Julius-Maximilians-
UNIVERSITÄT
WÜRZBURG

AEACADEMY-GUIDE

Adult Education Academy

for master's students, doctoral students and practitioners

International and comparative studies in adult education and lifelong learning

3 - 14 February 2025

in Würzburg/Bavaria, German

+ Preparatory Phase Nov. 2024 - Jan. 2025

#AEAcademyWue

In cooperation with

University of Pecs - Hungary

Bayero University Kano - Nigeria

Forum Africa Center, University of Würzburg - Germany

University of Belgrade - Serbia

University of Ljubljana - Slovenia

University of Florence - Italy

University of Padua - Italy

University of Minho - Portugal

International Institute of Adult and Lifelong Education - India

University of Lisbon - Portugal

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European Association for the Education of Adults

University of Duisburg-Essen - Germany

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Structure of the Adult Education Academy

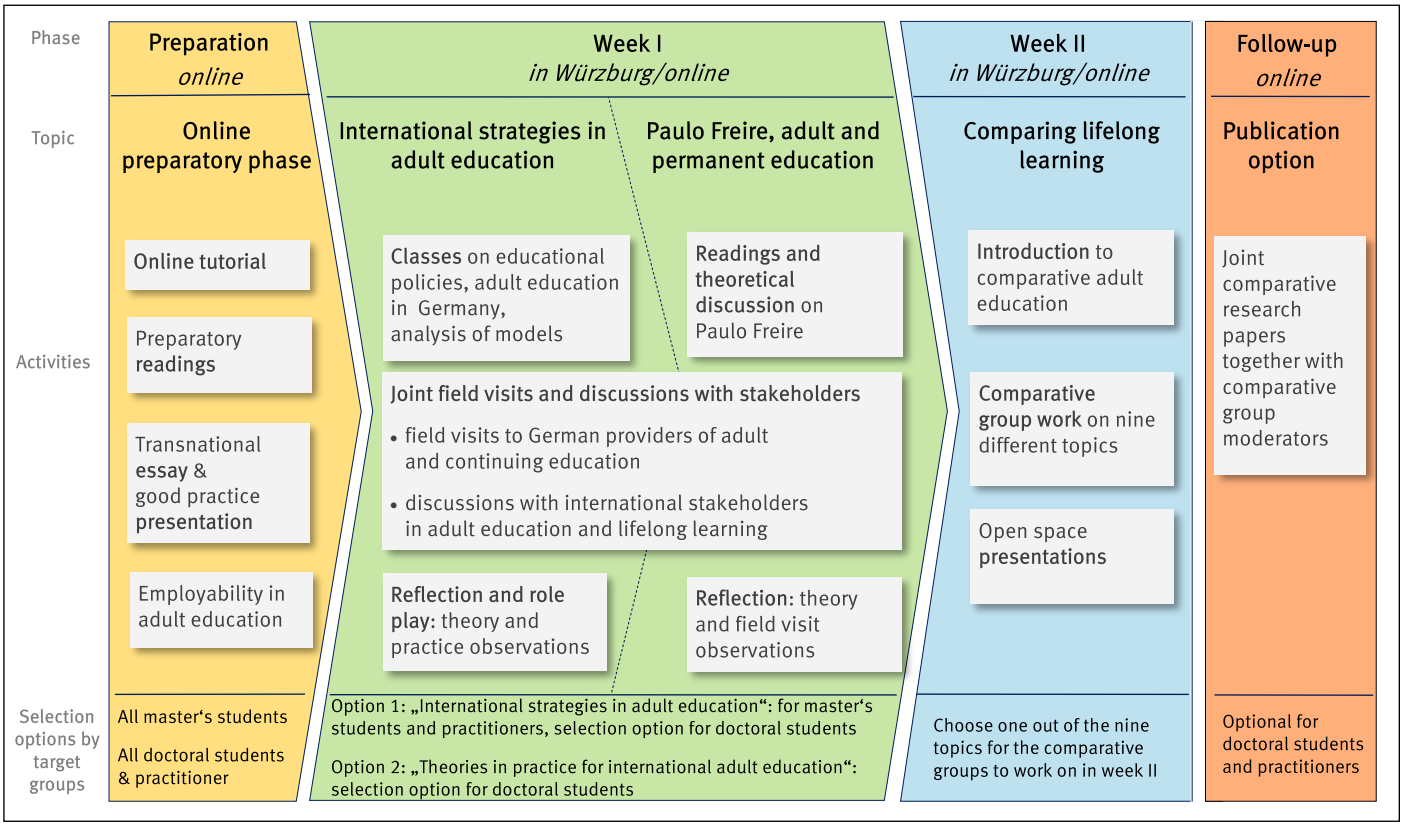
Since 2014, the Adult Education Academy promotes international networks in adult education and lifelong learning, aiming to foster a connection between academic learning and the field of adult education.
During the preparatory phase and the two-week intensive programme, participants develop and refine 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 3-7 February 2025 & (2.2) the second week from 10-14 February 2025 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 2025. The preparatory phase, which begins in November 2024 and ends in January 2025, 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.

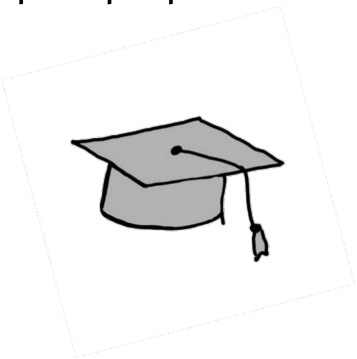
Certification and follow-up

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 34.

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



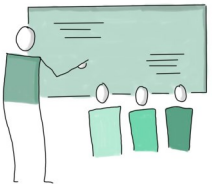
Master Students

Doctoral Students

Practitioners

#AEAcademy phases

Preparatory phase



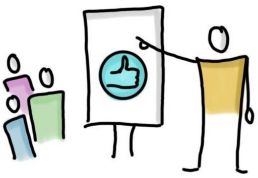
Week I

Week II

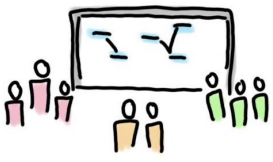
Certification & Follow-up

Activities

Field visit

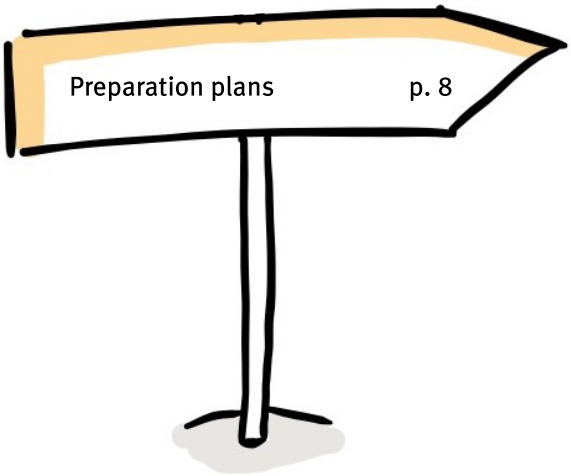


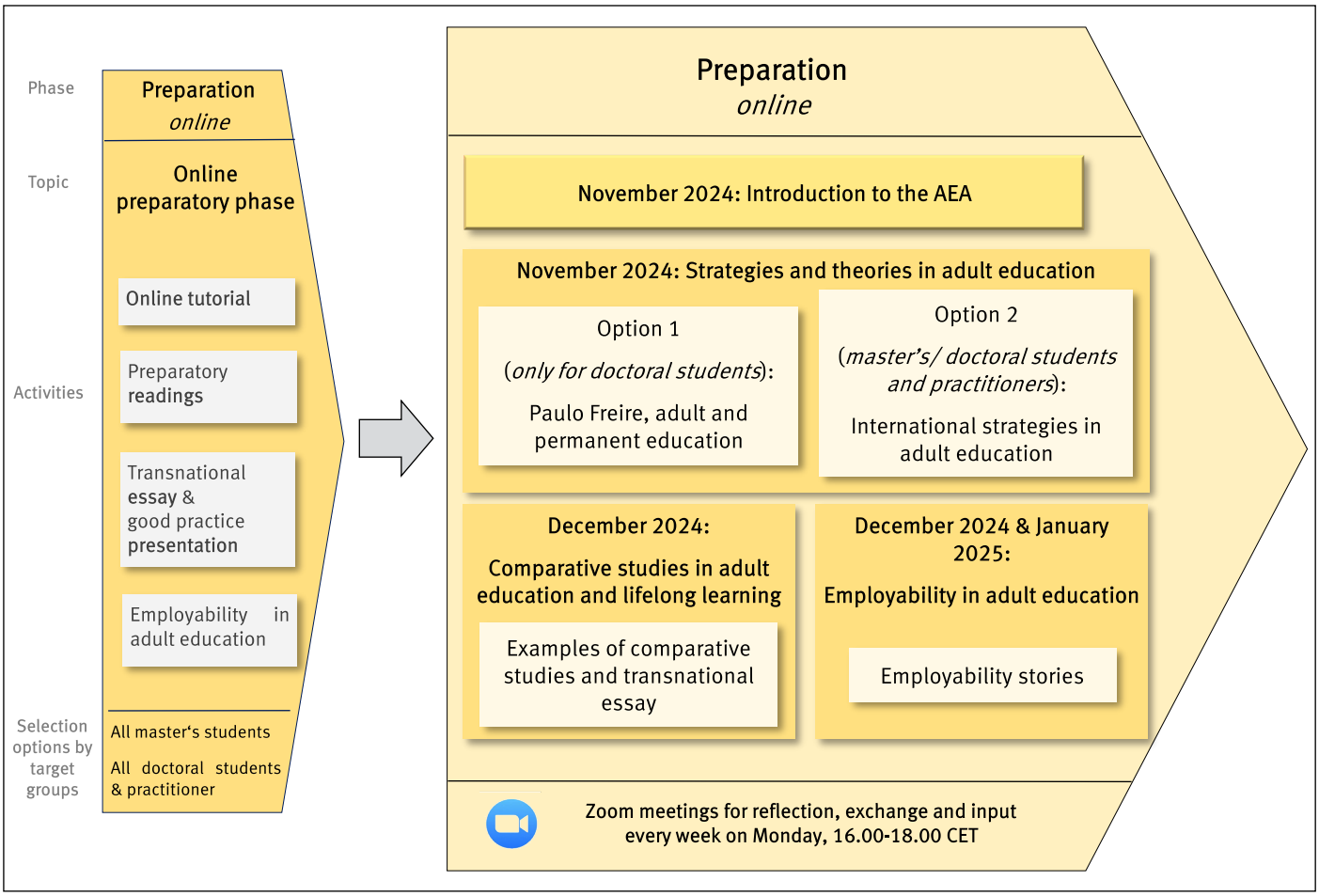
Good practice presentation



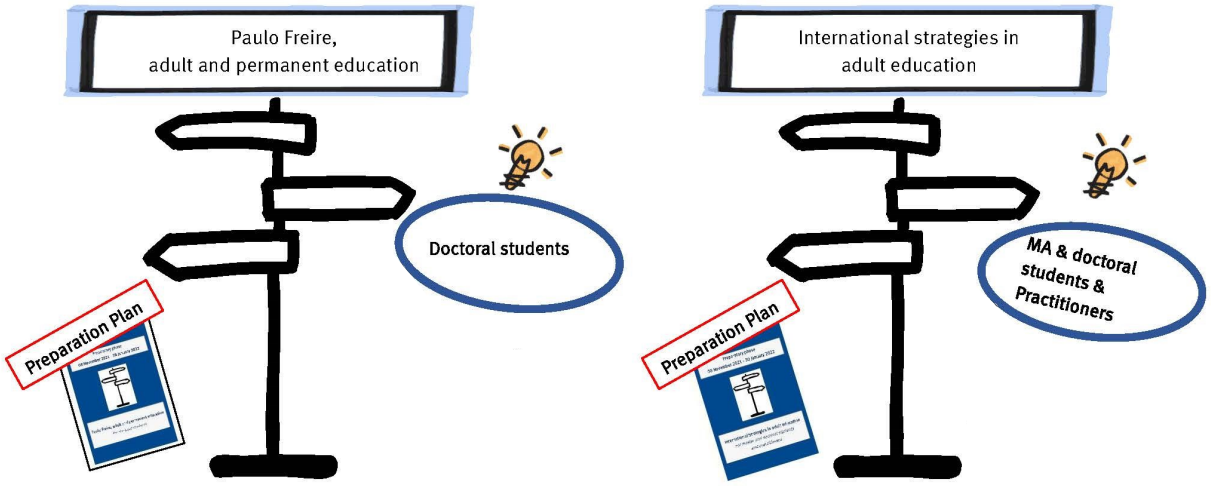
Comparative group presentation

Preparatory phase
04 November 2024 - 26 January 2025





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



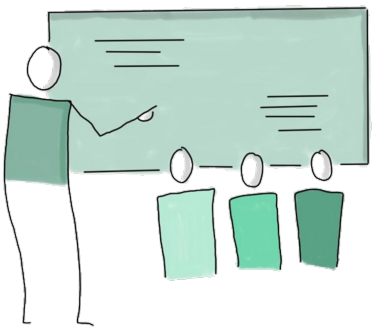
More detailed information about the online preparatory phase will follow in your **individualized preparatory guide.**

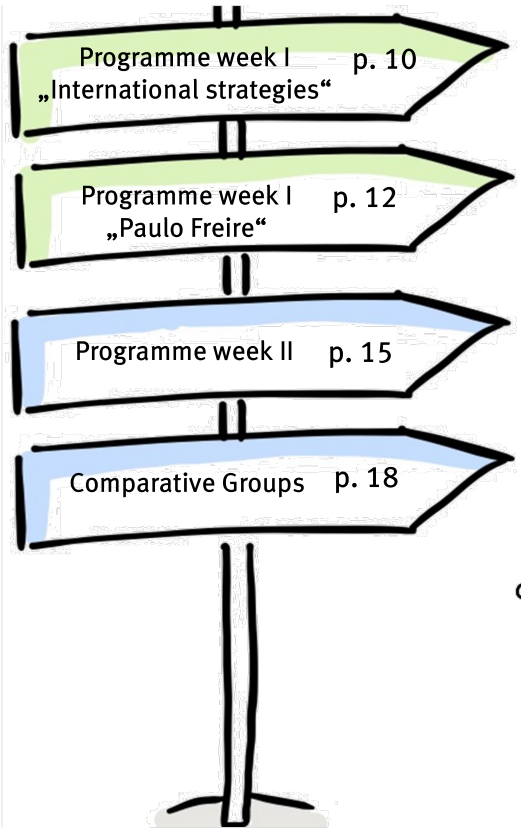
Zoom sessions during the preparatory phase:

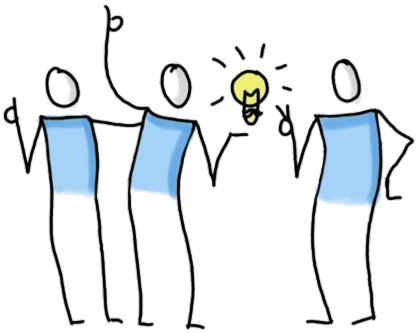
International strategies in adult education & Paulo Freire, adult and permanent education

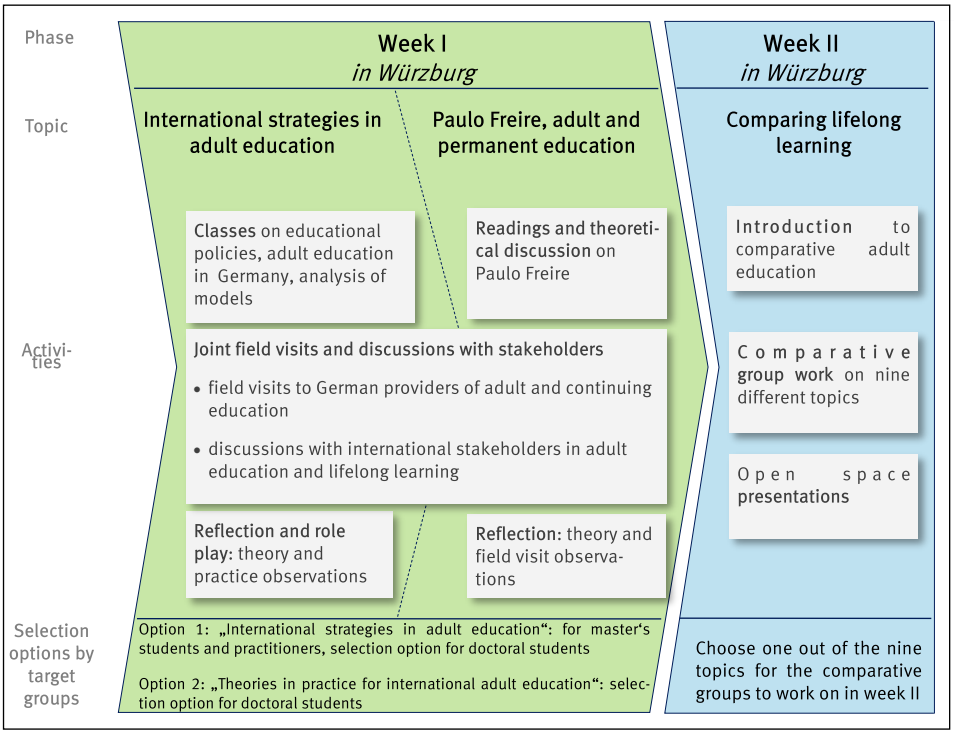
November 2024			
Monday	04.11.2024	16.00-18.00 CET	All participants
Monday	18.11.2024	16.00-18.00 CET	Only Freire group
Monday	18.11.2024	16.00-18.00 CET	Only Strategies group
Tuesday	26.11.2024	16.00-18.00 CET	Only Strategies group
December 2024			
Monday	02.12.2024	16.00-18.00 CET	All participants
Monday	09.12.2024	16.00-18.00 CET	All participants
Monday	16.12.2024	16.00-18.00 CET	All participants
January 2025			
Monday	06.01.2025	16.00-18.00 CET	All participants
Monday	13.01.2025	16.00-18.00 CET	All participants
Monday	20.01.2025	16.00-18.00 CET	All participants

Programme of the Adult Education Academy
03 - 14 February 2025

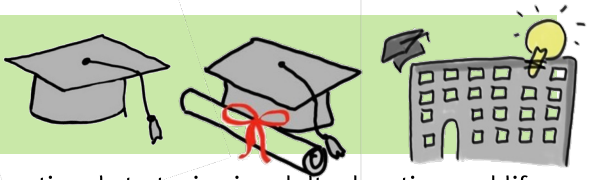








Week I: International strategies in adult education



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. 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.

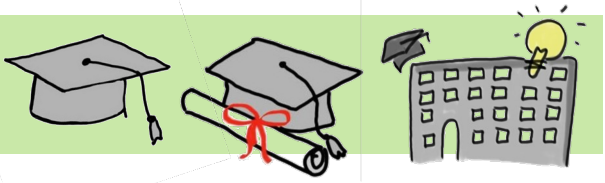
Monday, 3 February 2025

8.00-9.00	Registration
9.00-10.30	Introduction and welcoming adress
10.30-10.45	*Coffee break*
10.45-12.15	Get to know each other
12.15-13.45	*Lunch break*
13.45-15.15	Plenary lecture: The politicity of education: politics, policies, strategies— Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography
15.15-15.30	*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
18.00	Guided City Tour

Tuesday, 4 February 2025

9.00-10.30	Levels of an analysis: "Mega, macro, meso and micro"
10.30-10.45	*Coffee break*
10.45-12.15	Levels of an analysis: "Mega, macro, meso and micro"
12.15-13.45	*Lunch break*
13.45-15.15	Social policy models
15.15-15.30	*Coffee break*
15.30-17.00	Social policy models

Week I: International strategies in adult education



Wednesday, 5 February 2025

8.30-10.00	Adult education providers in Germany
10.00-10.15	*Coffee break*
10.15-11.45	Adult education providers in Germany
11.45-13.15	*Lunch break*
13.15-14.45	Preparation for field visits
14.45-15.00	*Coffee break*
15.00-17.00	**Field visits to providers of adult and continuing education in Würzburg** To be announced

Thursday, 6 February 2025

8.30-10.00	Guest lecture: International Policies in Adult Learning and Education
10.00-10.15	*Coffee break*
10.15-11.45	Guest lecture (tba)
11.45-13.15	*Lunch break*
13.15-17.00	**Field visits to adult education providers beyond Würzburg** To be announced

Friday, 7 February 2025

9.00-10.30	Role play: Social policy models and adult education practice
10.30-10.45	*Coffee break*
10.45-12.15	Role play: Social policy models and adult education practice
12.15-13.45	*Lunch break*
13.45-15.15	**Field visits to international adult and continuing education associations** To be announced
15.15-15.30	*Coffee break*
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, DVV International).

Monday, 3 February 2025

8.00-9.00	Registration
9.00-10.30	Introduction and welcoming address
10.30-10.45	*Coffee break*
10.45-12.15	Get to know each other
12.15-13.45	*Lunch break*
13.45-15.15	Plenary lecture: The politicity of education: politics, policies, strategies—Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography
15.15-15.30	*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
18.00	Guided City Tour

Tuesday, 4 February 2025

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
10.30-10.45	*Coffee break*
10.45-12.15	Why studying Freire today? The contributions of Freire to policy studies in ALE/LLL: critical encounters with Ettore Gelpi and Ivan Illich
12.15-13.45	*Lunch break*
13.45-15.15	Adult education providers in Germany
15.15-15.30	*Coffee break*
15.30-17.00	Group work on Freire

Week I: Paulo Freire, adult and permanent education

Wednesday, 5 February 2025

8.30-10.00	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.
10.00-10.15	*Coffee break*
10.15-11.45	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.
11.45-13.15	*Lunch break*
13.15-14.45	Revisiting the pedagogy of the oppressed to analyse adult learning and education
14.45-15.00	*Coffee break*
15.00-17.00	**Field visits to providers of adult and continuing education in Würzburg** To be announced

Thursday, 6 February 2025

8.30-10.00	Popular adult education and critical literacy: reading the world and reading the words
10.00-10.15	*Coffee break*
10.15-11.45	Paulo Freire as public manager of education in the city of São Paulo: “Pedagogy of the city”
11.45-13.15	*Lunch break*
13.15-17.00	**Field visits to adult education providers beyond Würzburg** To be announced

Week I: Paulo Freire, adult and permanent education

Friday, 7 February 2025

9.00-10.30	The pedagogy of freedom: teaching and learning
10.30-10.45	*Coffee break*
10.45-12.15	The pedagogy of freedom: teaching and learning
12.15-13.45	*Lunch break*
13.45-15.15	**Field visits to international adult and continuing education associations** To be announced
15.15-15.30	*Coffee break*
15.30-17.00	Reflection of field visits in a Freirean 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.

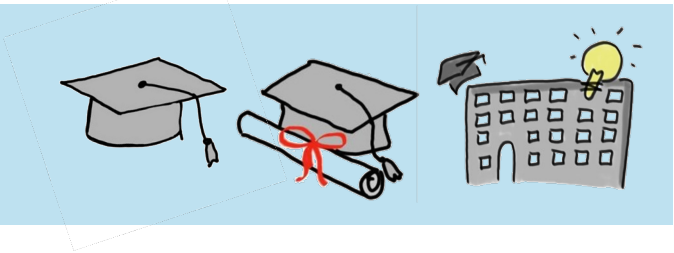
Prof. Licínio C. Lima, University of Minho, Portugal

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 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.

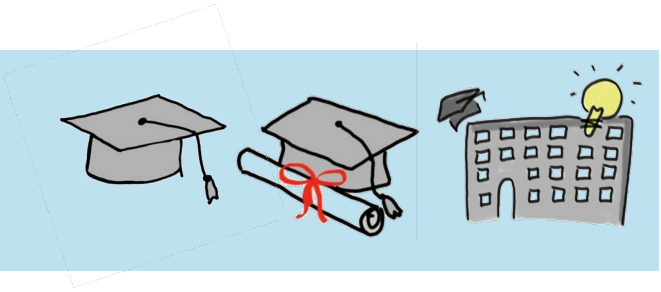
Monday, 10 February 2025

8.30-10.00	Introduction into comparative adult education
10.00-10.30	*Coffee break*
10.30-12.00	Comparative group work: Introduction
12.00-13.30	*Lunch break*
13.30-15.00	Comparative group work: Participant presentations
15.00-15.30	*Coffee break*
15.30-17.00	Comparative group work: Participant presentations
18.00	Cultural Evening

Tuesday, 11 February 2025

8.30-10.00	Comparative group work: Participant presentations
10.00-10.30	*Coffee break*
10.30-12.00	Comparative group work
12.00-13.30	*Lunch break*
13.30-14.15	Good practice presentations
14.15-15.00	Good practice presentations
15.00-15.30	*Coffee break*
15.30-17.00	Comparative group work

Week II: Comparative studies in adult education and lifelong learning



Wednesday, 12 February 2025

8.30-10.00	Comparative group work
10.00-10.30	*Coffee break*
10.30-12.00	Comparative group work
12.00-13.30	*Lunch break*
13.30-14.15	Good practice presentations
14.15-15.00	Good practice presentations
15.00-15.30	*Coffee break*
15.30-17.00	Comparative group work
17.00-17.30	Information on examination and grading possibilities

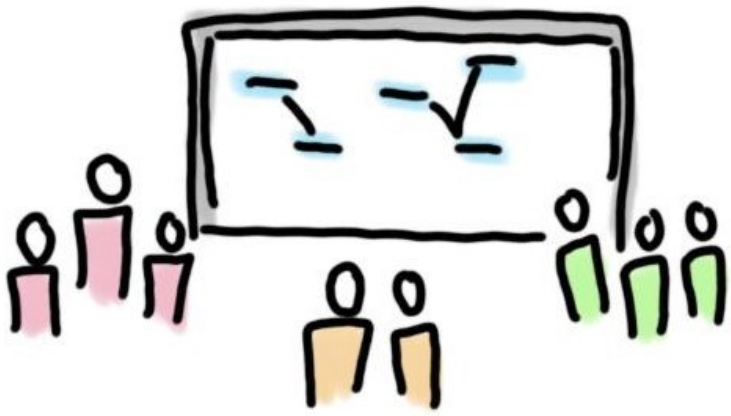
Thursday, 13 February 2025

8.30-10.00	Comparative group work
10.00-10.30	*Coffee break*
10.30-12.00	Comparative group work
12.00-13.30	*Lunch break*
13.30-15.00	Comparative group work
15.00-15.30	*Coffee break*
15.30-17.00	Comparative group work
17.00-17.30	Information about the possibility of publication (doctoral students and practitioners)

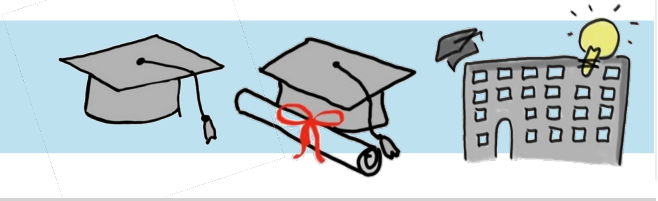
Week II: Comparative group presentations

Friday, 14. February 2025

8.30-8.45	Welcome to the group presentation
8.45-10.10	Final presentations
10.10-10.45	*Coffee break*
10.45-12.05	Final presentations
12.05-13.35	*Lunch break*
13.35-15.00	Final presentations
15.00-15.30	*Coffee break*
15.30-16.15	Evaluation
16.15-17.00	Closing session
18.00	Franconian evening



Comparative groups overview



	Topic	Moderators
Group 1 (on-site):	Adult learning and education for all?! Issues of inclusion with regard to disability in the limelight	*Prof. Silke Schreiber-Barsch, University of Duisburg-Essen, Germany* *Joseph Badokufa Bulugu, University of Duisburg-Essen, Germany*
Group 2 (hyrid):	Higher education supporting the development of adult learning and education: Examples, experiences, expectations	*Prof. Heribert Hinzen, University of Pécs, Hungary* *Prof. Balázs Németh, University of Pécs, Hungary*
Group 3 (on-site):	Education, Learning and Active Ageing: Competences for Work and Life	*Prof. Vanna Boffo, University of Florence, Italy* *Prof. Fabio Togni , University of Florence, Italy*
Group 4 (on-site):	Actors and governance of adult learning and education systems	*Prof. Borut Mikulec, University of Ljubljana, Slovenia*
Group 5 (on-site):	Higher/Adult Education for sustainable development: policies and practices	*Prof. Monica Fedeli, University of Padova, Italy* *Prof. Concetta Tino, University of Padova, Italy* *Prof. Joellen Coryell, Texas State University, United States of America*
Group 6 (on-site):	National/regional adult education and lifelong learning policies	*Prof. Natália Alves, University of Lisbon, Portugal* *Prof. Paula Guimarães, University of Lisbon, Portugal*
Group 7 (hybrid):	Digitalization on Adult Education and Learning	*Dr. Lisa Breitschwerdt, Julius-Maximilian-Universität Würzburg, Germany* *Prof. Emmanuel Jean Francois, Ohio University, United States of America* *Prof. Sabine Schmitt-Lauff, Helmut-Schmidt-Universität Hamburg, Germany*

Comparative Group 1:
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?

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?

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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.

Co-Moderator: Joseph Badokufa Bulugu, University of Duisburg-Essen, Germany

Joseph Badokufa Bulugu is a researcher and a PhD candidate at the Professorship for Adult Education at University of Duisburg-Essen. As a faculty member of the department of education foundations at St. Augustine University of Tanzania, Mwanza Tanzania, he is engaged in the teacher education program. He is a pioneer of the St. Augustine University of Tanzania Service-Learning program. Through this program tens of students and young adults are mentored through critical service learning with a focus on global citizenship education, sustainability, employability, lifelong learning, and related current crosscutting issues.

Comparative Group 2: Higher education supporting the development of adult learning and education: Examples, experiences, expectations

global frameworks • professionalization and institutionalization • associations and networks

This issue relates us to three main areas for action to widen participation and performance in university lifelong learning programmes:

- Policy environments to promote lifelong learning in higher education
- Institutional governance and implementation
- Widening access through diversification and flexibility

The third above mentioned area takes us to some key issues of adult learning, like reaching out to non-traditional learners and vulnerable groups, diversified learning provision, flexible learning pathways, technology-enhanced learning, social responsibility and local partnerships. These areas can allow universities to either initiate actions in accordance with those emerging areas of intervention for better participation in quality learning and to enhance learning opportunities for a potentially wider group of non-traditional learners.

The roles of higher education in lifelong learning having been emphasized by UNESCO UIL reflections are the results of a wider scope on interactions amongst various sectors of education and beyond to understand potentials of skills development, as a dominating layer of educational policy focuses so as to help engagement, participation be settled through equitable measures and quality concerns, by recognising on the one hand, the impact of national qualifications frameworks for educational and VET programmes and for skills policies, but also to rely more, on the other hand, claiming developments in non-formal and informal learning for adults.

Role of practitioners

Presentation of their experiences in HE or ALE

Comparative research questions

1. What are the choices and limitations for HEIs to support the development of adult learning and education?

Context of comparison

Contexts/cases to be compared (if relevant in the country/region):

- Laws, strategies, programmes,
- universities and other forms of HEIs
- country/region/state
- stakeholders

Interdependencies to occur:

- local/regional/national adult education
- international policies/initiatives/frameworks/Actions

Categories of comparison

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

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Heribert Hinzen 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 in Würzburg. His research interests include the institutionalization and professionalization of ALE, global citizenship education as well as education for sustainable development.

Prof. Balázs Németh, University of Pécs, Hungary

Balázs Németh 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 Europe-an 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.

Comparative Group 3: Education, Learning and Active Ageing: Competences for Work and Life

active ageing • competences • adult education • lifelong learning

Active Ageing, if it wants to release all its potential, cannot be an emergency measure referring only to the 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 aging. 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 in order to stimulate educational policy making processes.

Role of practitioners

Practitioners will be asked to broaden the international perspective on active ageing presenting projects and experiences about it. Practitioners should explore roles of adult educators involved in active ageing education and should focus on national or local services and good practices, underlying the context, the target group, the implementation, and the results.

Comparative research questions

1. Which are the active ageing policies (including the educational ones) in your country?
2. Which educational and training programs/services to promote active ageing?
3. What are the Competences developed in the professional contexts that enable Active Ageing?

Context of comparison

- Policy (regulations/laws at regional & national level) that support transition between work and retirement.
- Continuing education programmes that develops competences for good transition and for Active Ageing
- Professional Bio of workers & retired persons to discover the competences that promote Active Ageing

Categories of comparison

- Policy for transition from work to retirement
- Continuing Educations Programmes
- Competences for Life and Citizenship

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Age-It
Ageing well in an ageing society

Prof. Vanna Boffo, University of Florence, Italy

Prof. Dr. Vanna Boffo, Ph.D, is Full Professor in Adult and Continuing Education and Head of the Department of Education, Languages, Interculture, Literatures and Psychology at the University of Florence, Italy (2021-2025). She is Coordinator of Education and Psychology Doctoral Course (2019-2025). Her research focuses on the transition to work at the Higher Education level. She is Coordinator of the Transversal Board Learning, Education and Active Ageing in the Resilience and Recovery Plan Programme “Age-it. Consequences and challenges of ageing” (2023-2026).

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

Prof. Fabio Togni, PhD, is Associate 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 4: Actors and governance of adult learning and education systems

adult learning and education (ALE) systems • actors • governance

Adult learning and education (ALE) systems consist of a variety of organised learning opportunities (both formal and non-formal) available to adults, including the associated structures and stakeholders that shape the organisation and governance of ALE. Over the last 30 years, organised forms of ALE have increased, with this trend being more pronounced in some countries than in others. Countries that have developed advanced ALE systems see ALE as a tool for steering economic and social development.

The existence of ALE systems is by no means self-evident, as the ALE system lies at the interface of various national systems: the education and training system, the labour market and employment system, as well as welfare state policy and other social policy measures. Furthermore, the coordination of ALE systems between the state, the market and civil society is supported by four different regimes with common features: market-led regime, state-led regime, stakeholder-led regime, and state-led regime with a high degree of stakeholder involvement.

The ALE systems include: (1) Adult Basic (ISCED 1, 2) and General Education (ISCED 3) (including basic skills programmes); (2) Adult Higher Education (ISCED 5a, 5b); (3) Adult Vocational Education (various formal (ISCED 3b, 3c, 4, 5b, 5c) or non-formal education programmes); (4) Adult Liberal Education (typically includes sports, hobbies and other leisure-related activities).

As ALE systems lie at the interface of various national systems (education, labour market, social welfare), successful coordination between the state and the social partners is the key to success in governing ALE system.

Role of practitioners

Practitioners should focus on (1) examples of good practise for co-operation between actors in the ALE system and (2) the main problems they face in relation to the governance of the ALE system.

Comparative research questions

1. Who are the main actors involved in the governance of the ALE system in your country?
2. What are the most important education, labour market and social policies that shape the ALE system in your county?
3. What is the predominant regime of the ALE system in your country?

Context of comparison

The main context (cases) of the comparison will be regulations, laws and policies related to governance of the ALE system. This set of primary data will also be complemented by secondary data from Eurydice, OECD and/or UNESCO reports. In addition, the interdependencies between the different levels of governance (i.e., the multi-level governance of ALE) will also be analysed.

Categories of comparison

1. Actors involved in the ALE system: Which actors from the education, labour market and social subsystems are involved in the ALE system (ALE, labour market and civil society organisations; chambers, professional or employer associations, accreditation agencies, quality management agencies, interest groups, industry and unions; state actors (central/federal states, municipalities); international organisations (EU, OECD, World Bank, UNESCO)?
2. Education, labour market and social policies shaping the ALE system: How does ALE, active labour market and social polices shape ALE system?
3. Governance of the ALE system: Who are the main actors responsible for the governance of the ALE system?

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Comparative Group 5: Higher/Adult Education for sustainable development: policies and practices

education for sustainability (EfS) • sustainable mindset • policies for sustainability • practices for sustainability

Higher education has seen as the guide for the modernization of societies (Rungfamai 2019). In fact, today University is not only an educational institution or the centre of knowledge creating (research) but recently the so-called third mission (engagement) is part of its main activities. With this wide expansion of university role

higher education has acquired a larger potential for contributing to societal development. Through these three tasks university has the possibility to generate effects on all individuals and systems of society: on those that are taking part of formal or continuing learning paths (educational role); on the policy and educational systems (research); on the whole communities (engagement). For the general and the potentiality of the effect that it can generate on the societies the university has also the responsibility to act as one of the main agents for guaranteeing an education for sustainability (EfS).

Parallelly to university also adult education organizations can play an important role to develop individuals' mindset for sustainability. An organization that embodies education for sustainability must take on a whole-institution approach (WIA), looking into various dimensions of the institution such as pedagogy and learning, curriculum, community-connections, capacity-building, institutional practices, and vision, ethos, leadership and coordination (Mathie & Wals, 2022).

After the comparative group work the participants will be able to know what can be done within an organization to contribute to the development of individuals' mindset for sustainability.

According to WIA approach, they will explore the state of art of regulations and practices adopted by universities/ adult organizations institutions to achieve the goals of Agenda 2030 and learn how to compare policy and practices for sustainability.

Role of practitioners

Practitioners can share good practices that they implement to develop EfS in AE systems.

Comparative research questions

- What is the state of art of policies and practices for the development of EfS in different universities/ adult education organizations?
- What are the challenges that universities/adult education organizations are facing?

Context of comparison

- National and institutional policies for the development of education for sustainability will be taken in account.
- Institutional practices will be analyzed and compared according to the WIA approach. Will be considered the following dimensions: pedagogy and learning, curriculum, community-connections, capacity-building, institutional practices, and vision, ethos, leadership and coordination.

Categories of comparison

1. Policies/Governance to promote education for sustainability (EfS)
2. Practices realized for EfS within the organizations
3. Challenges that organizations are facing to promote EfS

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Prof. Monica Fedeli, University of Padova, Italy

Prof. Monica Fedeli Ph.D. currently Vice-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.

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Currently, she is an Assistant Professor at University of Padua. She gained her PhD at Padua University. She has taken part in different international conferences and European projects. Her main research interests are: teachers professional development; Work-Related Learning; interactive teaching; formative assessment; the development of soft skills and boundary spanning competences; Women leadership. She published many articles, books and chapters.

Comparative Group 6: National/regional adult education and lifelong learning policies

national/regional policies • adult education • lifelong learning

The analysis of national/regional adult education and lifelong learning policies can follow the models proposed by Lima and Guimarães (2011): democratic emancipatory model; modernisation and state control model; and human resources model. This analytical proposal includes several criteria allowing the identification of political orientation and priorities, organisational dimensions and conceptual elements and the interpretation of main subjects underlying adult education policies in recent decades. These models seek to embrace a wide range of adult education policies adopted in different countries and regions, many of these reflecting the impact of the European Union or other international governmental organisations. Built on a continuum, these analytical models are not exclusive but can show hybridisation, as a national or regional policy can present characteristics of different models. Some countries or regions favour policies based on upskilling of the workmanship through learning programmes, its adaptation to the labour market needs and the raise of productivity and economic competitiveness; others are more directed at developing education and training systems, favouring formal education and training, school certification and professional qualification of adults that are part of more formalised and ruled labour markets; others still are oriented towards democratic and emancipatory principles, fostering participation and equality of opportunities within liberal adult education and popular education programmes.

The expected learning outcomes of this comparative group is to gain insights on: 1) different as well as similar national/regional adult education and lifelong learning policies in several countries or regions, and 2) understanding such similarities and differences according to national/regional historical and contextual aspects.

Comparative research questions

According to analytical policy models proposed by Lima and Guimarães (2011):

- how can recent national/regional adult education and lifelong learning policies adopted be interpreted?
- what national or regional historical and contextual aspects can be used to understand such adult education and lifelong learning policies?

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 main cases that will be compared are:

- the single national/regional adult education and lifelong learning policies of countries to which students belong; and

In comparing these cases, the comparative group will engage with a number of relevant interdependencies between:

1. Political priorities (ends targeted by these policies, domains of programmes and forms of provision, target groups and funding allocated),
2. Political orientations (laws, rules that allow a policy to be adopted and set the conditions for people to work in and join forms of provision),
3. Organisational dimensions (centralised or decentralised services promoting adult education and lifelong learning, management procedures in forms of provision, quality assurance norms, control and evaluation of programmes)
4. Theoretical references of adult education and lifelong learning (aims of programmes, pedagogic methods favoured, adults' forms of participation and assessment)

Categories of comparison

1. Political priorities of specific programmes or forms of provision (domains included such as formal, non formal or informal education and training domains, specific target-groups, funding allocated)
2. General political orientations that may be found in national/regional programmes, laws, rules and norms that allow a policy to be adopted. In general it includes legislative apparatus and the conditions by which a policy can be implemented (access requirements, services involved, programmes to be developed)
3. Organisational services or other formal structures promoting adult education and lifelong learning forms of provision (services that implement programmes proposed to adults, adult educators/trainers involved, quality assurance, evaluation of programmes and forms of provision)
4. Theoretical references of adult education and lifelong learning considering a) democratic, emancipatory and humanistic aims and practices, b) modernisation and State control aims and practices – stressing formal education and training; and c) human resources management aims and practices – favouring learning relevant for raise of productivity and economic competitiveness, referring specifically to pedagogic methods favoured, forms of participation of adults involved, adults assessment.

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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.

Comparative Group 7: Digitalization in Adult Education and Learning

online learning • remote learning • hybrid learning • lifelong learner • digitization • virtualization • distance learning • generative Artificial Intelligence (AI)

The digital transformation that stemmed from dynamics in technological progress, which enables the emergence of new types of educational practices, creates demands for new educational offerings/programmes/strategies, and changes education (including teaching and learning) in all areas. This also results in changing demands in adult competencies for a critical mindset / reflection / on the diverse consequences (i.e., from individual and social to planetary) that are indispensable. Organizations, educational institutions, and professional actors have used various digital technologies to facilitate adult education and learning in order to provide a better learning experience to adult learners. Such phenomenon is called digitalization of adult education and learning. Although such digitalization started decades ago, the lockdown caused by the global pandemic corona virus (COVID-19) and now Artificial Intelligence (AI) with its generative tools have produced an increasing digital acceleration at every systemic level (mega, macro, meso, and micro). Accordingly, the module will inquire and analyze how digitalization is changing adult education in different ways through: (a) changing political (including infrastructural, strategic) conditions, (b) digitalization-induced (professional) activities/competencies, approaches, and programmes, and (c) new opportunities/challenges of (AI) learning tools. The digitalization of adult education and learning affects, if not all, most countries in the world. However, the policies, guidelines, approaches, and practices of digitalization 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 analyze the digitalization and implementation of digitalization policies in adult education and learning in national/cultural and cross-national/cross-cultural contexts.

Role of practitioners

Practitioners should focus on diverse types of digital technologies they use to support adult education and learning; and examine your practices, knowledge, and experiences; integrate your didactical approaches. (If you like refer to philosophical and theoretical foundations; relationship with specific cultural contexts in your country, organization, program).

Comparative research questions

- What are the policies and guidelines that inform the digitalization of adult education and learning in your country? Is (generative) AI mentioned?
- How are digitalization of adult education and learning policies being implemented (e.g. availability, access, utilization) in your country?
- For practitioners: What are the approaches and practices (including AI; hybrid learning spaces) used by adult educators in your country to digitalize adult teaching and learning?

Context of comparison

- Adult educational organizations or/and institutions and programs in different countries.
- Digitalization policies and guidelines for adult education in different national contexts
- Adult educational approaches and practices across different national contexts.

Categories of comparison

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

- *Terms:* Understanding, definition et al. the terms used (e.g. digitization, digitalization, digital transformation, hybrid learning, blended-learning).
- *Programs:* Comparing digitalization of adult teaching and adult learning in different types of adult education programs.
- *Organizations/institutions*: Comparing the digitalization of adult education programs in different types of institutions/organizations.
- *Policies and guidelines:* Comparing digitalization policies and guidelines in different countries.

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Prof. Emmanuel Jean Francois, Xavier University of Louisiana, United States of America

Dr. Emmanuel Jean-Francois is Associate Professor of Educational Leadership at Xavier University of Louisiana (New Orleans). 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).

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

Dr. Lisa Breitschwerdt is a research associate at the Professorship for Adult and Continuing Education at the University of Würzburg. She works on digitalisation in adult and higher education, among other things on the didactic-technical conception and design of synchronous hybrid settings, questions of the impact of digital transformation on adult education organisations and the beliefs of adult educators towards digitalisation and the use of digital media. Other areas of her interests lie in professionalisation in adult education, didactics and methods of teaching and learning and dialogical perspectives in adult education research.

Prof. Sabine Schmidt-Lauff, Helmut Schmidt University Hamburg, Germany

Sabine Schmidt-Lauff holds the Professorship for Continuing Education and Lifelong Learning at Helmut-Schmidt University of Hamburg since September 2016. Since 2020, she is a member of the Senate Committee for International Affairs (Senatsausschuss für Internationales) of the HSU. She is a member of the German Society for Educational Sciences (Deutsche Gesellschaft für Erziehungswissenschaften DGfE), Adult Education Section and was Chairperson of the Board from 2010 to 2014. She was Guestlecturer and Sub-Coordinator of the Autumn School in the framework programme Indian and European Insights of the German Academic Exchange Service (DAAD). She has also been involved in the previous ERASMUS+ COMPALL (Comparative Studies in Adult Education and Lifelong Learning; 2015 - 2018) and INTALL (International and Comparative Studies for Students and Practitioners in Adult Education and Lifelong Learning; 2018 - 2021) Strategic Partnerships. She is a reviewer for the DFG (German Research Foundation) and the Alexander von Humboldt Foundation.

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 3 February 2025, 8:00 am CET and ends on 14 February 2025 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)

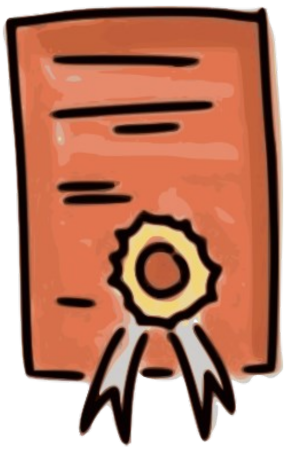
- Participation in the online preparatory phase + full attendance at the Academy in february
- Submission of a transnational essay

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. Further information will be sent to you, currently every information can be found on the application site: https://go.uniwue.de/application2025

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 02 February 2025 and depart not earlier than 14 February 2025.

Detailed application process

Step 1: Fill in the application form on the Adult Education Academy website: https://go.uniwue.de/application2025

Step 2: Send the documents listed below in PDF format to lifelonglearning@uni-wuerzburg.de.

Required documents:

1. Scan of school graduation certificate
2. Bachelor graduation certificate (if applicable with digital verification link)
3. Bachelor Transcript of records (if applicable with digital verification link)
4. CV (please also include any courses, seminars or publications related to adult education in your CV)

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. 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: 01_last name_school diploma, 02_last name_BA, 03_last name_ToR, 04_last name_CV
- Language: Those documents are to be sent in the english (or german) language. Other documents will not be accepted. If your document does not exist in one of those two languages, you will have to sent a certified translation of those.

Application deadline

The deadline for **both** steps (filling in the application AND sending the documents) is the **30.06.2024 23:59 CET.** Kindly note that only complete applications can be considered. Delayed and/or incomplete applications cannot be considered. Your application and submitted documents will then be reviewed. Further instructions will then follow via e-mail.

Important notice

Please be aware that the application process is quite complex and very dynamic.

Therefore, we strongly recommend to please check your e-mails quite frequently between the months of July and September.

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 2025" group

In addition, each year's Adult Education Academy has its own internal group to allow students and professors to con nect 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 2025 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 2024/25

Course title	Lecturer
Dialogic Gathering of Adults	*Prof. Mar Joanpere, University of Barcelona, Spain*
Dialogic Model of Living Together in adult education	*Prof. Mar Joanpere, University of Barcelona, Spain*
Contributions from AE to science and society	*Prof. Mar Joanpere, University of Barcelona, Spain*
Scientific writing in Adult Education	*Dr. Lisa Breitschwerdt, University of Würzburg, Germany*
Lifelong Learning: international perspectives, policies and experiences	*Prof. Heribert Hinzen, University of Pécs, Hungary*

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?

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)

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)

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)

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)

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)

Zoom

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

Videokonferenzen, Web-Konferenzen, Webinare, Bildschirmfreigabe - Zoom

Team of the Adult Education Academy

Prof. 'in Dr. Regina Egetenmeyer

Head of the Professorship for Adult and Continuing Education

Vanessa Beu, M.A.

Contact for the Adult Education Academy programme

Laura Leibinger, M.A.

Contact for the Adult Education Academy programme

Julia Saam, M.A.

Contact for the Adult Education Academy programme

Maren Toepler, M.A.

Contact for ERASMUS+

Dr. Lisa Breitschwerdt

Contact for the Ault Education Academy programme

Contact information

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Professorship for Adult and Continuing Education
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Twitter: EBWuerzburg
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Venue

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Campus Hubland Nord
97074 Würzburg

We wish you all the best and stay healthy!

Adult Education Academy 2025

International and comparative studies in adult education and lifelong learning

AEA ACADEMY-GUIDE

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