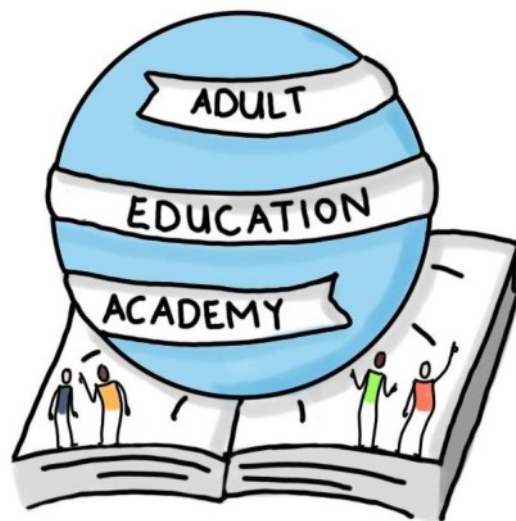


# Adult Education Academy

for master's students, doctoral students and practitioners

International and comparative studies  
in adult education and lifelong learning



5 - 16 February 2024

in Würzburg/Bavaria, Germany

+ Preparatory Phase Nov. 2023 - Jan. 2024

## In cooperation with



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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.

Phase	Preparation <i>online</i>	Week I <i>in Würzburg/online</i>		Week II <i>in Würzburg/online</i>	Follow-up <i>online</i>
Topic	Online preparatory phase	International strategies in adult education	Paulo Freire, adult and permanent education	Comparing lifelong learning	Publication option
Activities	<div>Online tutorial</div> <div>Preparatory readings</div> <div>Transnational essay &amp; good practice presentation</div> <div>Employability in adult education</div>	<div>Classes on educational policies, adult education in Germany, analysis of models</div> <div>Readings and theoretical discussion on Paulo Freire</div> <div>Joint field visits and discussions with stakeholders<ul style="list-style-type: none"><li>field visits to German providers of adult and continuing education</li><li>discussions with international stakeholders in adult education and lifelong learning</li></ul></div> <div>Reflection and role play: theory and practice observations</div> <div>Reflection: theory and field visit observations</div>	<div>Introduction to comparative adult education</div> <div>Comparative group work on nine different topics</div> <div>Open space presentations</div>	<div>Joint comparative research papers together with comparative group moderators</div>	
Selection options by target groups	All master's students All doctoral students & practitioner	Option 1: „International strategies in adult education“: for master's students and practitioners, selection option for doctoral students Option 2: „Theories in practice for international adult education“: selection option for doctoral students		Choose one out of the nine topics for the comparative groups to work on in week II	Optional for doctoral students and practitioners



## 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

## Key

### Groups of people



Master Students



Doctoral Students

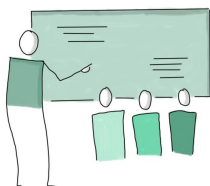


Practitioners

### #AEAcademy phases



Preparatory phase



Week I



Week II



Certification & Follow-up

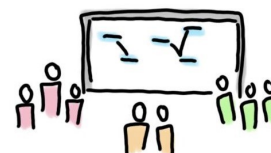
### Activities



Field visit



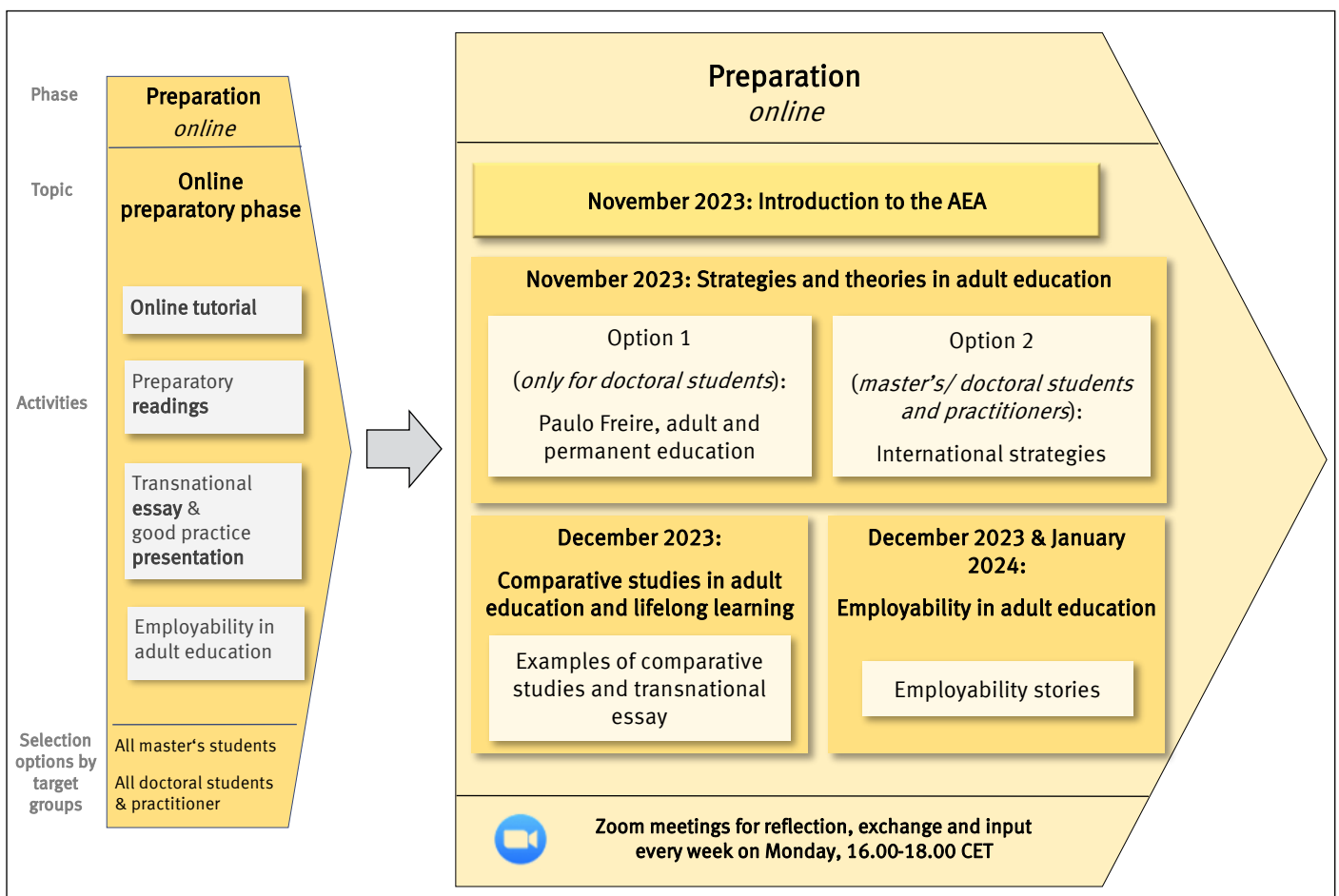
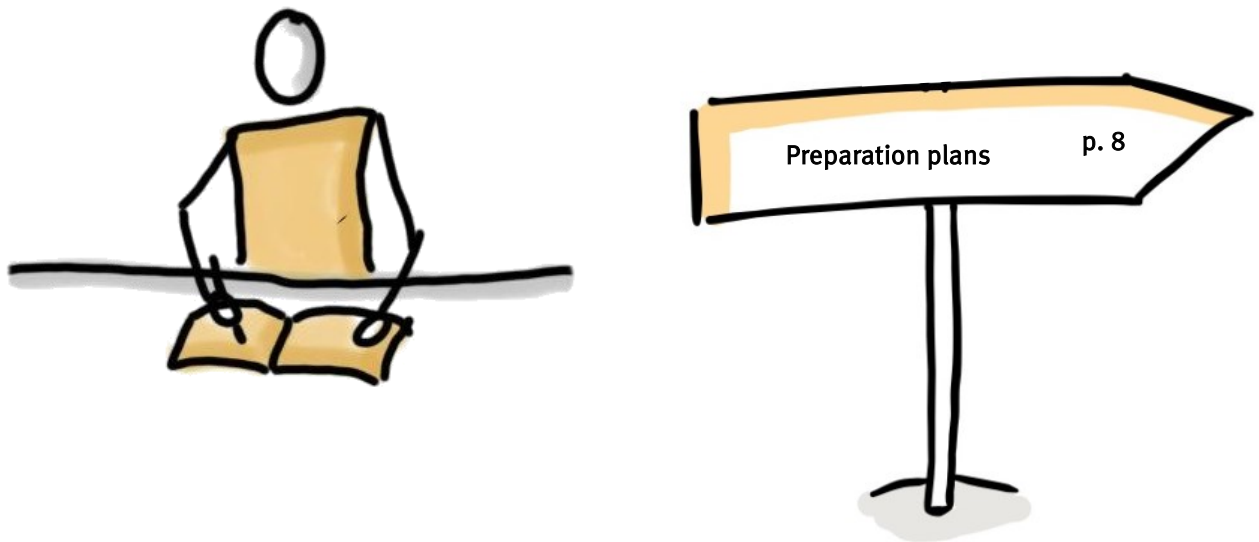
Good practice presentation



Comparative group presentation

# Preparatory phase

## 06 November 2023 - 28 January 2024





# Preparation Plan: International strategies in adult education and lifelong learning

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



International strategies in  
adult education

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 *Introduction Session – Prof. Egetenmeyer*

Monday 20.11.2023, 16:00-18:00 CET *Discussion on European policies – Prof. Guimarães*

Monday 27.11.2023, 16:00-18:00 CET *Discussion on International Organisations – Prof. Németh*

Monday 04.12.2023, 16:00-18:00 CET *Kick-off Comparative groups*

Monday 11.12.2023, 16:00-18:00 CET *Introduction to academic writing – Prof. Egetenmeyer*

Monday 18.12.2023, 16:00-18:00 CET *Policies for employability in Europe – Prof. Togni*

Monday 08.01.2024, 16:00-18:00 CET *Employability Stories: how to read your own professional story – Prof. Boffo*

Monday 15.01.2024, 16:00-18:00 CET *Competencies for entering the labour market (part one) – Prof. Togni*

Monday 22.01.2024, 16:00-18:00 CET *Competencies for entering the labour market (part two) – Prof. Togni*



# Preparation Plan: Paulo Freire, adult and permanent education

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

Paulo Freire, adult and  
permanent education

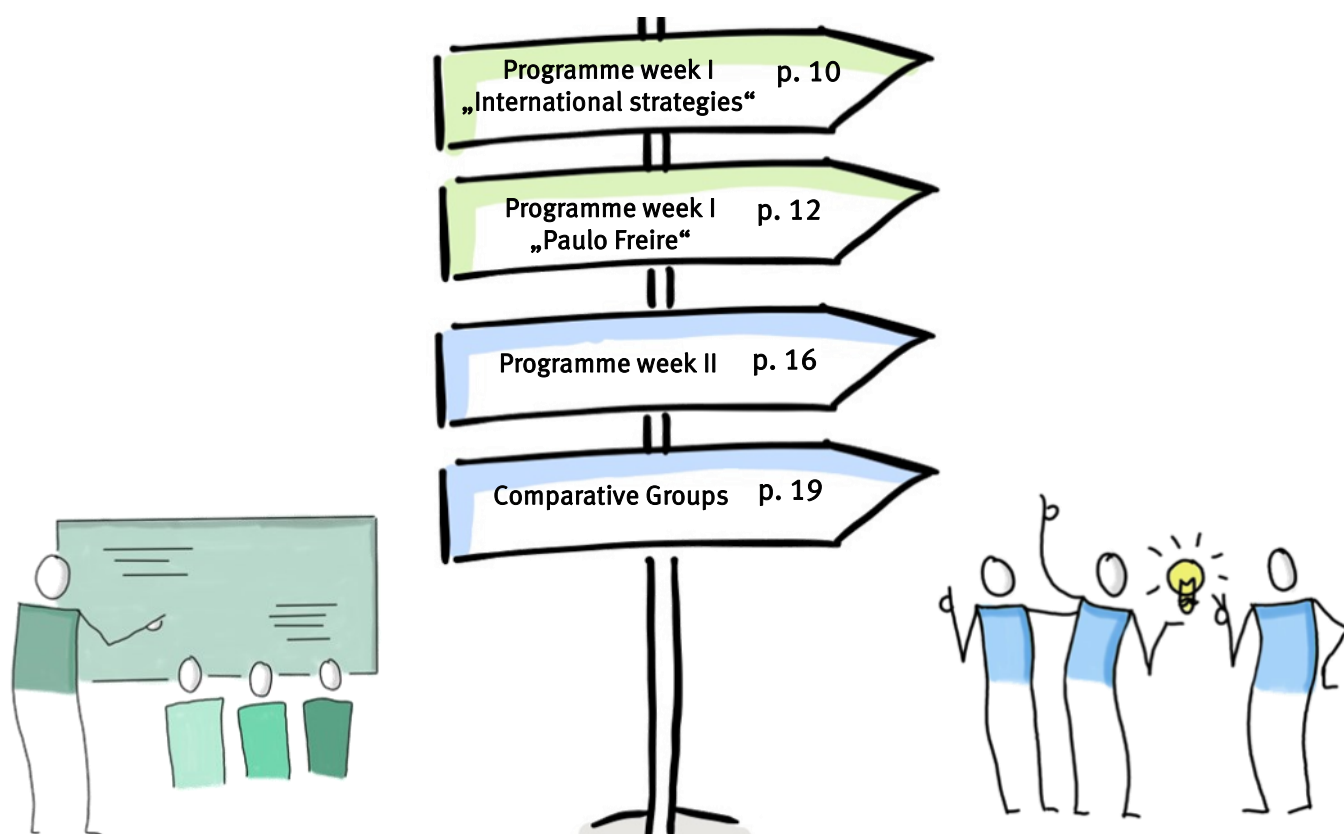


Zoom sessions during the preparatory phase:

## Paulo Freire, adult and permanent education (doctoral students)

Monday 06.11.2023, 16:00-18:00 CET	<i>Introduction Session – Prof. Egetenmeyer</i>
Monday 20.11.2023, 16.00-18.00 CET	<i>Paulo Freire, adult and permanent education – Prof. Lima</i>
Monday 04.12.2023, 16.00-18.00 CET	<i>Kick-off Comparative groups</i>
Monday 11.12.2023, 16.00-18.00 CET	<i>Introduction to academic writing – Prof. Egetenmeyer</i>
Monday 18.12.2023, 16.00-18.00 CET	<i>Policies for employability in Europe – Prof. Togni</i>
Monday 08.01.2024, 16.00-18.00 CET	<i>Employability Stories: how to read your own professional story – Prof. Boffo</i>
Monday 15.01.2024, 16.00-18.00 CET	<i>Competencies for entering the labour market (part one) – Prof. Togni</i>
Monday 22.01.2024, 16.00-18.00 CET	<i>Competencies for entering the labour market (part two) – Prof. Togni</i>

# Programme of the Adult Education Academy 05 - 16 February 2024



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

## Week I: International strategies in adult education



Master's students, doctoral students and practitioners working on "International strategies in adult education and life-long 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

### Monday, 5 February 2024

9.00-10.30	Introduction and welcoming address PROF. EGETENMEYER - UNIVERSITY PROFESSOR, PROFESSORSHIP FOR ADULT AND CONTINUING EDUCATION, UNIVERSITY OF WÜRZBURG	
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	Get to know each other	BEU LEIBINGER SAAM
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	Plenary lecture: The politicity of education: politics, policies, strategies— Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography	PROF. LIMA
15.00-15.30	<i>Coffee break</i>	
15.30-17.00	Plenary lecture: The politicity of education: politics, policies, strategies— Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography	PROF. LIMA
18.00	Guided City Tour	

### Tuesday, 6 February 2024

9.00-10.30	<b>Group A:</b> Levels of an analysis: "Mega, macro, meso and micro" <b>Group B:</b> Adult education providers in Germany	PROF. GUIMARÃES PROF. EGETENMEYER
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	<b>Group A:</b> Levels of an analysis: "Mega, macro, meso and micro" <b>Group B:</b> Adult education providers in Germany	PROF. GUIMARÃES PROF. EGETENMEYER
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	<b>Group A:</b> Social policy models <b>Group B:</b> Social policy models	PROF. GUIMARÃES PROF. LIMA
15.00-15.15	<i>Coffee break</i>	
15.15.-17.00	<b>Group A:</b> Social policy models <b>Group B:</b> Social policy models	PROF. GUIMARÃES PROF. LIMA

## Week I: International strategies in adult education



### Wednesday, 7 February 2024

9.00-10.30	<b>Group A:</b> Adult education providers in Germany <b>Group B:</b> Preparation for field visits	PROF. EGETENMEYER PROF. GUIMARÃES
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	<b>Group A:</b> Adult education providers in Germany <b>Group B:</b> Monitoring the Marrakesh Framework for Action	PROF. EGETENMEYER DR. VALDES COTERA
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	<b>Group A:</b> Preparation for field visits <b>Group B:</b> Peace - in the Contexts of Citizenship Education (CE) and Education for Sustainable Development (ESD)	PROF. GUIMARÃES PROF. HINZEN
15.00-15.30	<i>Coffee break</i>	
15.30-17.00	<b>ALL Groups:</b> <b>Field visits to providers of adult and continuing education in Würzburg</b> <ul style="list-style-type: none"> <li>Volkshochschule (Adult Education Centre) Würzburg and Surroundings e.V., Würzburg</li> <li>Kolping Academy Mainfranken, Würzburg</li> <li>Domschule Academy, Würzburg</li> </ul>	BEU LEIBINGER SAAM

### Thursday, 8 February 2024

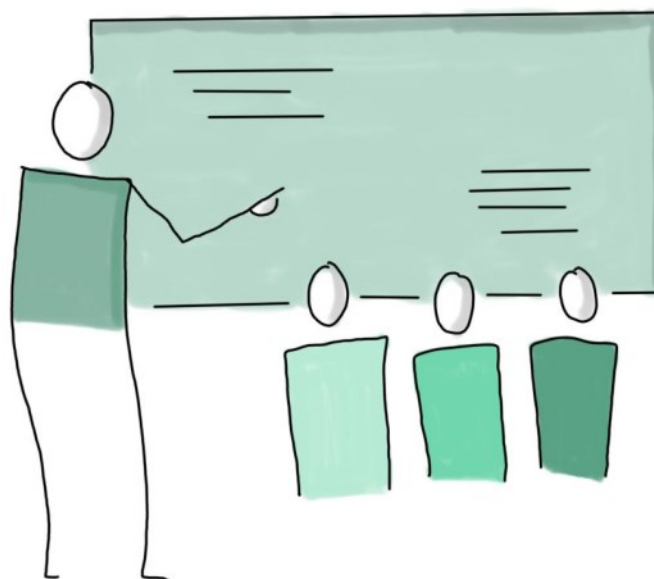
9.00-10.30	<b>Group A:</b> Monitoring the Marrakesh Framework for Action <b>Group B:</b> Levels of an analysis: "Mega, macro, meso and micro"	DR. VALDES COTERA PROF. GUIMARÃES
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	<b>Group A:</b> Peace - in the Contexts of Citizenship Education (CE) and Education for Sustainable Development (ESD) <b>Group B:</b> Levels of an analysis: "Mega, macro, meso and micro"	PROF. HINZEN PROF. GUIMARÃES
12.30-13.30	<i>Lunch break</i>	
13.30-17.00	<b>ALL GROUPS:</b> <b>Field visits to international providers of adult and continuing education</b> <ul style="list-style-type: none"> <li>Deutsche Bahn, Frankfurt</li> <li>Gewerkschaft Erziehung und Wissenschaft (Union for Education and Science), Frankfurt</li> </ul>	BEU SAAM

## Week I: International strategies in adult education



Friday, 9 February 2024

9.00-10.30	<b>Group A:</b> Role play: Social policy models and adult education practice <b>Group B:</b> Role play: Social policy models and adult education practice	PROF. EGETENMEYER PROF. GUIMARÃES
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	<b>Group A:</b> Role play: Social policy models and adult education practice <b>Group B:</b> Role play: Social policy models and adult education practice	PROF. EGETENMEYER PROF. GUIMARÃES
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	<b>ALL GROUPS:</b> <b>Field visits to international adult and continuing education associations</b> <ul style="list-style-type: none"> <li>• <i>Esther Hirsch</i> — The role of Adult Education in International Development Cooperation - Position and strategies of DVV International (DVV International)</li> <li>• <i>Gina Ebner</i> — Herding cats: European advocacy for adult learning and education (EAEA)</li> <li>• <i>Katarina Popović</i> — Global governance in adult education policy - changes and perspectives (ICAE)</li> </ul>	BEU LEIBINGER SAAM
15.00-15.30	<i>Coffee break</i>	
15.30-17.00	<b>Group A:</b> Reflection of field visits <b>Group B:</b> Reflection of field visits	PROF. EGETENMEYER PROF. GUIMARÃES



## 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 PROF. EGETENMEYER - UNIVERSITY PROFESSOR, PROFESSORSHIP FOR ADULT AND CONTINUING EDUCATION, UNIVERSITY OF WÜRZBURG	
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	Get to know each other	BEU LEIBINGER SAAM
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	Plenary lecture: The politicity of education: politics, policies, strategies— Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography	PROF. LIMA
15.00-15.30	<i>Coffee break</i>	
15.30-17.00	Plenary lecture: The politicity of education: politics, policies, strategies— Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography	PROF. LIMA
18.00	Guided City Tour	

### Tuesday, 6 February 2024

9.00-10.30	Why studying Freire today? The contributions of Freire to policy studies in ALE/LLL: critical encounters with Ettore Gelpi and Ivan Illich	PROF. LIMA
10.30-11.00	<i>Coffee break</i>	
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	PROF. LIMA
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	Adult education providers in Germany	PROF. EGETENMEYER
15.00-15.30	<i>Coffee break</i>	
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.	PROF. LIMA
10.30-11.00	<i>Coffee break</i>	
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.	PROF. LIMA
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	Revisiting the pedagogy of the oppressed to analyse adult learning and education	PROF. LIMA
15.00-15.30	<i>Coffee break</i>	
15.30-17.00	<b>ALL Groups:</b> <b>Field visits to providers of adult and continuing education in Würzburg</b> <ul style="list-style-type: none"> <li>Volkshochschule (Adult Education Centre) Würzburg and Surroundings e.V., Würzburg</li> <li>Kolping Academy Mainfranken, Würzburg</li> <li>Domschule Academy, Würzburg</li> </ul>	BEU LEIBINGER SAAM

### Thursday, 8 February 2024

9.00-10.30	Popular adult education and critical literacy: reading the world and reading the words	PROF. LIMA
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	Paulo Freire as public manager of education in the city of São Paulo: "Pedagogy of the city"	PROF. LIMA
12.30-13.30	<i>Lunch break</i>	
13.30-17.00	<b>ALL GROUPS:</b> <b>Field visits to international providers of adult and continuing education</b> <ul style="list-style-type: none"> <li>Deutsche Bahn, Frankfurt</li> <li>Gewerkschaft Erziehung und Wissenschaft (Union for Education and Science), Frankfurt</li> </ul>	BEU SAAM



## Week I: Paulo Freire, adult and permanent education



Friday, 9 February 2024

9.00-10.30	The pedagogy of freedom: teaching and learning	PROF. LIMA
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	The pedagogy of freedom: teaching and learning	PROF. LIMA
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	<b>ALL GROUPS:</b> <b>Field visits to international adult and continuing education associations</b>	
	<ul style="list-style-type: none"> <li>• <i>Esther Hirsch</i> — The role of Adult Education in International Development Cooperation - Position and strategies of DVV International (DVV International)</li> </ul>	BEU
	<ul style="list-style-type: none"> <li>• <i>Gina Ebner</i> — Herding cats: European advocacy for adult learning and education (EAEA)</li> </ul>	LEIBINGER
	<ul style="list-style-type: none"> <li>• <i>Katarina Popović</i> — Global governance in adult education policy - changes and perspectives (ICAE)</li> </ul>	SAAM
15.00-15.30	<i>Coffee break</i>	
15.30-17.00	Reflection of virtual field visits in a freirian perspective	PROF. LIMA

## 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 nineteen countries, including more than thirty books.



**Prof. Paula Guimarães, University of Lisbon, Portugal**

Paula Guimarães, PhD, is an assistant professor at the Instituto de Educação, Universidade de Lisboa (Portugal) since 2012. She did her PhD on Education Policies, in adult education, and has been studying adult education policies established, implemented and assessed at national and international levels. Her main interests have been the link that might be established among different levels (mega, macro, meso and micro) of education policy conception and implementation.

## 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 WueMahara 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	PROF. EGETENMEYER
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	Comparative group work: Introduction	In Groups
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	Comparative group work: Participant presentations	In Groups
15.00-15.30	<i>Coffee break</i>	
15.30-17.00	Comparative group work: Participant presentations	In Groups
18.00	Cultural Evening	

### Tuesday, 13 February 2024

9.00-12.30	COMPARATIVE GROUP WORK: PARTICIPANT PRESENTATIONS	In Groups
12.30-13.30	Lunch break	
13.30-15.00	Good practice presentations	In Groups
15.00-15.30	Coffee break	
15.30-17.00	Good practice presentations	In Groups

## Week II: Comparative studies in adult education and lifelong learning



### Wednesday, 14 February 2024

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

### Thursday, 15 February 2024

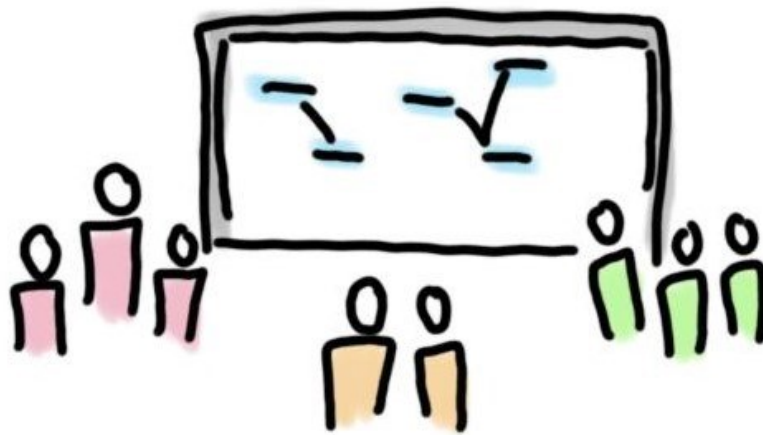
9.00-10.30	Comparative group work	IN GROUPS
10.30-11.00	<i>Coffee break</i>	
11.00-12.30	Comparative group work	IN GROUPS
12.30-13.30	<i>Lunch break</i>	
13.30-15.00	Comparative group work	IN GROUPS
15.00-15.30	<i>Coffee break</i>	
15.30-17.00	Comparative group work	IN GROUPS
17.00-17.30	Information 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	PROF. EGETENMEYER
9.15-10.40	Final presentations	
10.40-11.10	<i>Coffee break</i>	
11.10-12.35	Final presentations	
12.35-13.35	<i>Lunch break</i>	
13.35-15.00	Final presentations	
15.00-15.00	<i>Coffee break</i>	
15.30-16.15	Evaluation	
16.15-17.00	Closing session	
18.00	Franconian Evening	



## Comparative groups overview



Topic	Moderators
<b>Group 1 (on-sight):</b> Trajectories of women's career in Higher Education	<i>Dr. Joellen Coryell, Texas State University, United States of America</i> <i>Dr. Concetta Tino, University of Padova, Italy</i>
<b>Group 2 (on-sight):</b> Transitions from Sectors of Adult Education to Systems of Lifelong Learning	<i>Dr. Paed. Søren Ehlers, University of Science &amp; Technology, Meghalaya, India</i> <i>Dr. Shalini Singh, University of Science &amp; Technology, Meghalaya, India</i> <i>Dr. Séamus Ó Tuama, University of Science &amp; Technology, Meghalaya, India</i>
<b>Group 3 (on-sight):</b> Adult education for active democratic citizenship	<i>Prof. Borut Mikulec, University of Ljubljana, Slovenia</i> <i>Taiwo Isaac Olatunji, University of Padua, Italy</i>
<b>Group 4 (on-sight):</b> Adult learning and education and logics of action: adult educators initial higher education paths	<i>Prof. Paula Guimarães, University of Lisbon, Portugal</i> <i>Dr. Lisa Breitschwerdt, Julius-Maximilian-Universität Würzburg, Germany</i> <i>Prof. Lucas Pacheco Campos, Federal University of Juiz de Fora, Brazil</i>
<b>Group 5 (on-sight):</b> 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>
<b>Group 6 (online &amp; on-sight):</b> 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>
<b>Group 7 (online &amp; on-sight):</b> Digitalisation in adult education and learning	<i>Prof. Emmanuel Jean Francois, Ohio University, United States of America</i> <i>Dr. Therese Rosemann, Helmut-Schmidt-University Hamburg, Germany</i>
<b>Group 8 (on-sight):</b> 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>
<b>Group 9 (on-sight):</b> 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

on-site

## 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.



**Dr. Concetta Tino, University of Padova, Italy**

Concetta Tino, PhD, currently, she is an adjunct professor in Continuing Education and teach in different courses of master and bachelor's degree at University of Padua. Her 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 and women leadership. She published many articles, books and chapters.

**Dr. Joellen Coryell, Texas State University, United States of America**

Joellen E. Coryell, PhD, is Associate Dean for Educational Partnerships and Enrollment for the College of Education and Professor of Adult, Professional, and Community Education in the Department of Counseling, Leadership, Adult Education, and School Psychology at Texas State University. She holds a PhD in educational human resource development and adult education from Texas A&M University. Across her career, she worked in executive business management and corporate training, in faculty development for learning and teaching, and as program director for master's and doctoral programs in two universities. In her current role as Associate Dean, she provides direction for creating and sustaining educational partnerships in the public and private sectors.





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

on-site

**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.

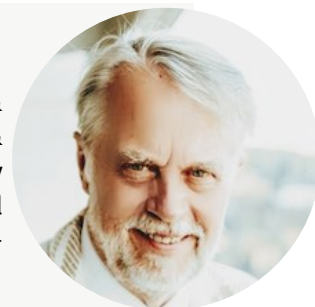
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UIL (2022). *CONFITEA VII Marrakech Framework for Action: Harnessing the transformational power of adult learning and education*. UIL/2022/ME/.H/11. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000382306>

Singh S., Schmidt-Lauff, S. & Ehlers, S. (2022). Transitions from adult education sectors to lifelong learning systems: A Comparative Study from Denmark, Switzerland, Germany and the European Education Area (S. 97 – 112). In: A. Grotlüschen, B. Käßlinger, G. Molzberger & S. Schmidt-Lauff (Eds.). *Erwachsenenbildung in internationalen Perspektiven: Grenzen und Chancen*. Leverkusen: Verlag Barbara Budrich. DoI: 10.2307/j.ctv2whxcn7.10

### Prof. Søren Ehlers, University of Science & Technology, Meghalaya, India

Søren Ehlers, PhD, is Chairman at the Center for Lifelong Learning, University of Science & Technology, Meghalaya and Distinguished Professor at the International Institute for Adult & Lifelong Education, India. He has been teaching and doing research at Aarhus University Denmark and in other Danish institutions and has been travelling widely for the same, all over the globe and has many publications and projects to his credit including the first Masters in Lifelong Learning (MALL) in Europe.



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

Shalini Singh, PhD, is Director at the Center for Lifelong Learning, University of Science & Technology, Meghalaya, India and Policy Analyst at the Center for Policy Analysis, India. Currently, she is a Visiting Researcher at the Helmut Schmidt University of the Federal Armed Forces. As a senior consultant for PLC Advocates, India, she works for the Prevention of Sexual Harassment at Workplace.

### Co-Moderator: Prof. Séamus Ó Tuama, University College Cork, Ireland

Séamus Ó Tuama, PhD, is Director of Adult Continuing Education and an academic in the School of Government & Politics at University College Cork, Ireland. He is also an Adjunct Professor at the University of Science & Technology Meghalaya, India. He is Chair of the ASEM Lifelong Learning Hub, which aims to shape the direction of lifelong learning research, policy and practice of the ASEM community. ASEM (Asia-Europe Meeting) is an inter-governmental process established in 1996 to foster dialogue and cooperation between Asia and Europe. ASEM comprises 53 partners: 30 European and 21 Asian countries, the European Union, and the ASEAN Secretariat.



## Comparative Group 3:

### Adult education for active democratic citizenship

on-site

#### 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?

## References

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UNESCO. (2022). *5 Global report on adult learning and education. Citizenship education: Empowering adults for change* (pp. 119–125). UNESCO Institute for Lifelong Learning.



**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.

## Co-Moderator: Taiwo Isaac Olatunji, University of Padua, Italy

Taiwo Isaac Olatunji is a doctoral candidate in Pedagogical, Educational and Training Sciences at the University of Padua (Padova), Italy. His doctoral research project explores how cross-cultural transition results in transformative learning among Nigerian immigrants in Italy and the USA. Taiwo was recently a Visiting Research Scholar in Adult, Professional, and Community Education at Texas State University, San Marcos, USA. He is an alumnus of Obafemi Awolowo University, Ile-Ife, Nigeria and an Erasmus+ Alumnus of Julius-



## Comparative Group 4: Adult learning and education and logics of action: adult educators initial higher education paths

on-site

### adult learning and education • logics of action • initial higher education courses

Adult learning and education is offered by higher education courses. These higher education graduation and post-graduation courses include a wide set of topics, aiming at educating students to specific jobs and future professions, such as the ones including liberal/non-formal education, social development activities, second-chance education and vocational education and training, among others. The heterogeneity and differentiation of adult learning and education, characterised by a wide range of domains of professional practice, place special demands on the graduation and post-graduation courses to be followed and achieved in higher education by students as well as later on in professional practice.

Adult educators' higher education graduation and post-graduation courses can be mediated between different logics of action. According to Freidson (2001) and Noordegraaf (2007, 2015), several logics of action can be identified. The logic of professionalism emphasises professional domains related to education, training and teaching. The autonomy in professional practice based on a specific educational and pedagogic knowledge and competences refers to the traditional discourse about professionalisation in adult learning and education. The logic of bureaucracy refers to classical mechanisms of management of education and training, as well as administration of adult education offers. Knowledge and competences comprises perspectives of hierarchy, governance, control and standardisation of adult learning and education offers. These are in many circumstances 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 and offers. The logic of economy includes the conception, planning and management of adult learning and education programs and offers directed at promoting learning of adult learners within a free market perspective. Supply and especially demand guide adult educators professional practices and influences the planning and development of adult education offerings targeting adult learners interests and profit. The ways adult educators are trained in higher education institutions influences the way they understand their job and the work that they will achieve, eventually denoting interdependent logics of action – i. e. hybrid professionalism, 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 do-



**Prof. Paula Guimarães, University of Lisbon, Portugal**

Paula Guimarães, PhD, is an assistant professor at the Instituto de Educação, Universidade de Lisboa (Portugal) since 2012. She did her PhD on Education Policies, in adult education, and has been studying adult education policies established, implemented and assessed at national and international levels. Her main interests have been the link that might be established among different levels (mega, macro, meso and micro) of education policy conception and implementation.



## Role of practitioners

Practitioners are invited to share experiences from their own country. What are their central domains of practice? What was their initial education (in higher education)? 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 are the logics of action between which they have to mediate in their everyday work?

## Context of comparison

The contexts of comparison include: i) academic knowledge and competences foreseen in graduation and post-graduation courses offered in higher education institutions (e.g. higher education graduation and post-graduation courses' aims, domains of practice foreseen for future adult educators, logics of action perceived by the analysis of syllabus), and ii) perspectives of academic staff (of higher education offering graduation and post-graduation courses) on work students might achieve in the future as adult educators (e.g. contexts and workplaces of adult educators, jobs and activities to be performed).

## Comparative research questions

1. What are the main jobs/future professions foreseen in higher education graduation and post-graduation courses that aim at training adult educators?
2. How courses in higher education graduation and post-graduation courses that aim at training adult educators, in specific knowledge and competences of the different subjects, express logic of actions of adult educators?
3. How can hybrid professionalism in higher education courses (in what refers to jobs/future professions foreseen and subjects – knowledge and competences) be devised in your country?

## References

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Egetenmeyer, R., Breitschwerdt, L. & Lechner, R. (2019). From “traditional professions” to “new professionalism”: A multi-level perspective for analysing professionalization in adult and continuing education. *Journal of Adult and Continuing Education*. Vol. 1, No. 25, 7-24. URL: <https://doi.org/10.1177/1477971418814009>

### 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 works on digitalisation and professionalisation in adult and higher education, didactics and methods of teaching and learning and dialogical perspectives in adult education research.



### Co-Moderator: Prof. Lucas Pacheco Campos, Universidade Fluminense do Rio de Janeiro Brazil

Lucas Campos was an assistant professor at the Universidade Federal Juiz de Fora (Brazil) since 2018 up to 2024. He did his PhD on Public Policies and Human Development at Universidade do Estado do Rio de Janeiro (Brazil), in partnership with the Instituto de Educação, Universidade de Lisboa (Portugal). His main research interests are linked with policies, public administration and organizational studies. In this field, he has been reflecting on the relationships between the State, civil society and educational public policies.



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

on-site

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

Practitioners are invited to share experiences in their field of work and the national policies activated for Active Aging. In particular, they should reflect and share on the following issues: What is the situation of older people in their contexts? Are their professional skills valued even after retirement? Are there any National Policies and/or Programmes to promote longevity? Are there National Programs to promote Active Aging? What professions deal with these people and these actions? What professional profiles can be designed for today and tomorrow in this specific field? In the workplace, what strategies are put in place to promote a successful transition to retirement? What are the logics of action that can help to take charge of longevity?

### 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

## References

Vanna Boffo, Maria Luisa Iavarone, Sara Nosari, Antonella Nuzzaci (2023). The European LifeComp model between Embedded Learning and Adult Education. di Vanna Boffo, Maria Luisa Iavarone, Sara Nosari, Antonella Nuzzaci, Firenze: Firenze University Press, pp. 1-214

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UE, LifeComp Framework, 2020 (JRC Publications Repository - LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence (europa.eu))

### Prof. Vanna Boffo, University of Florence, Italy

Vanna Boffo, PhD, is Professor of Adult Education and LifeLong Learning and Dean of the Department of Education, Languages, Intercultures, Literatures and Psychology at the University of Florence. She is Coordinator of the Doctoral Course in Educational and Psychological Sciences. She served as Vice-President for the *Italian University Network for Permanent Learning* (RUIAP) associate EUCEN. She is Director (with Paolo Federighi) of the Book Series *Studies on Adult Learning and Education*, Firenze University Press and the Director of the *EPALE Journal on Adult Learning and Continuing Education*.



### 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 Philosophy of Education, Longevity and 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

online &  
on-site

**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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UN (2015). Transforming our world: The 2030 Agenda for Sustainable Development. Resolution adopted by the General Assembly on 25 September. New York: United Nations. Retrieved 11 May 2022 from <https://sdgs.un.org/2030agenda>

UNESCO (2021). Reimagining our futures together: A new social contract for education. Paris: UNESCO. Retrieved 9 May 2022 from <https://unesdoc.unesco.org/ark:/48223/pf0000379707.locale=en>

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

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

### Prof. Balázs Németh, University of Pécs, Hungary



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 Universities 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). Balázs Németh is President and member of Steering Committee of EUCEN for 2021-23 period being responsible for policy affairs and talks. He is a vice-Director of PASCAL International Observatory for Central-East Europe, Executive President of MELLearn and the current president of the Adult Education Sub-Commission of the Hungarian Academy of Sciences.

## 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](http://www.dvv-international.de) and [www.eaea.org](http://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 CONFITEA 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

online &  
on-site

**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?

## References

European Commission (2023a). *Digital Economy and Society Index (DESI)*. Retrieved from: <https://digital-agenda-data.eu/datasets/desi/indicators>

European Commission (2023b). *Policy and Regulation Initiative for Digital Africa (PRIDA)*. Retrieved from: [https://international-partnerships.ec.europa.eu/policies/programming/programmes/policy-and-regulation-initiative-digital-africa-prida\\_en](https://international-partnerships.ec.europa.eu/policies/programming/programmes/policy-and-regulation-initiative-digital-africa-prida_en)

European Commission (2023c). *Digital Competence Framework for Educators (DigCompEdu)*. Retrieved from: [https://joint-research-centre.ec.europa.eu/digcompedu\\_en](https://joint-research-centre.ec.europa.eu/digcompedu_en)

### Prof. Emmanuel Jean Francois, Ohio University, United States of America

Dr. Emmanuel Jean Francois 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 specialisation in Comparative and International Educational Leadership.



### Co-Moderator: Dr. Therese Rosemann, Helmut Schmidt University Hamburg, Germany

Therese Rosemann, PhD, is a research associate at the Professorship for Continuing Education and Lifelong Learning at the Helmut-Schmidt-University Hamburg. She conducts research on learning activities in informal and non-formal learning contexts in vocational and university contexts. A special focus of her research is the implementation of process-related survey methods (esp. diary studies). In the course of her doctoral studies in the field of business education and human resource development at the University of Göttingen (Germany), she identified factors influencing the perception of learning situations of employees in nursing professions. Since May 2021, she has been working in the research project "Digital Key Competencies for Study and Work". The focus of her work is the identification of (digital) learning activities and complexes of students.



## Comparative Group 8:

# Adult Education policies and gender equality: women in STEM education

on-site

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.

## References

Charles, M., & Thébaud, S. (2018). *Gender and STEM: Understanding segregation in science, technology, engineering and mathematics*. MDPI-Multidisciplinary Digital Publishing Institute.

Chavatzia, T. (2017). *Cracking the code: Girls' and women's education in science, technology, engineering and mathematics (STEM)* (Vol. 253479). Unesco.

Dockery, A.M. & S. Bawa (2018). Labour Market Implications of Promoting Women's Participation in STEM in Australia. *Australian Journal of Labour Economics*, Vol. 21, Issue 2, pp 125-152.

UNESCO (2017) *Measuring Gender Equality in Science and Engineering: the SAGA Toolkit, SAGA Working Paper 2*.



**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 PhD student at Adult Education at Institute of Education, University of Lisbon. She has worked as project manager and adult educator in vocational and community education. Ana Guimaraes Duartes current research interests include: experiential learning, learning trajectories of migrant women, vocational education, IVET STEM courses and gender and school-to-work transitions.





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

on-site

### 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

Silke Schreiber-Barsch, PhD, is Professor in Adult Education at the 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 focuses on international and comparative adult education, lifelong learning, issues of participation and social inclusion/exclusion, global citizenship education and sustainability 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](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, University Duisburg-Essen, 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.



## 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](https://go.uniwue.de/linkedin-network)

Be part of the internal AEA 2024 Group

[www.linkedin.com/groups/12825446/](https://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.



## Travel & Venue

If you arrive by plane, we recommend the airports Nürnberg (NUE) and Frankfurt am Main (FRA). You can take the train (ca. 60 to 90 minutes) to get to Würzburg. When you decide for a transit flight, you might take the train from the cities Munich, Stuttgart, Augsburg and Hannover to Würzburg for your onward journey which is more comfortable and requires less time. If you come from outside Europe, it is better to plan your arrival at Frankfurt am Main. There are ICE-trains which go to Würzburg every hour (Duration ca. 1:30 hours). You can buy train tickets and check for their schedule and delays at the website of the Deutsche Bahn ([www.bahn.de](http://www.bahn.de)). If you fly with Lufthansa, we recommend to book Rail and Fly (around 58 Euro). With this ticket, you are able to take any train to Würzburg. This would help being flexible and avoid waiting times.

If you plan to arrive by bus, you can find various bus schedules at the following website: [www.busradar.com](http://www.busradar.com)



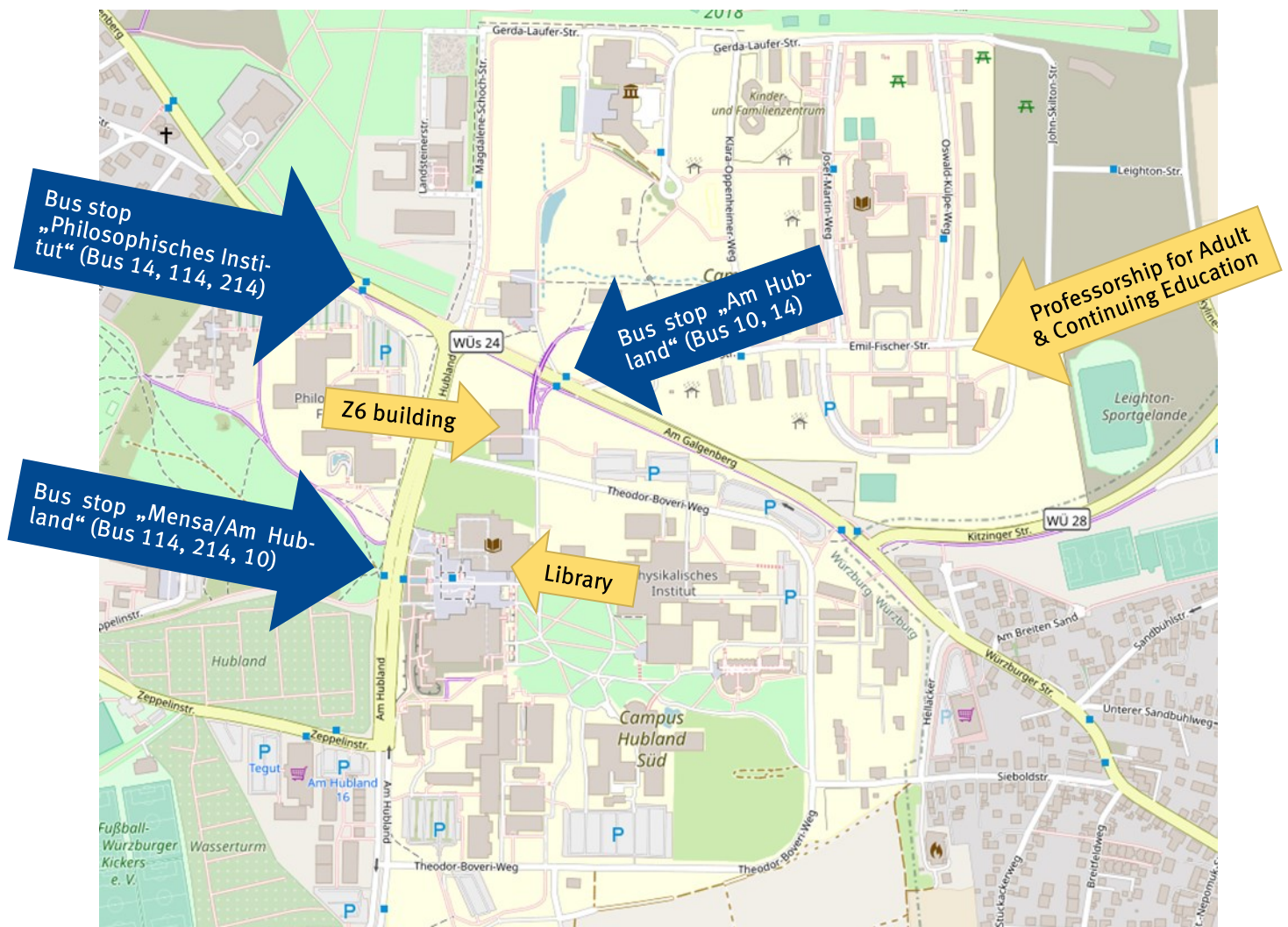
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## Travel & Venue

### Venue

Zentrales Hörsaal- und Seminargebäude (Z6)  
University of Würzburg  
Am Hubland  
97074 Würzburg



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To get to the venue of the event, you can either take bus 10 that departs at “Sanderring” until “Am Hubland”, or bus 14 that departs at “Hauptbahnhof” (main train station) until “Am Hubland”. The duration for both bus connections is approx. 20min. On the right side of the bus stop you can see the building of “Zentrales Hörsaal- und Seminargebäude” (Z6). Furthermore, you can take the bus 114 that departs at “Hauptbahnhof” until “Hubland/Mensa” or bus 214 that departs at “Hauptbahnhof” until “Hubland/Mensa”. From both stops it’s only a few meters until “Zentrales Hörsaal- und Seminargebäude” (Z6 building)

Campus: [wueaddress.uni-wuerzburg.de/search/map?q=Geb.+Z6%2C+Hubland+S%C3%BCd](http://wueaddress.uni-wuerzburg.de/search/map?q=Geb.+Z6%2C+Hubland+S%C3%BCd)

Würzburg: [www.wuerzburg.de/de/weitere-informationen/uebersicht/verkehr/stadtplan/index.html](http://www.wuerzburg.de/de/weitere-informationen/uebersicht/verkehr/stadtplan/index.html)

## Accommodation

The Julius-Maximilian-University holds various hotel cooperation partners that enable you to use a reduced university guest fee. The hotel prices start at 69 EUR per night. In shared bed dorms prices start at 27 EUR per night.

Furthermore, a detailed list of booking recommendations for youth hostels and guest houses in Würzburg will be send to you after your registration. Please consider that we cannot guarantee any free space or the named price. We recommend you to book an accommodation right after your registration.

Vacation apartments as well as B&Bs can be found at the website of Würzburg city:

<http://www.wuerzburg.de/en/visitors/more-acco/index.html>

Hotels can be found at the website of Würzburg city:

<http://www.wuerzburg.de/en/visitors/hotels-hostels/index.html>

## 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>



## Which platforms are used?

### Outlook / Microsoft Exchange

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

[JMU 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/bibliothek/)



### 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



***Prof. 'in Dr. Regina Egetenmeyer***

Head of the Professorship for  
Adult and Continuing Education



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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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