, can be divided into three parts. During the first part, participants are divided into two groups: one consisting of master's students and practitioners and another consisting of doctoral students. The master's students and practitioners will address the topic "International strategies in adult education", whereas the doctoral students can decide whether they want to join the same group or rather work on the topic "Paulo Freire, adult and permanent education". The second part takes place within the comparative groups. Last but not least, the third part addresses employability in adult education.

The preparation will take place online. Materials provided during this phase include an online tutorial, readings and group sessions for discussions. At the end of the preparatory phase, master's and doctoral students submit a transnational essay; practitioners submit a good practice presentation. The topics of the essays will depend on the comparative groups chosen by the participants. Central to the successful completion of the Adult Education Academy is the active cooperation and independent preparation of the contents and materials in the preparation phase by the participants for the two-week intensive programme in February.



Week I

The group "International policies in adult education and lifelong learning" (for master's and doctoral students as well as practitioners) will focus on a critical reflection of current education policies based on a theoretical model developed by Lima/Guimarães.

The option "Paulo Freire, adult and permanent education" (for doctoral students) is based on readings and discussions of selected texts by Paulo Freire.

During the first week of the Adult Education Academy, doctoral students have the opportunity to take a class on Paulo Freire's theories for "adult and permanent education". This class is based on readings and discussions of selected texts by Paulo Freire. The doctoral students will develop a theoretical-analytical perspective and will focus on more specialised theoretical knowledge to be able to synthesise different perspectives systematically and theoretically. If they prefer, doctoral students may also join the master's students and practitioners in the class on "International strategies in adult education".

The theoretical insights in both groups (International policies in adult education and lifelong learning & Paulo Freire, adult and permanent education) will be accompanied by field visits to adult education providers in and around Würzburg. Furthermore, presentations of international adult education associations (European Association for the Education of Adults, International Council in Adult Education, DVV International) are organised to serve as case studies for practicing the analytical models or the theories discussed in the two classes.



Week II

During the second week, the participants will work in comparative groups divided by nine different topics in adult education and lifelong learning. Participants will choose the topic of their transnational essay based on the focus of the comparative group they will be assigned to prior to the Academy. On the last day of the Adult Education Academy, the results of the comparisons will be presented to all other groups.



Certification and follow-up

After participating fully in the Adult Education Academy and submitting either a transnational essay or a good practice presentation, all participants receive a participation certificate. In addition, there are two possibilities for enrolled students to receive ECTS credits. For more information, see page 37.

Doctoral students and practitioners have the possibility to get guidance for publishing a joint comparative paper after the Adult Education Academy.

Key

Groups of people



Master Students



Doctoral Students



Practitioners

#AEAcademy phases



Preparatory phase



Week I



Week II

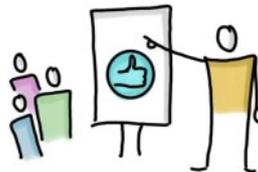


Certification & Follow-up

Activities



Field visit



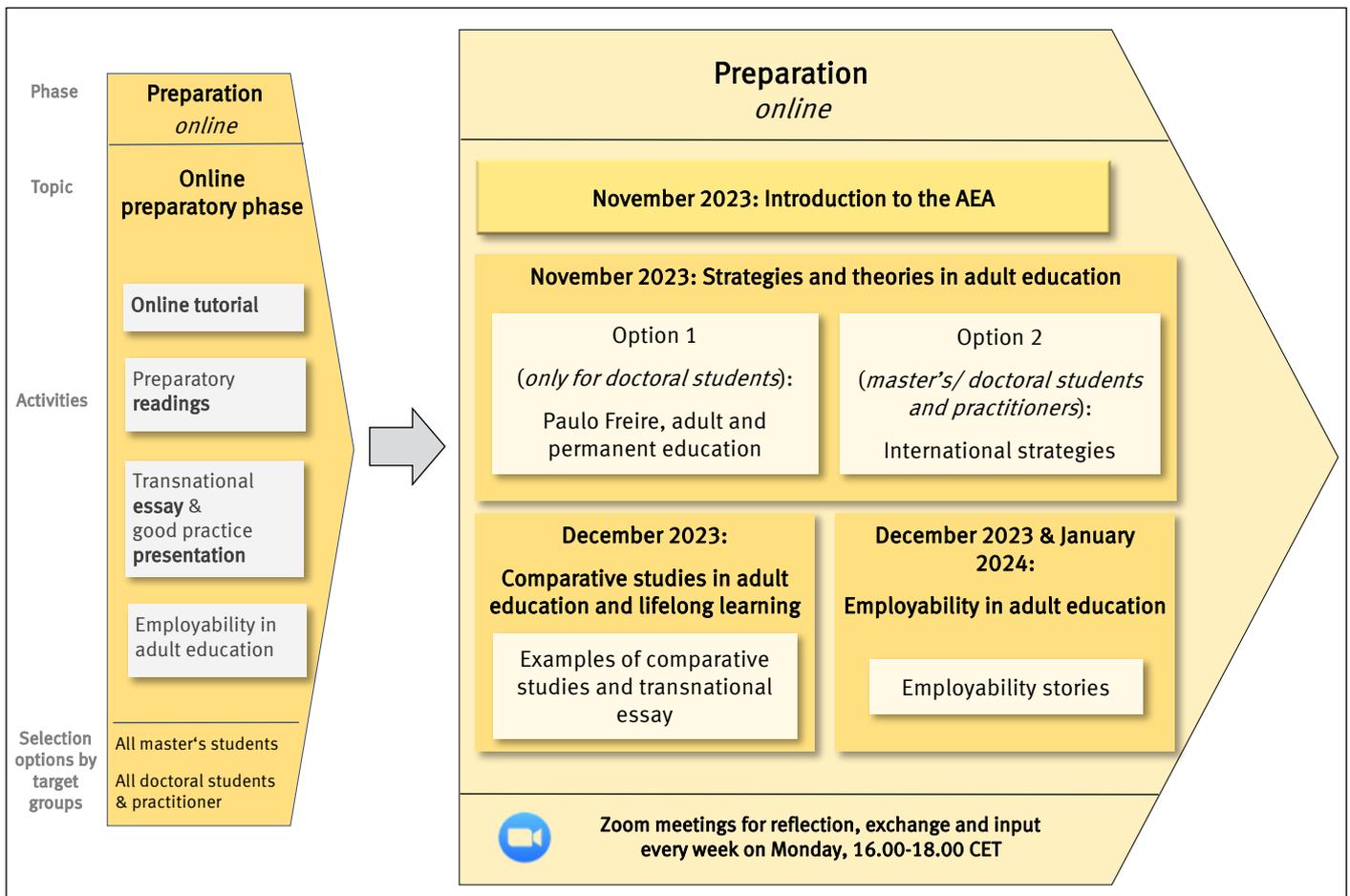
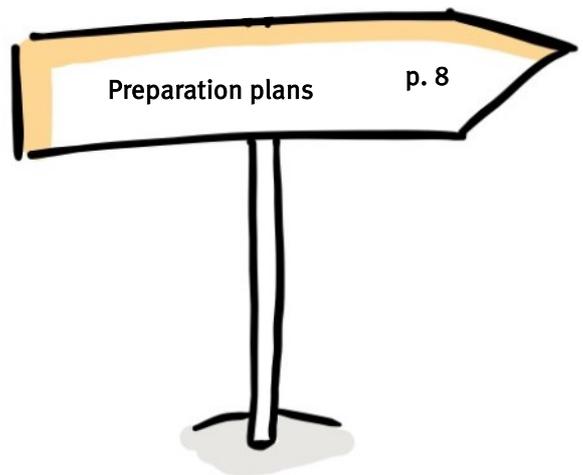
Good practice presentation



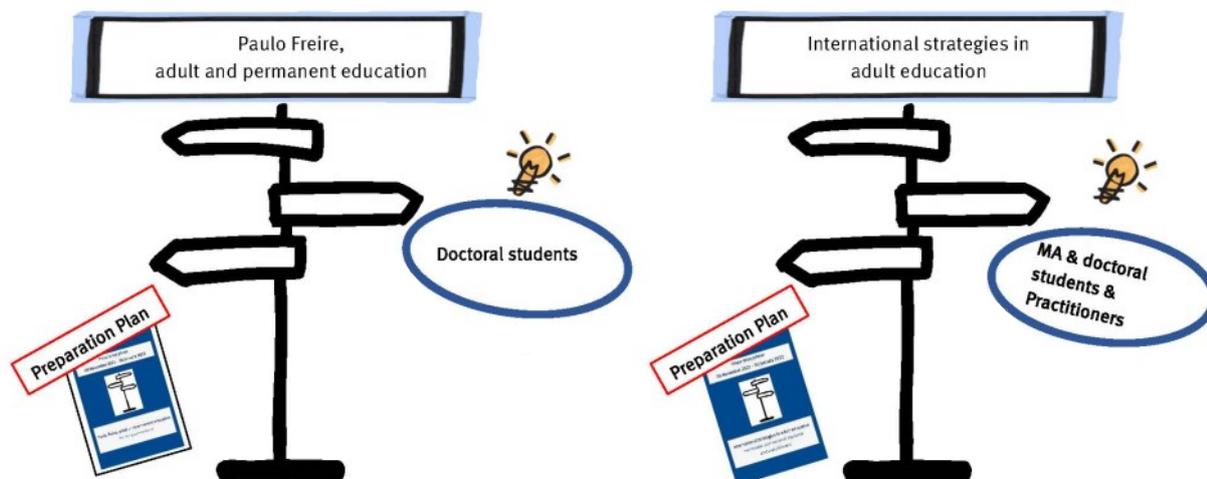
Comparative group presentation

Preparatory phase

06 November 2023 - 28 January 2024



Preparation Plan: International strategies in adult education and lifelong learning & Paulo Freire, adult and permanent education



More detailed information about the online preparatory phase will follow in your **individualized preparatory guide**.

Zoom sessions during the preparatory phase:

International strategies in adult education (master students, doctoral students & practitioners)

Monday 06.11.2023,
16:00-18:00 CET

Monday 20.11.2023,
16:00-18:00 CET

Monday 27.11.2023,
16:00-18:00 CET

Monday 04.12.2023,
16:00-18:00 CET

Monday 11.12.2023,
16:00-18:00 CET

Monday 18.12.2023,
16:00-18:00 CET

Monday 08.01.2024,
16:00-18:00 CET

Monday 15.01.2024,
16:00-18:00 CET

Monday 22.01.2024,
16:00-18:00 CET

Paulo Freire, adult and permanent education (doctoral students)

Monday 06.11.2023,
16:00-18:00 CE
(obligatory)

Monday 13.11.2023,
16:00-18:00 CET

Monday 04.12.2023,
16:00-18:00 CET
(obligatory)

Monday 11.12.2023,
16:00-18:00 CET

Monday 18.12.2023,
16:00-18:00 CET

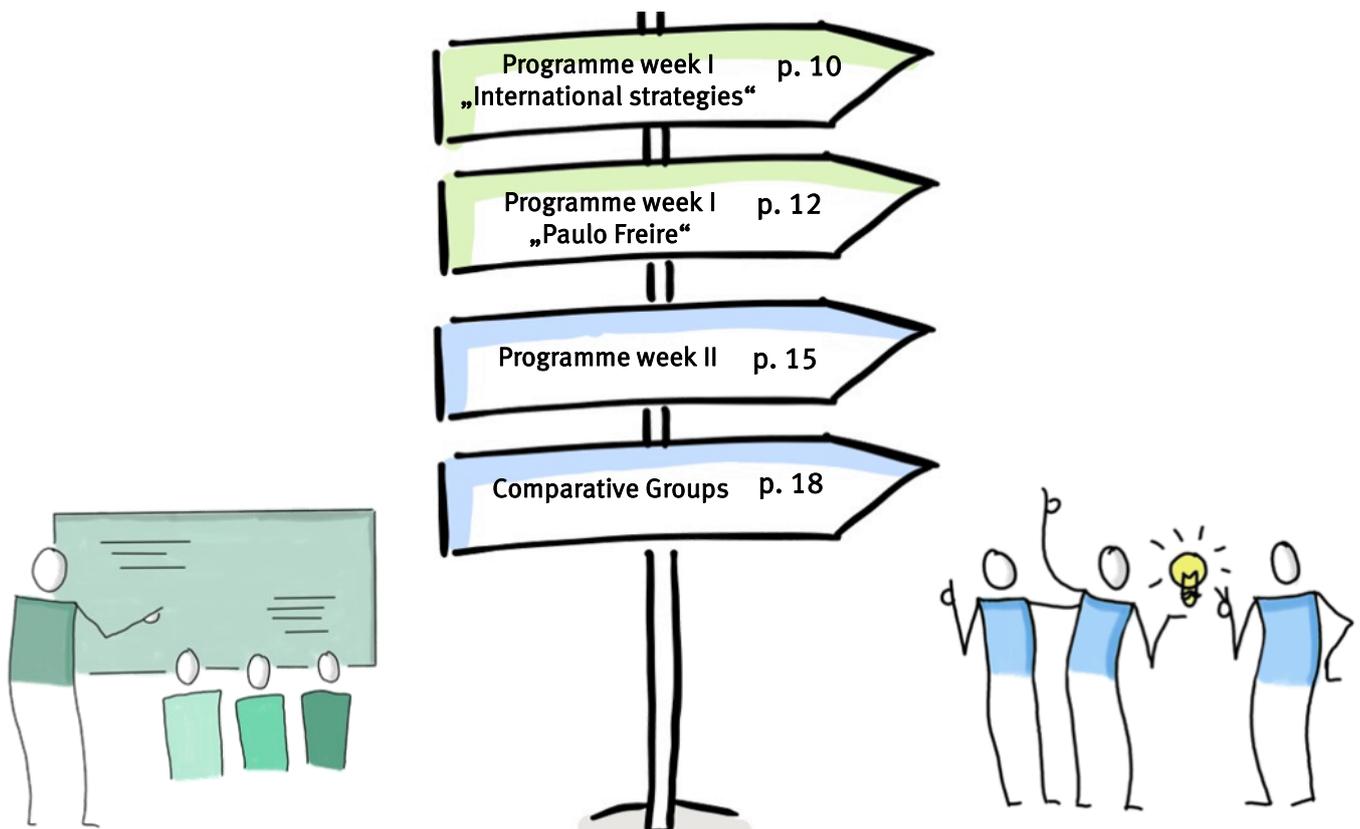
Monday 08.01.2024,
16:00-18:00 CET

Monday 15.01.2024,
16:00-18:00 CET

Monday 22.01.2024,
16:00-18:00 CET

Programme of the Adult Education Academy

05 - 16 February 2024



Phase	Week I <i>in Würzburg</i>		Week II <i>in Würzburg</i>
Topic	International strategies in adult education	Paulo Freire, adult and permanent education	Comparing lifelong learning
Activities	<p>Classes on educational policies, adult education in Germany, analysis of models</p> <p>Readings and theoretical discussion on Paulo Freire</p> <p>Joint field visits and discussions with stakeholders</p> <ul style="list-style-type: none"> field visits to German providers of adult and continuing education discussions with international stakeholders in adult education and lifelong learning <p>Reflection and role play: theory and practice observations</p> <p>Reflection: theory and field visit observations</p>	<p>Introduction to comparative adult education</p> <p>Comparative group work on nine different topics</p> <p>Open space presentations</p>	
Selection options by target groups	<p>Option 1: „International strategies in adult education“: for master’s students and practitioners, selection option for doctoral students</p> <p>Option 2: „Theories in practice for international adult education“: selection option for doctoral students</p>		<p>Choose one out of the nine topics for the comparative groups to work on in week II</p>

Week I: International strategies in adult education



Master's students, doctoral students and practitioners working on "International strategies in adult education and lifelong learning" in the first week of the Adult Education Academy will use a policy analysis perspective. This perspective will enhance their analytical skills by integrating and analysing different perspectives. The theoretical analysis perspective is accompanied by field visits to adult education providers in and around Würzburg. Presentations of international adult education organisations (EAEA, ICAE, DVV International) will complete the programme. These insights will be applied to the analytical models as case studies.

Participants who choose this topic will be divided in two groups (announced on 5 February 2024). These group arrangements are not identical to the comparative groups. Each group will be assigned a course room. Prof. Egetenmeyer and Prof. Guimarães will be rotating to lead the groups.

Monday, 5 February 2024

9.00-10.30 Introduction and welcoming address

10.30-11.00 *Coffee break*

11.00-12.30 Get to know each other

12.30-13.30 *Lunch break*

13.30-15.00 Plenary lecture: The politicity of education: politics, policies, strategies—
Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography

15.00-15.30 *Coffee break*

15.30-17.00 Plenary lecture: The politicity of education: politics, policies, strategies—
Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography

Tuesday, 6 February 2024

9.00-10.30 Levels of an analysis: "Mega, macro, meso and micro"

10.30-11.00 *Coffee break*

11.00-12.30 Levels of an analysis: "Mega, macro, meso and micro"

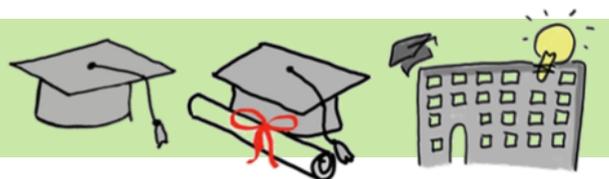
12.30-13.30 *Lunch break*

13.30-15.00 Social policy models

15.00-15.15 *Coffee break*

15.15.-17.00 Social policy models

Week I: International strategies in adult education



Wednesday, 7 February 2024

9.00-10.30	Adult education providers in Germany
10.30-11.00	<i>Coffee break</i>
11.00-12.30	Guest lecture (tba)
12.30-13.30	<i>Lunch break</i>
13.30-15.00	Preparation for field visits
15.00-15.30	<i>Coffee break</i>
15.30-17.00	Field visits to providers of adult and continuing education in Würzburg
18.00	Guided Würzburg Tour

Thursday, 8 February 2024

9.00-10.30	Levels of an analysis: "Mega, macro, meso and micro"
10.30-11.00	<i>Coffee break</i>
11.00-12.30	Guest lecture (tba)
12.30-13.30	<i>Lunch break</i>
13.30-17.00	Field visits to providers of adult and continuing education around Würzburg

Friday, 9 February 2024

9.00-10.30	Role play: Social policy models and adult education practice
10.30-11.00	<i>Coffee break</i>
11.00-12.30	Role play: Social policy models and adult education practice
12.30-13.30	<i>Lunch break</i>
13.30-15.00	Field visits to international adult and continuing education associations
15.00-15.30	<i>Coffee break</i>
15.30-17.00	Reflection of field visits

Week I: Paulo Freire, adult and permanent education



In this heavily theory-based class for doctoral students, the participants focus on Paulo Freire's theories for international adult education. The participants will develop a theoretical-analytical perspective.

They will focus on much more specialised theoretical knowledge to be able to synthesise different perspectives systematically and theoretically. The theoretical insights during the first week are accompanied by field visits to adult education providers in and around Würzburg. Furthermore, presentations of international adult education associations are organised (e.g. EAEA, ICAE, UNESCO Institution for Lifelong Learning).

Monday, 5 February 2024

9.00-10.30 Introduction and welcoming address

10.30-11.00 *Coffee break*

11.00-12.30 Get to know each other

12.30-13.30 *Lunch break*

13.30-15.00 Plenary lecture: The politicity of education: politics, policies, strategies—
Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography

15.00-15.30 *Coffee break*

15.30-17.00 Plenary lecture: The politicity of education: politics, policies, strategies—
Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography

Tuesday, 6 February 2024

9.00-10.30 Why studying Freire today? The contributions of Freire to policy studies in
lifelong learning: critical encounters with Ettore Gelpi and Ivan Illich

10.30-11.00 *Coffee break*

11.00-12.30 Why studying Freire today? The contributions of Freire to policy studies in ALE/LLL:
critical encounters with Ettore Gelpi and Ivan Illich

12.30-13.30 *Lunch break*

13.30-15.00 Adult education providers in Germany

15.00-15.30 *Coffee break*

15.30-17.00 Group work on Freire

Week I: Paulo Freire, adult and permanent education (online)



Wednesday, 7 February 2024

9.00-10.30 The opus magnum: the pedagogy of the oppressed and its main concepts.
Radical democracy, liberation and participation; modernization and development.
Extension or communication? Education as the practice of freedom.

10.30-11.00 *Coffee break*

11.00-12.30 The opus magnum: the pedagogy of the oppressed and its main concepts.
Radical democracy, liberation and participation; modernization and development.
Extension or communication? Education as the practice of freedom.

12.30-13.30 *Lunch break*

13.30-15.00 Revisiting the pedagogy of the oppressed to analyse adult learning and education

15.00-15.30 *Coffee break*

15.30-17.00 Field visits to providers of adult and continuing education in Würzburg

18.00 Guided Würzburg Tour

Thursday, 8 February 2024

9.00-10.30 Popular adult education and critical literacy: reading the world and reading the words

10.30-11.00 *Coffee break*

11.00-12.30 Paulo Freire as public manager of education in the city of São Paulo: "Pedagogy of the city"

12.30-13.30 *Lunch break*

13.30-17.00 Field visits to international providers of adult and continuing education around Würzburg

Week I: Paulo Freire, adult and permanent education



Friday, 9 February 2024

9.00-10.30 The pedagogy of freedom: teaching and learning

10.30-11.00 *Coffee break*

11.00-12.30 The pedagogy of freedom: teaching and learning

12.30-13.30 *Lunch break*

13.30-15.00 Field visits to international adult and continuing education associations

15.00-15.30 *Coffee break*

15.30-17.00 Reflection of virtual field visits in a freirian perspective

The moderators and lecturers of week I



Prof. Regina Egetenmeyer, Julius-Maximilian University Würzburg, Germany

Regina Egetenmeyer works on questions of lifelong learning, informal learning, and professionalisation in adult education and mobility for learning purposes. Since 2013, she holds the Professorship for Adult and Continuing Education at the University of Würzburg. She is a visiting Professor at the International Institute of Adult and Lifelong Education, New Delhi. Her research emphasis is on international comparative research in adult education and lifelong learning.

Prof. Licínio C. Lima, University of Minho, Portugal

Licínio C. Lima is Professor of Sociology of Education and Educational Administration at the Department of Social Sciences of Education at the University of Minho. He was Head of Department (1998-2004), Head of the Unit for Adult Education (1984-2004), Director of the Research Centre for Education and Psychology (1994-1997) and Director of the PhD in Education. Various European and Brazilian universities hosted him as a guest professor. Further is he an author of many academic works, which are published in thirteen countries, including more than thirty books.



Prof. Paula Guimarães, University of Lisbon, Portugal

Paula Guimarães is an assistant professor at the Instituto de Educação, Universidade de Lisboa since 2012. She did her doctor on education policies in adult education, and has been studying adult education policies established, implemented and assessed at national and supranational levels. Her main interest has been the link that might be established among different levels of political intervention.

Week II: Comparative studies in adult education and lifelong learning



Prior to the Adult Education Academy, all master's and doctoral students prepare a transnational essay that is linked to the topic of the comparative group they choose to work in. The transnational essay will comprise the perspective on adult education in their home countries. The writing process will be guided on WueMaha-ra moodle platform by the group moderators. Practitioners will hold their good practice presentation, which they have to submit prior to the Academy. The second week focuses on comparing the contexts and countries identified. The comparative group work will result in an open space presentation on Friday showing the results of the comparison.

Monday, 12 February 2024

9.00-10.30 Introduction into comparative adult education

10.30-11.00 *Coffee break*

11.00-12.30 Comparative group work: Introduction

12.30-13.30 *Lunch break*

13.30-15.00 Comparative group work: Participant presentations

15.00-15.30 *Coffee break*

15.30-16.15 Comparative group work: Participant presentations

16.15-17.00 Good practice presentations

18.00 Cultural Evening

Tuesday, 13 February 2024

9.00-12.30 Comparative group work: Participant presentations

12.30-13.30 *Lunch break*

13.30-15.00 Comparative group work: Participant presentations

15.00-15.30 *Coffee break*

15.30-16.15 Comparative group work: Participant presentations

16.15-17.00 Good practice presentations

Week II: Comparative studies in adult education and lifelong learning



Wednesday, 14 February 2024

9.00-10.30	Comparative group work
10.30-11.00	<i>Coffee break</i>
11.00-12.30	Comparative group work
12.30-13.30	<i>Lunch break</i>
13.30-15.00	Comparative group work
15.00-15.30	<i>Coffee break</i>
15.30-16.15	Comparative group work
16.15-17.00	Good practice presentations
17.00-17.30	Information on examination and grading possibilities

Thursday, 15 February 2024

9.00-10.30	Comparative group work
10.30-11.00	<i>Coffee break</i>
11.00-12.30	Comparative group work
12.30-13.30	<i>Lunch break</i>
13.30-15.00	Comparative group work
15.00-15.30	<i>Coffee break</i>
15.30-17.00	Comparative group work
17.00-17.30	Information about the possibility of publication (doctoral students and practitioners)

Week II: Comparative group presentations



Friday, 16 February 2024

9.00-9.15 Welcome to the group presentation

9.15-10.40 Final presentations

10.40-11.10 *Coffee break*

11.10-12.35 Final presentations

12.35-13.35 *Lunch break*

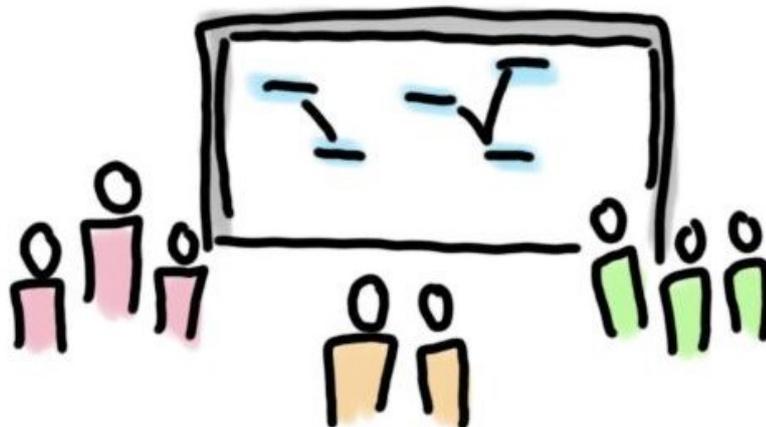
13.35-15.00 Final presentations

15.00-15.00 *Coffee break*

15.30-16.15 Evaluation

16.15-17.00 Closing session

18.00 Franconian Evening



Comparative groups overview



Topic	Moderators
Group 1: Trajectories of women's career in Higher Education	<i>Prof. Monica Fedeli, University of Padova, Italy</i> <i>Dr. Concetta Tino, University of Padova, Italy</i>
Group 2: Transitions from Sectors of Adult Education to Systems of Lifelong Learning	<i>Dr. Paed. Søren Ehlers, University of Science & Technology, Meghalaya, India</i> <i>Dr. Shalini Singh, University of Science & Technology, Meghalaya, India</i>
Group 3: Adult education for active democratic citizenship	<i>Prof. Borut Mikulec, University of Ljubljana, Slovenia</i>
Group 4: Domains of adult learning and education and logics of action: adult educators and hybrid professionalism	<i>Prof. Paula Guimarães, University of Lisbon, Portugal</i> <i>Dr. Lisa Breitschwerdt, Julius-Maximilian-University Würzburg, Germany</i> <i>Prof. Lucas Pacheco Campos, Federal University of Juiz de Fora, Brazil</i>
Group 5: Competences for Active ageing – Life Skills, professional bio, professionalization	<i>Prof. Vanna Boffo, University of Florence, Italy</i> <i>Prof. Fabio Togni, University of Florence, Italy</i>
Group 6: Citizenship Education (CE) and Education for Sustainable Development (ESD) in a lifelong learning perspective: arguments, examples and experiences	<i>Prof. Balázs Németh, University of Pécs, Hungary</i> <i>Prof. Heribert Hinzen, University of Pécs, Hungary</i>
Group 7: Digitalisation in adult education and learning	<i>Prof. Emmanuel Jean Francois, Ohio University, United States of America</i>
Group 8: Adult education policies and gender equality: women in STEM education	<i>Prof. Natália Alves, University of Lisbon, Portugal</i> <i>Ana Guimarães Duarte, University of Lisbon, Portugal</i>
Group 9: Adult learning and education for all?! Issues of inclusion with regard to disability in the limelight.	<i>Prof. Silke Schreiber-Barsch, University of Duisburg-Essen, Germany</i> <i>Lukas Eble, University of Duisburg-Essen, Germany</i>

Comparative Group 1: Trajectories of women's career in Higher Education

women faculty's career • gender stereotypes

The representation of women in the workforce has increased in the last fifty years, but in positions of power it is still limited because of gender stereotypes and gender inequity (Slaughter 2012; Volti, 2008). The phenomenon reflects the occupational gender segregation and the different distribution of women across academic departments in academia. Gender discrimination is explained as a “glass ceiling effect” to illustrate invisible blocks restricting women's entry into higher echelons (Haslam & Ryan, 2008, p. 530).

There seem to be different variables that affect women's career advancement in academia:

- the number of service years for career advancement opportunities. Males have a faster career;
- females face strong discrimination when trying to obtain a high position in male-dominated fields: the “glass elevator” works only for males (Turkmen & Eskin Bacaksiz, 2021);
- underrepresentation and stereotypes, lack of supportive social networks, and chilly academic climates (Casad et al., 2020, p.2) seem to be factors that contribute to gender inequality in STEM fields;
- the leaky pipeline phenomenon promotes the progressive loss of competent women faculty members in male-dominated fields (Sin-Ning C. Liu et al., 2019).

After the CGW the participants will know the state of the art in career advancement for women faculty and the challenges that women faculty have been facing to gain a recognised position in academia. They will explore gender equity in career advancement controlling for work-related and family-related factors and learn how to compare women's career progression factors in the academia of different countries.

Role of practitioners

Practitioners are welcome to share the practices that they implement to counteract gender stereotypes and discrimination in AE systems.

Comparative research questions

1. What is the state of the art in career advancement for women faculty in different universities?
2. What are the challenges that women faculty are still facing?
3. What are the factors that influence women faculty trajectories?
4. What are the policies that counteract gender discrimination in academia?

Context of comparison

- The national or institutional history of women faculty careers will be compared
- National or institutional policies to counteract gender stereotypes and discrimination will be considered
- Institutional contexts to identify factors that facilitate or obstacle gender equity or discrimination

Categories of comparison

- Career evolution of women faculty at national and institutional academia contexts
- Policies/Governance to support gender equity in academia
- Analysis of factors that determine gender stereotypes and discrimination in different academic contexts.

References

Casad, B. J., Franks, J. E., Garasky, C. E., Kittleman, M. M., Roesler, A. C., Hall, D. Y., & Petzel, Z. W. (2021). Gender inequality in academia: Problems and solutions for women faculty in STEM. *Journal of neuroscience research*, 99(1), 13-23.

Turkmen, B., & Eskin Bacaksiz, F. (2021). Does the glass elevator still work: A descriptive and cross-sectional study in the context of gender in Turkey. *Journal of Nursing Management*, 29(5), 1275-1283.

Liu, S. N. C., Brown, S. E., & Sabat, I. E. (2019). Patching the “leaky pipeline”: Interventions for women of color faculty in STEM academia. *Archives of Scientific Psychology*, 7(1), 32.

Prof. Monica Fedeli, University of Padova, Italy

Prof. Monica Fedeli, Ph.D., currently Pro-Rector at Third Mission and full professor at University of Padova. She has been Adjunct Professor at Boston University, at Michigan State University, at Julius Maximilian University of Wurzburg, Germany, and Visiting Professor at California University Berkeley, School of Education. Her research interests include: active teaching, participatory teaching and learning, faculty development, university business dialogue, women leadership, and professional development. She published more than 70 articles, books, and book chapters in variety of national and international journals, and book series.



Co-moderator: Dr. Concetta Tino, University of Padova, Italy

Currently, Concetta Tino, Ph.D., is an Adjunct Professor at University of Padua. Her main research interests are: teachers professional development; Work-Related Learning; formative assessment and feedback; the development of soft skills and professional competences for students and teachers within Work-Related Learning experiences; Women leadership. She published many articles, books and chapters.

Comparative Group 2: Transitions from Sectors of Adult Education to Systems of Lifelong Learning

policy change • adult education sector • lifelong learning system

Despite the commitment of most countries to provide lifelong learning opportunities to everyone as part of the Sustainable Development Goal 4 and UNESCO's call for declaring lifelong learning a right for everyone, lifelong learning remains far from becoming a reality in most parts of the world. Its realisation requires an integration of education sectors (from early childhood to adults), education settings (formal, non-formal and informal), and policy areas beyond education to place the individual learner at the centre of everything with capabilities and conditions to learn throughout life. In most lifelong learning policies and initiatives, this idea is not reflected, especially when they are restricted to outcomes like enhancing the employability and productivity of the working age population. Still, most countries claim to be moving towards achieving Lifelong Learning for All in the long run and have been inducing policy change in favour of their own interpretations about lifelong learning.

Focusing on adults as the target group, this group work aims to develop participants' understanding of

- 1) the differences between policies and concepts of adult education, adult learning, and lifelong learning;
- 2) prospects and challenges associated with the policy change from adult education to adult learning and lifelong learning;
- 3) consequences of such changes or avoidance of changes in policies for adult learners. Methodologically, participants will develop an understanding of the difference between policy terms, scientific concepts, professional ideas and practices regarding adult education, adult learning and lifelong learning and use them comparatively for analysing policies.

Role of practitioners

Practitioners and co-moderators are expected to reflect upon the research questions and provide insights from their professional practice to highlight the challenges in finding the compatibility between policy, practice, scientific debate and professional norms.

Comparative research questions

1. What are the challenges and prospects for achieving Lifelong Learning for All, specifically for adults in your context?
2. Do policies in your context reflect a shift from adult education to lifelong learning? Which factors indicate and have resulted in this change, or no change, in the policies in your context?
3. What are the consequences of such a change, or no change, in the policies in your context, especially for the adult learner?

Context of comparison

National education policy documents relevant for the education of adults

Categories of comparison

- **Policy Transitions:** Changes in policy objectives for the education of adults especially reflecting a shift, or no shift, from adult education to lifelong learning. In other words, whether the policies maintain the traditional approach of educational sectors or whether they tend to promote learning across settings (formal, non-formal and informal) and beyond policy areas (not keeping it restricted to education systems only).
- **Resources:** Resource allocation for realising such policy objectives to find out if enough resources are allocated for adequate implementation or whether the policies are symbolic.
- **Impact:** Impact of policy changes for the education of adults in terms of provisions, offers, conditions etc. which indicate whether the policies have become more oriented towards the needs of the learners or vice versa.

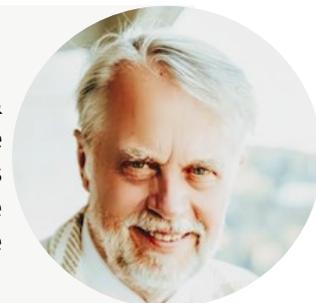
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Dr. Shalini Singh, University of Science & Technology, Meghalaya, India

Shalini Singh, PhD., is the Director, Center for Lifelong Learning, University of Science & Technology Meghalaya, India. She is visiting researcher at the Helmut Schmidt University of the Federal Armed Forces Germany and senior fellow at the International Institute for Adult & Lifelong Education, India. She is the Asian Coordinator for ASEM LLL Hub, Research Network 5: Transitions in Learning. She contributes as a policy analyst at the Center for Policy Analysis, India and senior consultant at PLC Advocates @ Project POSH+ aimed at the Prevention of Sexual Harassment at Workplace in India.

Comparative Group 3: Adult education for active democratic citizenship

active democratic citizenship • citizenship education

Efforts towards active and democratic citizenship are one of the “classic” themes in adult education theory and practice. Many adult educators, especially those who associated adult education with social movements, recognised adult education as major force for social change that can make a significant contribution to maintaining democracy and lead to emancipation by adults learning the principles of democratic reasoning, active citizenship, civic competence and communicative action. In this sense democratic society is a learning society.

Furthermore, governments around the globe as well as international intergovernmental organisations (IIOs) (e.g. EU, UNESCO, OECD) in their policies strive for “active”, “democratic”, “European” and/or “global” citizenship with which they promote values of democracy, human rights and the rule of law and fight against extremism, violence, racism, discrimination and xenophobia.

However, many authors and researchers find it difficult to define and conceptualise citizenship education – some seeing it as “citizenships as status”, “citizenships as activity/practice” or “citizenship as identity”, others distinguish between citizenship practices that are either socializing or transformative etc. – because citizenship is a dynamic, contextual, contested and multidimensional concept.

Therefore, with different practices, policies and conceptualisations of active and democratic citizenship related to adult education existing around the globe, this comparative group will elaborate their commonalities and differences in a comparative perspective.

Role of practitioners

Practitioners should focus on (1) good practice examples of adult education for active democratic citizenship and (2) major issues they are facing when working with such endeavours in their practice.

Comparative research questions

1. What are the main aims (or themes) and competences acquired in formal and non-formal adult education programmes for active democratic citizenship in your country?
2. How do national (or regional) adult education and lifelong learning policies support and frame active democratic citizenship in your country?
3. Which international adult education and lifelong learning policies support the framing of active democratic citizenship in your country?

Context of comparison

The main context (cases) of comparison will be formal and non-formal adult education programmes for active democratic citizenship, as well as national adult education policies supporting active democratic citizenship of countries to which students and practitioners belong. However, the influence of IIOs (UNESCO, EU, OECD) and their international policies on “active”, “democratic”, “European” and/or “global” citizenship on the design and implementation of active democratic citizenship in national contexts will be explored as well.

Categories of comparison

- *Adult education programmes for active democratic citizenship* (in terms of aims (or themes) and competences (or learning outcomes) acquired): (a) Which formal educational programmes (e.g. liberal adult education, political education, massive open online course (MOOC) focusing on political education etc.) and (b) non-formal educational programmes (e.g. study circles, popular education, programmes for migrants, programmes provided by NGOs etc.) support active democratic citizenship in a given country?
- *National adult education policies on active democratic citizenship*: (a) How is active democratic citizenship defined and conceptualised and (b) what are the main characteristics of citizenship education in a given country?
- *International education policies on active democratic citizenship education* (see, for example, UNESCO’s “Transforming our world: The 2030 agenda for sustainable development” and “Global citizenship education”, EU’s “Education and active citizenship in the European Union” and “Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education”, and/or OECD’s “Growing cohesive societies: The characterization of active citizenship”): Which international adult education policies support active democratic citizenship in a given country?

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Prof. Borut Mikulec, University of Ljubljana, Slovenia

Prof. Borut Mikulec, PhD., is associate professor of adult and continuing education at the Department of Educational Sciences at the University of Ljubljana. His research areas include the role of transnational organisations in education policy, international and comparative adult education, the policy in adult education, professionalisation of adult educators, continuing vocational education and training, and citizenship education.

Comparative Group 4: Domains of adult learning and education and logics of action: adult educators and hybrid professionalism

fields of practice of adult learning and education • logics of action • hybrid professionalism

The field of adult learning and education is traditionally very heterogeneous and intersects with many other fields (e.g. cultural field, education in enterprises, integration into the labour market). This impacts in the lack of clarity about the nature of the job profiles of adult educators and about the concrete activities they carry out in the different domains of practice that can be found in different countries. Adult learning and education is a differentiated and heterogeneous field of practice, including several domains, such as liberal/non-formal education, social development activities, second-chance education and vocational education and training, among others. The heterogeneity and differentiation of the field of practice, characterised by a wide range of domains, place special demands on the professionalism of adult educators. Adult educators work at interfaces where they have to mediate between different logics of action. According to Freidson (2001) three ideal typical logics of action can be identified. The logic of professionalism emphasises the autonomy in professional acting based on a specific expertise and refers to the traditional discourse about professionalisation in adult learning and education. The logic of bureaucracy refers to classical mechanisms of administration and comprises perspectives of hierarchy, governance, control and standardisation. These are closely related to educational policy and governmental structures imposed by public bodies, e.g. through defined standards that must be met by adult education organisations. The logic of economy includes the perspective on the free market, where the idea of supply and demand guides action and influences the planning and development of adult education offerings. The ways adult educators understand their job and the work that they achieved denote interdependent logics, a “hybrid professionalism” (Noordegraaf, 2007, 2015) that is to be developed and promoted in the specific organisational and social contexts of adult learning and education domains of practice (Egetenmeyer et al. 2019).

Categories of comparison

- Diversity of adult learning and education: domains of practice in adult learning education (liberal/non-formal adult education, social development activities, second-chance education and vocational education and training, among others)
- Logics of action that are expressed by adult educators when talking about their work
- Hybrid professionalism (as an outcome of the interdependence among several logics of action) in the domains of practice

Role of practitioners

Practitioners are invited to share experiences from their own field of work. What are their central domains of practice? What activities do they develop in their work? In which organisations do they work? What are the challenges on their domain of practice that come with social transformations (like digitalisation, for instance)? What other transformation processes affect their activities? What are the logics of action between which they have to mediate in their everyday work?



Prof. Paula Guimarães, University of Lisbon, Portugal

Prof. Paula Guimarães, PhD., is an assistant professor at the Instituto de Educação, Universidade de Lisboa (Portugal) since 2012. She holds a PhD in (adult) Education Policies and still researches this topic at a local, national and supra/international levels. Her research interests also include the links between adult education policies and adult educators work and jobs.

Context of comparison

The contexts of comparison include study results (e.g. domains of practice, logics of action), organisations in which adult educators are working (e.g. contexts and workplaces of adult educators) and individual adult educators' perspectives on the work they achieve (e.g. jobs and activities performed, in their own words) when working in adult learning and education.

Comparative research questions

1. What are the main domains of practice in adult learning and education in your country?
2. How are logics of action to be understood by adult educators in your country? What are the main aspects within the three logics of action adult educators express when considering the work they achieved and the ways they understand their work?
3. How can the hybrid professionalism of adult educators be understood in your country?

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Dr. Lisa Breitschwerdt, Julius-Maximilian University of Würzburg, Germany

Lisa Breitschwerdt, PhD., is a research assistant at the Professorship of Adult and Continuing Education at the Julius-Maximilian-University of Würzburg. She is working on professionalisation in adult and continuing education in a multi-level perspective focusing on the interdependencies between social structures, umbrella organisations, organisations and professional staff.



Co-Moderator: Prof. Lucas Pacheco Campos, Federal University of Juiz de Fora, Brazil

Lucas Pacheco Campos, PhD., is an Assistant Professor at the Federal University of Juiz de Fora as well as a PhD student in Public Policies and Human Development at Rio de Janeiro State University in partnership with the Institute of Education, University of Lisbon. He holds a Masters Degree in Administration (emphasis in Public Administration) and graduated at Universidade Federal Fluminense. His research interests include the relationships between the State, civil society and educational public policies.

Comparative Group 5: Competences for Active ageing – Life Skills, professional bio, professionalization

active ageing • care transitions • life skills

Active ageing, if it is to unfold its full potential, cannot be an emergency measure referring only to elderly persons but must be prepared throughout the life course. There is, in fact, a close correlation between the development of life skills in formal, informal and informal experiences and the enabling factors for active ageing. To understand this transition (life-profession-skills development), it is important to pay attention to some aspects:

1. Policies of active ageing and transition care (policy level)
2. The professional histories of workers and retired persons (ideographical level)
3. Strategies that connect the demand for training and the care of the transition (continuing educational level)

A comparative and transnational analysis between these levels can be of great interest for stimulating educational policy making processes.

Role of practitioners

tba

Comparative research questions

1. What are the competences developed in the professional contexts that enable active ageing?
2. Which policies support an effective, continuous and active transition between work and retirement?
3. Which skills should a continuing learning action develop to promote active ageing?

Context of comparison

- Policy (regulations/laws at regional and national level) that support the transition between work and retirement.
- Professional biographies of workers and retired persons to discover the competences that promote active ageing
- Continuing education programmes that develop competences for good transitions and for active ageing

Categories of comparison

- Policy for the transition from work to retirement
- Continuing education programmes
- Competences for active ageing

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Prof. Vanna Boffo, University of Florence, Italy

Prof. Vanna Boffo, PhD., is Full Professor in Adult Education and Head of the Department of Education, Languages, Interculture, Literatures and Psychology at the University of Florence, where she is the Coordinator of Education and Psychology Doctoral Course. Her research focuses on the transition to work at the Higher Education level.



Co-moderator: Prof. Fabio Togni, University of Florence, Italy

Prof. Fabio Togni, PhD., is Professor in General and Social Pedagogy at the Department of Education, Languages, Interculture, Literatures and Psychology, University of Florence, Italy. His research focuses on the Quality Education at the Higher Education level.

Comparative Group 6: Citizenship Education (CE) and Education for Sustainable Development (ESD) in a lifelong learning perspective: arguments, examples and experiences

adult learning and education (ALE) - diversity • citizenship education • education for sustainable development • lifelong learning • providers • participation

In this particular context, students will relate their practice-based cases to the policy contexts articulated in relevant and available documents to assess the extent to which they meet and/or match regarding goals, contents and expected impacts.

Specific roles and impacts of international communities like EU initiatives, UN-based agendas such as CONFINTEA or the Sustainable Development Goals (SDG), and the roles played by UNESCO and the International Council for Adult Education (ICAE) or the European Association for the Education of Adults (EAEA).

Reasons for participation/non-participation in active citizenship education and education for sustainable development and other ALE activities, courses, programmes, campaigns, initiatives, etc. will be a matter of concern and research. In this regard, students must consult data sources on ALE referring to their countries and explain what the data, or the lack of data, may reflect in their context. This focus is relevant to comparative studies in the context of interrelated dimensions of ALE through CE as well as ESD.

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More materials on Education for Sustainable Development as well as Citizenship Education can be found via the websites

- www.dvv-international.de
- <http://icae.global/en/>
- <https://uil.unesco.org>

Prof. Balázs Németh, University of Pécs, Hungary



Prof. Balázs Németh, PhD., is a researcher on European adult and lifelong learning policy development and comparative adult education. He is an associate professor and reader in Adult Learning and Education at the University of Pécs. He is also a founding member of the Hungarian University Lifelong Learning Network (MELLearn) and represents the University of Pécs in the European Universities Continuing Education Network (EUCEN) and in the European Association for the Education of Adults (EAEA). His research focus is on comparative analysis of policies of the member states of the EU on adult and lifelong learning. Further research topics of his are: Politics and adult education; comparative adult education; history of modern European adult education and learning city-region developments.

Comparative research questions

1. How is ALE understood in your country/region/locality and what are the most important ALE areas/themes?
2. What are the most relevant drivers/providers of ALE in respect to CE and ESD, and what are the obstacles/barriers to better provision in your society/community?

Context of comparison

Contexts will relate to the:

- recognition of ALE as an important part of the right to education via CE and ESD
- impact of existing/missing policies and/or strategies for CE and ESD
- influence of existing/missing discourse amongst practitioners/civil society groups

Interdependencies will relate to the:

- level of developments and related actions in community-based ALE for CE and ESD
- level of impacts of international initiatives, calls and documents
- participation of stakeholders in developing a balanced lifelong and life-wide learning for CE and ESD

Categories of comparison

- National policies/strategies to promote citizenship education and/or education for sustainable development in the country/region described/elaborated on for comparison;
- Recent initiatives upon and practices of citizenship education and/or education for sustainable development in the country/region described/elaborated on for comparison;
- The impact of international/global bodies, like UN, UNESCO, EU, etc., to develop and/or promote citizenship education and/or education for sustainable development based on partnerships with relevant local/regional stakeholders in the country/region described/elaborated on for comparison;
- Available research/analytical works on social and/or economic benefits/impact and/or roles of citizenship education and/or education for sustainable development in the country/region described/elaborated on for comparison.

Role of practitioners

Practitioners will contribute cases of good practice on CE and ESD.

Important organisations which relate to the practice of CE for CE and ESD include DVV International and EAEA.

You can find examples and experiences via www.dvv-international.de and www.eaea.org

Prof. Heribert Hinzen, University of Pécs, Hungary

Prof. Heribert Hinzen, PhD., is a senior consultant on adult education and lifelong learning for sustainable development. He worked for DVV International for almost four decades, both in headquarters and in offices in Sierra Leone, Hungary and Lao PDR. He is an Honorary Professor at the University of Pécs, and teaches comparative adult education at the University of Würzburg. He has served as Vice-President of the ICAE and the EAEA, and is currently Vice-President of the global network for Promoting, Interrogating and Mobilising Adult learning and education (PIMA). He was a member of the CONFINTEA VI Consultative Group, the UN Literacy Decade Expert Group, and a delegate to the World Education Fora of 2000 and 2015. He is an Honorary Fellow of the UNESCO Institute for Lifelong Learning (UIL) and a member of the Editorial Board of the International Review of Education – Journal of Lifelong Learning.



Comparative Group 7: Digitalization in Adult Education and Learning

digitalization • remote learning • adult education program • digitization

Organisations and educational institutions have used various digital technologies to facilitate adult education and learning to provide a better learning experience to adult learners. This phenomenon is called digitalisation of adult education and learning. Although such digitalisation started decades ago, the emergence of the global coronavirus (COVID-19) pandemic has accelerated the process. The lockdown and institutions' inability to continue to provide adult education in-person has resulted in the use of digital technologies as the primary means to resume and continue with teaching and learning. The digitalisation of adult education and learning affects most if not all countries in the world. However, the policies, guidelines, approaches, and practices of digitalisation may vary based on socio-cultural, socio-economic, and/or socio-political contexts of nations and regions of the world. This module intends to enable participants to critically analyse the digitalisation of adult education and learning in national/cultural and cross-national/cross-cultural contexts. More specifically, participants who attend this comparative group will be able to:

1. Analyse the availability, access, and utilisation of digital technologies in adult education and learning;
2. Identify and discuss policies, guidelines, approaches, or strategies used in the digitalisation of adult education and learning;
3. Compare the digitalisation of adult education learning between two or more countries.

Context of comparison

- Adult educational institutions and programmes in different countries.
- Digitalisation policies and guidelines for adult education in different national contexts.
- Adult education approaches and practices across different national contexts.

Categories of comparison

The categories of comparison will include, but not be limited to:

- Programmes: Comparing the digitalisation of adult teaching and adult learning in different types of adult education programmes.
- Organisations/institutions: Comparing the digitalisation of adult education programmes in different types of institutions/organisations.
- Policies and guidelines: Comparing digitalisation policies and guidelines in different countries.

Role of practitioners

Practitioners should focus on diverse types of digital technologies they used to support adult education and learning; examine their practices, knowledge and experiences (philosophical and theoretical foundations, relationship with specific cultural contexts).

Comparative research questions

1. What is the extent of availability, access, and utilisation of digital technologies for teaching and learning in adult education?
2. What are the approaches and practices used by adult educators in your country to digitalise adult teaching and learning?
3. What are the policies and guidelines that inform the digitalisation of adult education in your country?

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Prof. Emmanuel Jean-Francois, PhD., is Associate Professor of Comparative and International Education at Ohio University. He is the Coordinator of the Doctoral program in Educational Administration/Leadership, as well as the doctoral specialization in Comparative and International Educational Leadership. His most recent books include: “Transnational perspectives on innovation in teaching and learning technologies” (2018), *Perspectives in Transnational Higher Education* (2016), “Building global education with a local perspective: An introduction to global higher education (2015)”, “Financial sustainability for non-profit organizations (2014)”, “Trans-cultural blended learning and teaching in post-secondary education (2012)”, “DREAM model to start a small business (2011)”, and “Global education on trial by U.S. college professors (2010)”. He is the Editor-in-Chief of the peer-reviewed journal *The African Symposium*, the Chair of the African Educational Research Network (AERN), and is the Past-President of the Transnational Education and Learning Society (TELS).



Comparative Group 8:

Adult Education policies and gender equality: women in STEM education

adult Education policies • gender equality • women in STEM education

Debates about and incentives for gender equality in the labour market and female representation in areas called STEM - an acronym for “science, technology, engineering, and mathematics” (UNESCO, 2017; Chavatzia, 2017) have proven to be a relevant agenda for the empowerment of women and the development of contemporary societies (Dockery & Bawa, 2018).

Several studies have focused on the relationships between gender, STEM areas, education, and the labour market demonstrating the challenges that women face to develop (and keep) careers in these areas, which are strongly dominated by men around the globe (Charles & Thébaud, 2018).

Considering the scenario presented, it is important to identify, analyse and compare the national educational policies, initiatives and programmes that promote the participation of women in STEM professions on an equal basis with men.

Given the lack of consensus on the STEM professions and courses, it is necessary to choose a framework to guide this research. In this CG, we use the UNESCO definition (UNESCO, 2017, pp. 33-34).

Based on a document analysis of the national policies, initiatives and/or strategies targeted at increasing women’s participation in STEM education, we expect the students could:

- compare policies and/or initiatives to women’s access to STEM education.
- compare the national mechanisms of support for women to keep studying in STEM courses (e.g. scholarships, loans, etc.)

Categories of comparison

- National gender equality guidelines – based on the analysis of national laws and strategies promoting gender equality (in any dimension).
- Women’s access to STEM education – based on the analysis of national/regional laws and regulations stimulating women’s access to these educational fields.
- Women’s mechanisms of support for STEM education – based on the national/regional mechanisms supporting women in developing education pathways and careers in these fields.

Role of practitioners

Practitioners can focus on education programmes and initiatives that promote young and adult women’s participation in STEM education.

Comparative research questions

What are the policies/initiatives and national mechanisms promoting and supporting women's participation in STEM education?

Context of comparison

At a macro level, the comparison will focus on the national legal framework, policies and adult education initiatives promoting and supporting women's participation in STEM education.

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Prof. Natália Alves, University of Lisbon, Portugal

Prof. Natália Alves, PhD., is an associate professor at the Institute of Education, University of Lisbon. She holds a PhD. on Sociology of Education. Her main fields of research are school to work transitions and IVET and CVET policies, forms of provision, and practices.

Co-moderator: Ana Guimarães Duarte, M.Sc. University of Lisbon, Portugal

Ana Guimarães Duarte is a doctoral student of adult education at the Institute of Education, University of Lisbon. She has worked as a project manager and adult educator in vocational and community education. Her current research interests include experiential learning and learning trajectories of migrant women.



Comparative Group 9: Adult learning and education for all?! Issues of inclusion with regard to disability in the limelight.

disability • inclusion • accessibility

The ideology of social inclusion is one of the major leitmotifs of adult education, claiming to provide education for all—and especially for some across adult education’s histories worldwide. However, in particular since the mid-2000s, due to the UN Convention on the Rights of Persons with Disabilities (2006), for example, inclusion as a terminology and conceptual approach has increasingly been used to focus on the context of disability and impairment. This has strongly intensified the quest for better access to adult learning and education (ALE). Yet, what learning means in the context of disability/impairment, how it is framed in a nation-state architecture and in ALE institutional settings, and how it is experienced in a certain geographical place and at a given time are very likely to vary.

Taking this as a point of departure, the comparative group will elaborate commonalities and differences of ALE access. Disability/impairment will serve as the main lens of analysis; nonetheless, intersections with other categories will also be considered according to the multi-layered features of inclusive adult education (Schreiber-Barsch & Rule 2021, 553). Whereas students are welcome to focus their analysis on the micro-level of ALE access, practitioners enrich the comparative group with their unique knowledge and experience with regard to the meso-level of institutional settings and strategies of access.

The outcome will be a deeper understanding of the buzzword inclusion, greater expertise in analysing the multi-dimensional concept of inclusive adult education through a comparative lens, and extended experience with strategies of institutional accessibility.

Comparative research questions

In a first step (BEFORE the start of the group work), participants are asked to implement a small field study (see further information below).

The small field study is designed to focus your attention on issues of disability/impairment in your daily context and surroundings by taking notes, pictures and/or asking 2-3 adults about their experiences or perceptions with regard to inclusion or inclusive adult education in its widest sense. Take a closer look: is your university / workplace / institution accessible, and, if so, how (financially accessible, physically accessible, socio-emotionally accessible, ...)? Is your favourite place (restaurant, park, gym, etc.) accessible? And are there any inclusive adult education opportunities in your hometown or neighbourhood? You might also share aspects of self-reflection on the relevance you personally assign to aspects of inclusion and the reasons why you are interested in this topic.

This small field study prepares the group work – as the second step –, which is guided by three comparative research questions:

1. Taking the results of your small field study into account, what would you share as your own experiences and observations with regard to the encounter of disability/impairment and aspects of ALE?
2. Which conclusions do you draw from the results of your field study with regard to the core features of inclusive adult education as proposed in the table (Schreiber-Barsch & Rule 2021, p. 553)?
3. Considering issues of inclusive adult education with a focus on people with disabilities on the policy level, which definitions, strategies and/or guidelines are adopted or used in your country?

Prof. Silke Schreiber-Barsch, University of Duisburg-Essen, Germany

Prof. Silke Schreiber-Barsch, PhD., is Professor in adult and further education at University of Duisburg-Essen, Germany. Moreover, she has been appointed as Research Associate at the Centre for Higher and Adult Education, Stellenbosch University, South Africa. Her research interests include international and comparative adult education, lifelong learning, issues of participation and social inclusion/exclusion, global citizenship education, and adult education and disability.



Role of practitioners

Practitioners are very welcome to contribute to the comparative group with their experiences and professional expertise on institution-related pitfalls, challenges, and good practices with respect to providing inclusive access to ALE as much as possible.

Context of comparison

The context of comparison is focused on issues of inclusive adult education for people with disabilities in your country, whether these already exist or need to be brought forward in the context of ALE. Within this context, the comparative group work will focus on the individual micro level of ALE access under conditions of disability/impairment, and, on the macro level of policy papers and strategies of inclusion. As a preparation, students are asked to implement a small field study in their own environment / hometown by taking notes, pictures and/or asking 2-3 adults about aspects of inclusive adult education (see comparative research question and categories of comparison).

Categories of comparison

- Is there anything that you, in the broadest sense, see, hear, read in the context of your everyday life about inclusion / inclusive (adult) education?
- What is experienced by adults as barriers to ALE under conditions of disability/impairment?

Data collections on inclusive adult education for people with disabilities at the policy level

The following questions serve as guidance:

- What is the officially or widely used definition of disability / impairment in (adult) education policy papers, ministerial guidelines or the like in your country?
- How are disability / impairment and inclusive (adult) education defined in these documents? (Is it possible to identify specific models or concepts of disability in the definitions?)
- What relevance is given to inclusive adult education at this policy level?
- Are there any strategies mentioned or launched for implementing and strengthening inclusive adult education?
- What kind of ALE practice reports and / or data collections exist in your country with regard to issues of inclusive adult education?

References

Schreiber-Barsch, S. & Rule, P. (2021). Shifting lenses to a participatory ethos in research: Adult learners with disabilities in Germany and South Africa. In A. Köpfer, J.W. Powell & R. Zahnd (Eds.), *Handbook Inclusion International – globale, nationale & lokale Perspektiven auf Inklusive Bildung*. Opladen u.a.: Barbara Budrich, pp. 547-572. Open Access: https://www.pedocs.de/volltexte/2021/21413/pdf/Koepfer_Powell_Zahnd_2021_Handbuch_Inklusion.pdf.

Ross-Gordon, J. M. (2018). Disabilities and Adult and Lifelong Education. In M. Milana, S. Webb, J. Holford & R. Waller (Eds.), *The Palgrave International Handbook on Adult and Lifelong Education and Learning*. London: Palgrave Macmillan, pp. 879-898.



Co-Moderator: Lukas Eble, Helmut Schmidt University Hamburg, Germany

Lukas Eble is a researcher at the Professorship for Adult Education at University of Duisburg-Essen. His core expertise are societal-critical and social psychological theories and approaches in Educational Science and Adult Education. His current research focuses on the conceptualisation of solidarity in adult education from the perspective of the philosophy of practice.

Certification and follow-up

Participation certificate and grading possibilities

After successfully participating in the Adult Education Academy and completing a transnational essay, students receive a certificate of attendance (10 ECTS). All formally registered students can opt to participate in an examination for receiving a formal transcript including a grade (15 ECTS).

Participation is considered successful after **attending the complete programme** and either **submitted a transnational essay and passed the plagiarism check (master's and doctoral students)** or **if you gave a good practice presentation during the Academy (practitioners)**.

Please be aware that **participation is only possible if you complete the preparations during the preparation phase and attend the full programme**, which starts on 5 February 2024, 9:00 am CET and ends on 16 February 2024 at 5:00 pm CET. In exceptional cases, which will be considered individually, it is possible to receive individual certificates for one of the two weeks or a good practice presentation.

Option 1 (10 ECTS)

Participation in the online preparatory phase + full attendance at the Academy in february

Submission of a transnational essay

Option 2 (15 ECTS + grade)

Participation in the online preparatory phase + full attendance at the Academy in february

Submission of a transnational essay

Submission of the transnational essay for grading and a plagiarism check

Publication option

Doctoral students and practitioners have the option to get guidance for publishing a joint comparative paper together with their comparative group moderators after the Adult Education Academy. Further information for those interested in this option will be provided during the Adult Education Academy.



Application

Application requirements

For participating in the Adult Education Academy, a bachelor's degree (or equivalent, e.g. one year of work experience in the field of adult education) in a subject related to lifelong learning (e.g. a bachelor's degree in education) is the minimum requirement. For further selection criteria please visit go.uniwue.de/selection.

This year's Adult Education Academy will take place in a hybrid mode. Both weeks will be organised online and on campus. Please be aware that participation in the Adult Education Academy is only possible if you attend in both weeks and if you arrive no later than 05 February 2024 and depart not earlier than 16 February 2024.

Detailed application process

Step 1: Fill in the application form on the Adult Education Academy website:

go.uniwue.de/application2024

Step 2: Register at wuestudy and submit all the required documents as listed below

Required documents:

1. University entrance certificate
2. University degree certificates
3. Transcript of records
4. CV (please also include any courses, seminars or publications related to adult education in your CV)
5. Corresponding certificates for courses or training you have mentioned in your CV (if any)

Required documents for health insurance

Please be aware that the university formally has to check the availability of your health insurance, if you are below the age of 30. Please follow the link for more information: <https://go.uniwue.de/b2bxk>

1. Only EU citizens and citizens of contracting states: Copy of EHC card
2. Only applicants from China, India and Vietnam: Certificate of Academic Evaluation Center

Formatting of documents:

- **Format:** When submitting your documents, be sure to only send us PDF or JPG files. Please note: Files in other formats cannot be considered. The maximum file size is 500 KB per document. Please send each document as a separate file and do not merge them.
- **Quality:** Documents must be legible. Please note that blurry scans or pictures cannot be considered. If a signature and/or the place and date of the signature is missing in a document where it is required, the document cannot be considered.
- **Titling:** We would appreciate if you could help us sort your files by naming each file according to the number of documents given in the list above and with your name (e.g. "3_family name_first name").

Application deadline

The deadline to express your **interest in participating in the AEA via our website (Step 1)** is the **02.07.2023 23:59 CET**. All documents must be **uploaded to wuestudy (Step2)** by **15.07.2023 at 23:59 CET**. Kindly note that only complete applications can be considered. Delayed and/or incomplete applications cannot be considered.

Application

Enrolment

After the successful review of your application, you will receive an admission letter from the University of Würzburg, which allows your formal enrolment into the programme. We will guide you through the formal process of the University of Würzburg. We will inform you about the next steps, such as the formal registration on University of Würzburg platforms and the submission of further documents for your enrolment as soon as your application has been approved. Please be aware that in case of admission the first three required documents (University entrance certificate, University degree certificates, Transcript of records) have to be sent to Würzburg in certified and English form via mail.

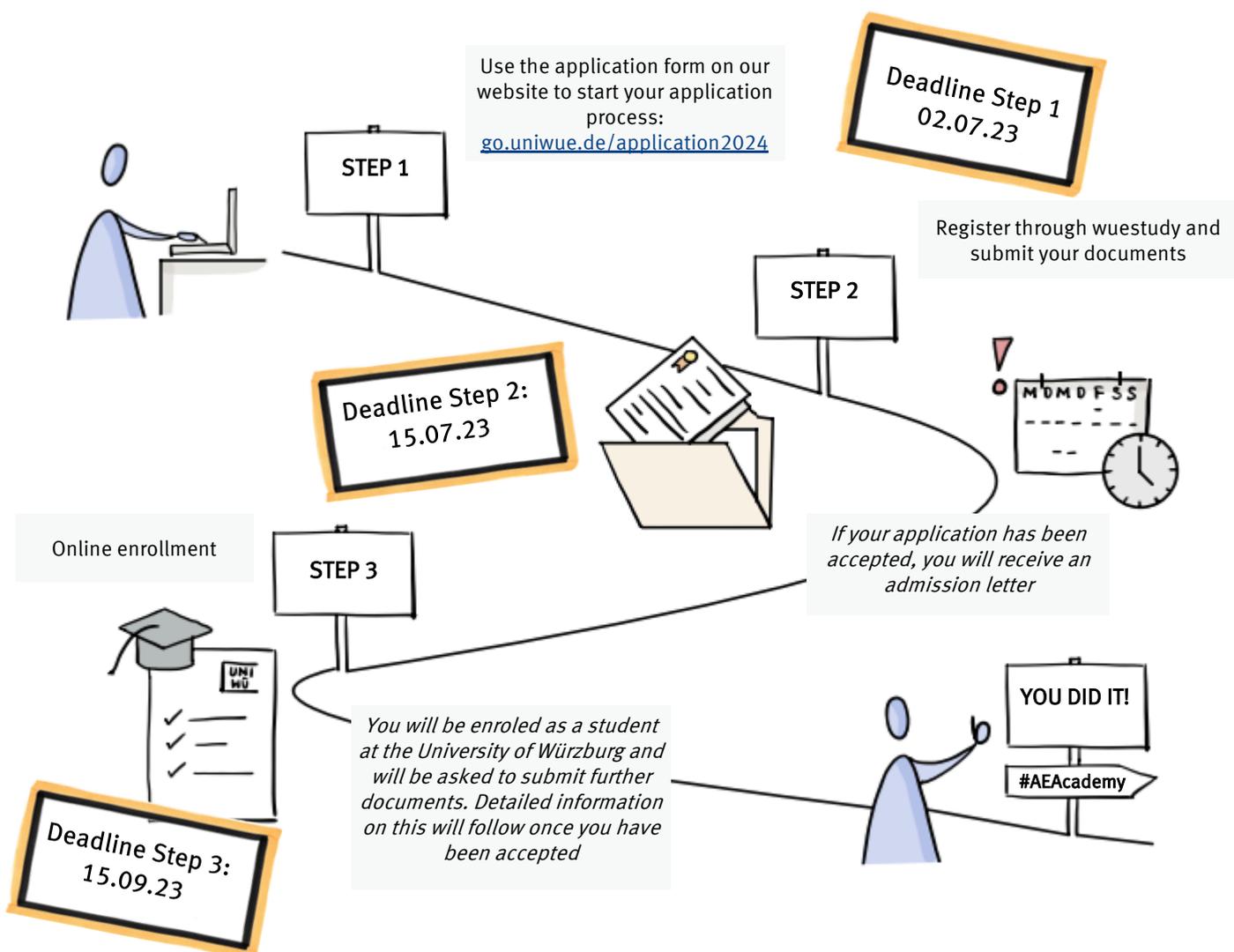
For more information about the procedure, please visit go.uni-wue.de/application2024.

Enrolment fee

To enrol in the Adult Education Academy, a semester fee of €156.00 must be paid the university. The fee is only payable if your application is successful. For further details, see the admission letter. Please pay the semester fee only after your formal enrolment by September 2023.

Please be aware that the university formally must confirm you have health insurance if you are below the age of 30.

All enrolled students will receive a student ID card upon arrival in Würzburg. With the student ID card, you are welcome to join (online) courses offered by the University of Würzburg (see page 41) and use the online catalogue of the University library. In addition, the student ID card entitles you to use local public transport in Würzburg for free, and you will get discounted prices in the University of Würzburg dining halls and cafeterias.



Join us on social media

#AEAcademyWue

LinkedIn Network

The LinkedIn Network for adult education and lifelong learning is one of several features of the annual Adult Education Academy. Our aim is to connect students, researchers, experts and professors interested in adult education and lifelong learning. We offer two LinkedIn groups: an “internal group” and a “professional network”. As a (future) participant with a LinkedIn account, we invite you to join both the internal group and the professional network.



The “Professional network for adult education and lifelong learning”

As a larger platform, the professional network is an extension of the internal group for professionals, whose jobs, studies or interests link them to adult education and lifelong learning. For this reason, we have set up our public LinkedIn group for participants from all former Adult Education Academies and also for professionals working in the field. Not only will you be able to connect with fellow students and professionals, you will also get information about international conferences, fellowships/scholarships, research projects, recently published papers, calls for papers, professional newsletters, online presentations and, of course, member’s thoughts about various topics in adult education and lifelong learning. This group already has over 1400 members from all over the world.

The “Adult Education Academy 2024” group

In addition, each year’s Adult Education Academy has its own internal group to allow students and professors to connect with each other and build their own community, both before and after the Adult Education Academy. Apart from conversations, we also upload Adult Education Academy news and reminders, information and photos. After the Adult Education Academy term, we use the group to share ideas and events related to Adult Education Academy topics. The Adult Education Academy groups are non-public.

Join our professional LinkedIn network

go.uniwue.de/linkedin-network

Be part of the internal AEA 2024 Group

www.linkedin.com/groups/12825446/

The Professorship for Adult and Continuing Education on Social Media

Follow us on Twitter (@EBWuerzburg) so you don’t miss any news regarding our Professorship. Use [#AEAcademyWue](#) when you tweet about your experiences in relation to the Adult Education Academy! We are looking forward to reading from you.



Follow us on Instagram (@ebwuerzburg)! In addition to the Twitter channel, we post information about the Chair of Adult/Continuing Education on our Instagram account. You can also reach us here for general questions via direct message.

Exchange Programme Winter Semester 2023/24

Course title	Lecturer
Adult Education, Gender and Intersectionality	<i>Prof. Natalia Alves</i>
Biography and Adult Learning	<i>Prof. Natalia Alves</i>
Vocational Education and Training (VET) and Human Development	<i>Prof. Natalia Alves</i>
Adult Education Academy + preparatory class	<i>Prof. 'in Regina Egetenmeyer / Laura Leibinger, JMU Würzburg</i>
Lifelong Learning: international perspectives, policies and experiences	<i>Prof. Heribert Hinzen</i>
Contexts and theories in adult and continuing education	<i>Dr. Lisa Breitschwerdt</i>
German Language Courses	<i>Offered by the language centre of JMU Würzburg</i>

Exchange programme

<https://go.uniwue.de/exchangeprogramme>

Scholarships and funding

Scholarsips

Unfortunately, we do not currently have any information on financial support or scholarships.

Students from the European Union

An ERASMUS Blended Intensive Programme has been applied for. Students from European universities should contact their International Office regarding the possibility of ERASMUS funding.

Which platforms are used?

Outlook / Microsoft Exchange

You can retrieve the e-mail address that you receive from the university (<name.surname>@stud-mail.uni-wuerzburg.de) at any time without a special mail client from the browser.

[IMU Mail \(uni-wuerzburg.de\)](mailto:stud-mail.uni-wuerzburg.de)



Catalogue University Library Würzburg

In the catalogue you will find books and other media that are printed or available electronically from us. At the same time, you can also search many databases and other sources for independent literature, such as articles from magazines. This literature is not always available with us.

[Searching the catalogue - University Library \(uni-wuerzburg.de\)](https://www.uni-wuerzburg.de/ubwue/)



WueCampus

WueCampus is the university-wide online learning platform that provides the learning content, the organisation of learning units and learning processes, and serves as a communication platform.

[WueCampus \(uni-wuerzburg.de\)](https://www.uni-wuerzburg.de/wuecampus/)



WueMahara

Mahara is an e-portfolio software with community functions. The system supports the documentation and reflection of the learning process and the learning outcomes.

[Startseite - Mahara \(uni-wuerzburg.de\)](https://www.uni-wuerzburg.de/mahara/)



WueStudy

WueStudy is the campus management system of the JMU and supports the entire student life cycle for all participants. On the platform you can find application management, student management, course management, event and room management and audit management.

[Startseite - WueStudy \(uni-wuerzburg.de\)](https://www.uni-wuerzburg.de/wuestudy/)



Zoom

Zoom Meetings is a video conferencing tool with recording and screen sharing features.

[Videokonferenzen, Web-Konferenzen, Webinare, Bildschirmfreigabe - Zoom](https://zoom.us)



Team of the Adult Education Academy



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Head of the Professorship for
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Venue

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We wish you all the best and stay healthy!

Adult Education Academy 2024

International and comparative studies
in adult education and lifelong learning

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