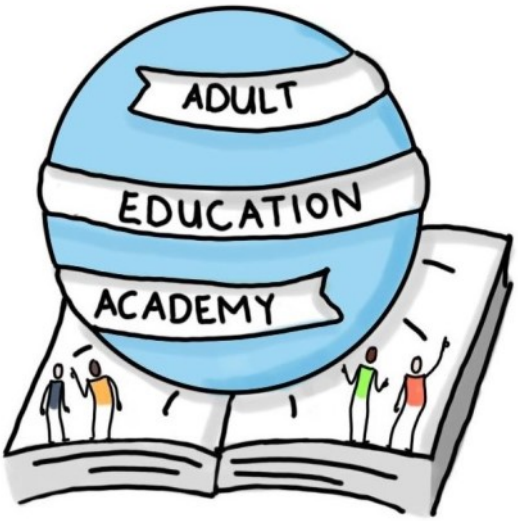
Julius-Maximilians-
UNIVERSITÄT
WÜRZBURG

AEACADEMY-GUIDE

Adult Education Academy

for master's students, doctoral students and practitioners

International and comparative studies in adult education and lifelong learning



6 - 17 February 2023

in Würzburg/Bavaria, Germany

+ Preparatory Phase Nov. 2022 - Jan. 2023

#AEAcademyWue

In cooperation with

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Index

Structure of the Adult Education Academy **04**

Preparatory phase, 7 November 2022 - 29 January 2023 ..... **06**
How to prepare a good practice (practitioners) **08**
How to write a transnational essay (master's and doctoral students) **10**

Week one, 6 - 10 February 2023 (online mode) **12**
Intensive online week, 6 - 10 February 2023
Option 1: International strategies in adult education **13**
Option 2: Paulo Freire, adult and permanent education **15**

Week two, 13 - 17 February 2023 (on campus mode) **18**
On campus week, 13 - 17 February 2023
Comparative studies in adult education and lifelong learning **18**

Comparative groups overview **21**
Group 1: The three pillars of the third mission of higher education systems: "Continuing education", "technology transfer & innovation" and "social engagement" **22**
Group 2: Resource mobilisation for the education of adults **24**
Group 3: Implementation of the European agenda for adult learning **26**
Group 4: Activities, competences and hybrid professionalism in adult education **28**
Group 5: Active ageing -from lifelong learning to innovative professionalisation **30**
Group 6: Policy, legislation and financing of ALE in a lifelong learning perspective: Arguments, examples and experiences **32**
Group 7: Digitalisation in adult education and learning **34**
Group 8: Adult education and gender - mature women in higher education **36**
Group 9: Adult learning and education for all?! Issues of inclusion in the limelight **38**

Certification and follow-up **40**

Application **41**
Allowances **43**
Join us on social media **44**
Exchange programme winter semester 2022/23 ..... **45**
Which platforms are used? **46**
Key **47**

Structure of the Adult Education Academy

Since 2014, the Adult Education Academy has been hosted at the University of Würzburg in Bavaria, Germany, in the first two weeks of February. It was developed as part of the ERASMUS+ Strategic Partnerships COMPALL (2015 -2018) and INTALL (2018-2021). 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.

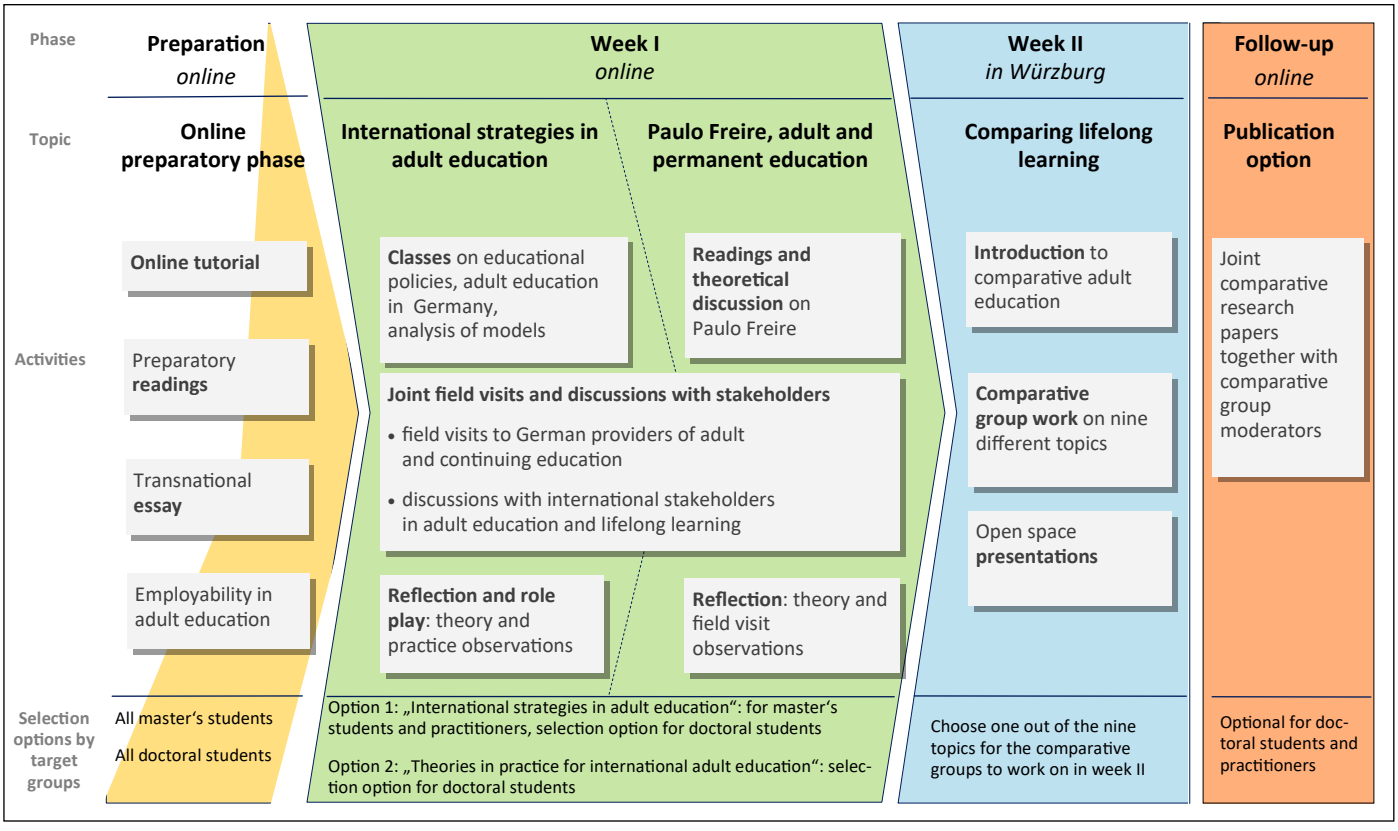
Target groups

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 lifelong learning.

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 6 February 2023, 9:00 am CET and ends on 17 February 2023 at 5:00 pm CET.

Structure

The Adult Education Academy is divided into an (1) online preparatory phase, (2) a two-week intensive programme featuring (2.1) an online work phase from 6-10 February 2023 & (2.2) an on-campus work phase from 13-17 February 2023 in Würzburg, and (3) an optional follow-up.



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 2023. The preparatory phase, which begins in November 2022 and ends in January 2023, 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, whereas the third part, which addresses employability in adult education, is optional.

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 — online

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 & Paolo 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 — in Würzburg

During the second week, the participants will work in comparative groups divided by nine different topics in adult education and lifelong learning. Participants are assigned to a group prior to the Academy based on the topic of their transnational essay. 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 successfully participating in the Adult Education Academy and completing a transnational essay, students receive a certificate of attendance (12 ECTS). All formally registered students can opt to participate in an examination for receiving a formal transcript including a grade. Doctoral students have the possibility to get guidance for publishing a joint comparative paper after the Adult Education Academy.

Preparatory phase
07 November 2022 - 29 January 2023

Phase: **Preparation** *online*

Topic: **Online preparatory phase**

Activities:
- **Online tutorial**
- Preparatory **readings**
- Transnational **essay**
- Employability in adult education

Selection options by target groups:
- All master's students
- All doctoral students

Preparation
online

November 2022: Introduction to the AEA

November 2022: Strategies and theories in adult education

Option 1
(*only for doctoral students*):
Paulo Freire, adult and permanent education

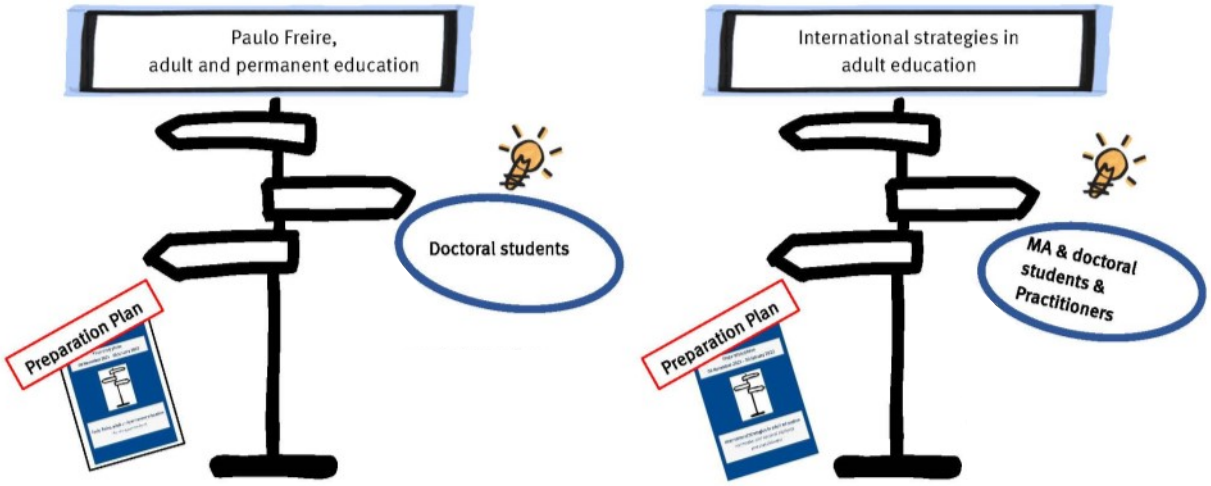
Option 2
(*master's/ doctoral students and practitioners*):
International strategies in adult education

December 2022:
Comparative studies in adult education and lifelong learning
Examples of comparative studies and transnational essay

December 2022 & January 2023:
Employability in adult education (optional)
Employability stories

Zoom meetings for reflection, exchange and input every week on Monday, 16.00-18.00 CET

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



More detailed information about the preparatory phase will follow in an updated version of the programme.

Obligatory group sessions:

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

Monday 07.11.2022, 16:00-18:00 CET

Monday 21.11.2022, 16.00-18.00 CET

Monday 28.11.2022, 16.00-18.00 CET

Monday 05.12.2022, 16.00-18.00 CET

Monday 12.12.2022, 16.00-18.00 CET

Monday 19.12.2022, 16.00-18.00 CET

Monday 09.01.2023, 16.00-18.00 CET

Monday 16.01.2023, 16.00-18.00 CET

Monday 23.01.2023, 16.00-18.00 CET

Paulo Freire, adult and permanent education (doctoral students)

Monday 07.11.2022, 16:00-18:00 CET

Monday 14.11.2022, 16.00-18.00 CET

Monday 05.12.2022, 16.00-18.00 CET

Monday 12.12.2022, 16.00-18.00 CET

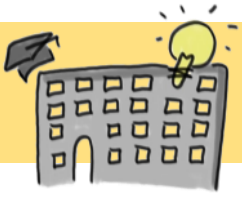
Monday 19.12.2022, 16.00-18.00 CET

Monday 09.01.2023, 16.00-18.00 CET

Monday 16.01.2023, 16.00-18.00 CET

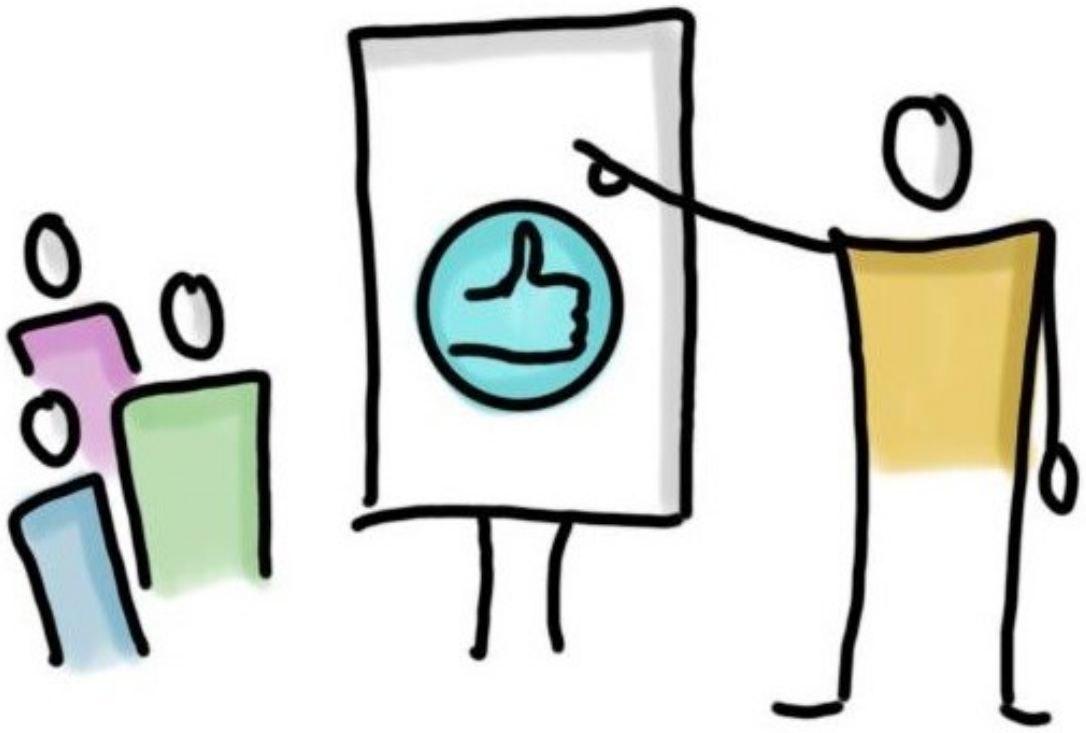
Monday 23.01.2023, 16.00-18.00 CET

How to prepare a good practice (practitioners)

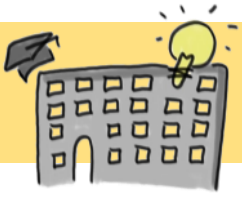


The Adult Education Academy views the building of bridges between research and adult education practice as key issue for successful studies in adult education. This is why colleagues from the field of adult education are invited to join. Due to the colleagues' time commitment, they are allowed to join the Adult Education Academy for one week only. Whereas master's and doctoral students come from similar study programmes related to adult education and lifelong learning, colleagues from the field of adult education represent the broad variety of adult education at different places. Please be aware that not all colleagues from the field of adult education understand themselves as "practitioners", e.g. the colleagues doing advocacy work in the field. We ask each colleague to present one or more good practice example(s) during the Adult Education Academy. This good practice should be related to the comparative group and be relevant to the topic in the field of adult education. The good practices do not have to be developed by the colleagues themselves, but they should be relevant to the work they do. Examples include teaching models, provider models, laws, or projects.

Plan around 30 minutes plus 10 minutes questions for the presentation of good practices. The colleagues are asked to visualise their presentations by using PowerPoint slides, videos, and the like. The colleagues can decide whether to present one or more good practices in the given time frame.



How to prepare a good practice (practitioners)



Structure of the good practice(s)
(Proposal by Aleksandra Kozyra, European Association for the Education of Adults)

1. **Setting the scene**
   - Information about the context (e.g. country, region, institution) and why the good practice was needed
   - Information about the relation of the practitioners to the good practice (e.g. project developer)
   - Main goals of the good practice

2. **Implementation**
   - What were the key activities?
   - Who were the target groups and how were they reached?
   - Who were the main partners (if any) and how were they involved?
   - What challenges were encountered during the implementation? How were they solved?

3. **Outcomes**
   - Results/observed effects of the best practice and how they were tracked
   - What was the impact?
   - What made the good practice a good practice?
   - Lessons learned

How to write a transnational essay (master's and doctoral students)

Transnational essay

All participants are required to prepare a transnational essay in advance of the Adult Education Academy (by 20 January). The transnational essay focuses on the topic pursued by the comparative group in which participants are studying during the second week of the Adult Education Academy. You are supported in your writing in several ways.

1. The INTALL website information tool provides you with a wide range of information on international studies in adult education. (https://go.uniwue.de/informationtool)
2. Please contact the moderator of your comparative group to prepare your research question and determine the focus of your transnational essay. A discussion forum is provided for each comparative group. The moderators ask some key questions regarding the topic of the comparative group work in order to provide clear insights into the approach to the topic in their home country. The transnational essays will be used afterwards in the comparative group work. During the preparation, students and practitioners are introduced and matched online with moderators of the respective group that ask them to prepare a transnational essay. You are also asked to use your group's forum to upload your transnational essay by 20 January.
3. In case you use examples from adult education practice, we recommend you contact the organisation via phone or email to receive further information.
4. The transnational essay analyses one subtopic of adult education and lifelong learning chosen from the thematic options offered by the comparative groups. Therefore, you are asked to focus on one context (e.g. nation, region, institution) with which you are familiar.

Academic writing — general criteria

Students who want to participate to the Adult Education Academy will be engaged in an intensive educational experience that will offer them the opportunity to play the role of a researcher. Researchers in almost any field need to communicate effectively with their peers to ensure a deeper understanding of the topics discussed. For that reason, writing is a very important part of participation in the Adult Education Academy. Even if you are asked to write an essay, you are expected to comply with some general criteria for scientific writing in order to contribute to the pool of knowledge generated during the intensive programme through comparative methodology. To preserve the academic quality of the programme, each essay will be subject to a plagiarism check.

Good scientific writing is:

- **clear** - it avoids unnecessary details;
- **simple** - it uses direct language, avoiding vague or complicated sentences;
- **impartial** - it avoids making assumptions;
- **structured logically** - it expresses ideas and processes in a logical order;
- **accurate** - it presents how and where data were collected;
- **objective** - it supports statements and ideas using appropriate evidence that demonstrate how conclusions have been drawn as well as acknowledging the work of others.

To reflect the characteristics of good scientific writing in your own work, you should consider several issues. To make your writing clear and simple, you should think carefully about the words you use and the ways in which you use them. In most scientific writing, you will need to use some scientific or technical terms to be effective.

Watch the online tutorial: How to write a transnational essay?

go.uniwue.de/intall

How to write a transnational essay (master's and doctoral students)

Abbreviations can be very useful, but they can also be confusing and might not be understood by everyone. Use standard abbreviations where these exist and clarify the meaning of the scientific and technical terms you use, as well as the meaning of acronyms. The language should be uniform in spelling (UK English) throughout the text.

Use objective rather than subjective language to be impartial and choose a "voice". In general, the active voice is clearer, more direct and easier to read, but the passive voice can be more appropriate in particular circumstances. The same considerations can be made for personal or impersonal styles and the uses of tenses. What matters most is being fully aware of how you are writing, and how your choices affect the tone and the meaning of your words. Use a sentence length that allows your thoughts to flow clearly, considering that sentences that are too long and rambling are difficult to follow and are likely to be confusing. You may be able to reduce your sentence length by cutting out unnecessary words or dividing complex sentences into separate phrases or sentences. This can help you to logically structure your thoughts.

Advice for preparation

The specific form that your writing has to take is the form of an essay. Generally speaking, an essay is written for a clear purpose and with a particular audience in mind. In your case, as a participant of the Adult Education Academy, the audience is the members of the group in which group work activities will be developed in the second phase of the intensive programme.

Consequently, the purpose will be to represent your home countries and compare national approaches in adult and lifelong learning. In a transnational essay, specific information and evidence are presented, analysed and applied to a particular problem or issue. For the Adult Education Academy, specific issues are identified by the selected sub-topics to which group work is devoted.

Each transnational essay is linked to one comparative group of the Adult Education Academy, which has formulated one overall question, defined contexts and categories of comparison that your transnational essay should follow. Depending on your placement in the respective comparative group, please develop a sub-question that adds to the overall question of your comparative group. In answering the question, please identify a context that serves as focus of your transnational essay. In each chapter of your essay, please focus on your comparative group's categories for comparison.

A well-written transnational essay will demonstrate your ability to:

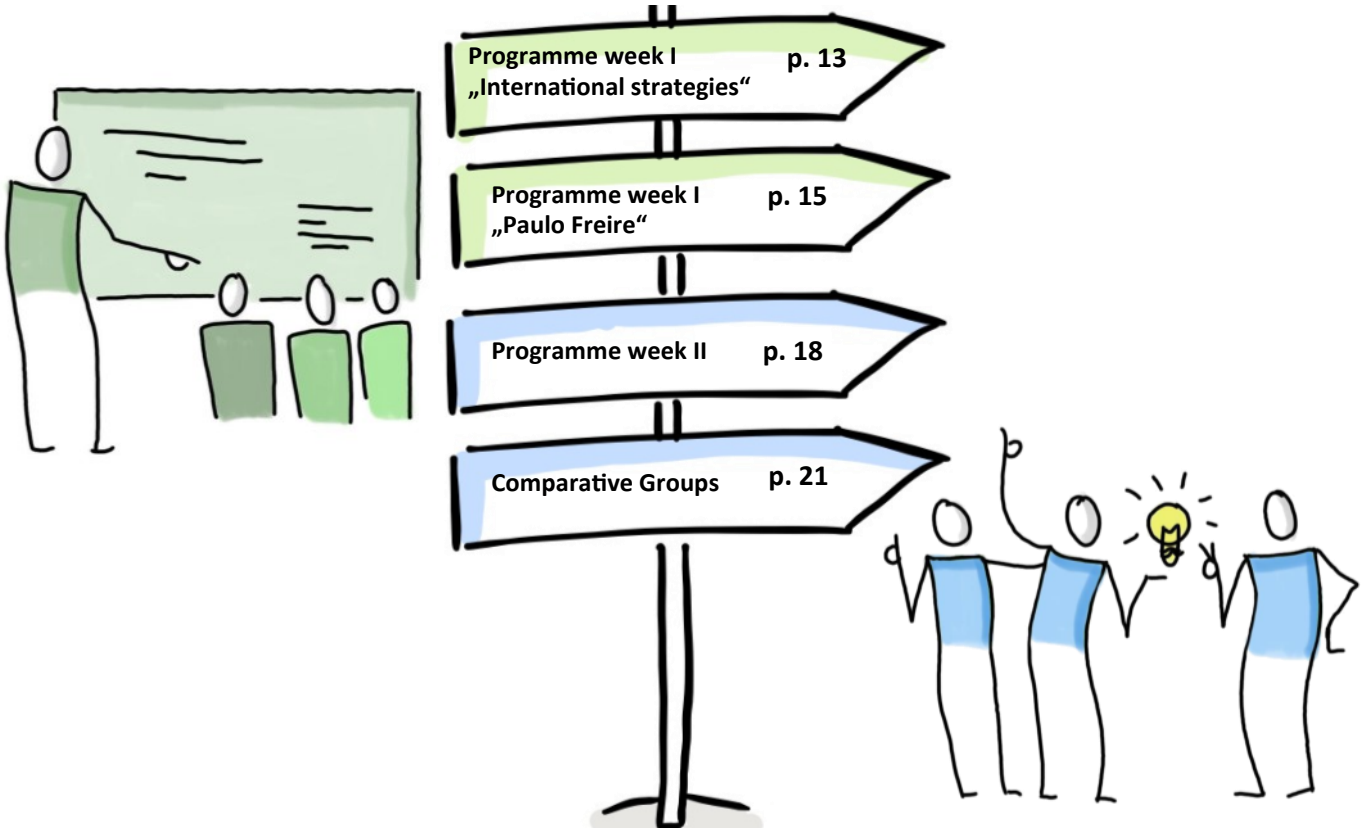
- understand the purpose of the transnational essay and adhere to its specifications;
- gather, evaluate and analyse relevant information;
- structure material in a logical and coherent order;
- present your arguments in a consistent manner;
- draw appropriate conclusions that are supported by the evidence and analysis;
- make thoughtful and practical considerations to enhance comparative activities among the group members.

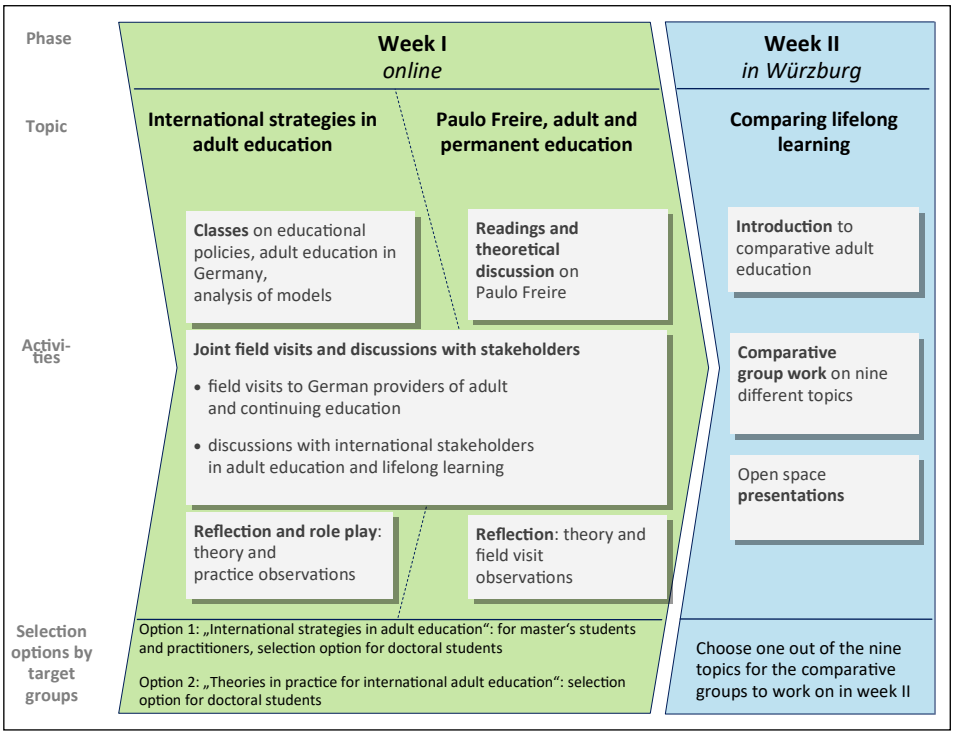
How to structure a transnational essay

As we have already said, all transnational essays must be simple, concise and well structured. The information should be presented in a clearly structured format, making use of sections and headings. Its graphs, charts and figures should attract attention, being clean and tidy, so the information that embodies your reflection on the scientific theme will be easy to locate and follow.

There are no requirements regarding the length of the transnational essay, but you are expected to write a short paper of about 10-15 pages. We nevertheless strongly recommend that each author contact their local contact partner.

Programme of the Adult Education Academy
06 - 17 February 2023





Week I: International strategies in adult education

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

Participants who choose this topic will be divided in two groups (announced on 6 February 2023). 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, 6 February 2023

9.00-10.30	Introduction and welcoming address
10.30-11.00	*Coffee break*
11.00-12.30	Get to know each other
12.30-13.30	*Lunch break*
13.30-15.00	Plenary lecture: The politicity of education: politics, policies, strategies— Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography
15.00-15.30	*Coffee break*
15.30-17.00	Plenary lecture: The politicity of education: politics, policies, strategies— Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliography

Tuesday, 7 February 2023

9.00-12.00	Levels of an analysis: "Mega, macro, meso and micro"
12.00-13.30	*Lunch break*
13.30-15.00	Social policy models
15.00-15.15	*Coffee break*
15.15.-17.00	Social policy models

Week I: International strategies in adult education

Wednesday, 8 February 2023

9.00-10.30	Adult education providers in Germany
10.30-11.00	*Coffee break*
11.00-12.30	Adult Education, adult learning and lifelong learning policies of international organisations
12.30-13.30	*Lunch break*
13.30-15.00	Preparation for field visits
15.00-15.30	*Coffee break*
15.30-17.00	Field visits to providers of adult and continuing education in Würzburg

Thursday, 9 February 2023

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

Friday, 10 February 2023

9.00-10.30	Role play: Social policy models and adult education practice
10.30-11.00	*Coffee break*
11.00-12.30	Role play: Social policy models and adult education practice
12.30-13.30	*Lunch break*
13.30-15.00	Field visits to international adult and continuing education associations • tba — dvv interational • tba —EAEA • ICAE and global civil society - facing COVID19 and other global crises —ICAE
15.00-15.30	*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, UNESCO Institution for Lifelong Learning).

Monday, 6 February 2023

9.00-10.30	Introduction and welcoming address
10.30-11.00	*Coffee break*
11.00-12.30	Get to know each other
12.30-13.30	*Lunch break*
13.30-15.00	Plenary lecture: The politicity of education: politics, policies, strategies—Introduction Paulo Neves Reglus Freire (1921-1997): Biography and bibliography
15.00-15.30	*Coffee break*
15.30-17.00	Plenary lecture: The politicity of education: politics, policies, strategies—Introduction Paulo Neves Reglus Freire (1921-1997): Biography and bibliography

Tuesday, 7 February 2023

9.00-10.30	Why studying Freire today? The contributions of Freire to policy studies in lifelong learning: critical encounters with Ettore Gelpi and Ivan Illich
10.30-11.00	*Coffee break*
11.00-12.30	Why studying Freire today? The contributions of Freire to policy studies in ALE/LLL: critical encounters with Ettore Gelpi and Ivan Illich
12.30-13.30	*Lunch break*
13.30-15.00	Adult education providers in Germany
15.00-15.30	*Coffee break*
15.30-17.00	Group work on Freire

Week I: Paulo Freire, adult and permanent education

Wednesday, 8 February 2023

9.00-10.30	The opus magnum: the pedagogy of the oppressed and its main concepts. Radical democracy, liberation and participation; modernization and development. Extension or communication? Education as the practice of freedom.
10.30-11.00	*Coffee break*
11.00-12.30	The opus magnum: the pedagogy of the oppressed and its main concepts. Radical democracy, liberation and participation; modernization and development. Extension or communication? Education as the practice of freedom.
12.30-13.30	*Lunch break*
13.30-15.00	Revisiting the pedagogy of the oppressed to analyse adult learning and education
15.00-15.30	*Coffee break*
15.30-17.00	Virtual field visits to providers of adult and continuing education in Würzburg

Thursday, 9 February 2023

9.00-10.30	Popular adult education and critical literacy: reading the world and reading the words
10.30-11.00	*Coffee break*
11.00-12.30	Paulo Freire as public manager of education in the city of São Paulo: “Pedagogy of the city”
12.30-13.30	*Lunch break*
13.30-15.00	Virtual field visits to providers of adult and continuing education in Würzburg
15.00-15.30	*Coffee break*
15.30-17.00	Virtual field visits to providers of adult and continuing education in Würzburg

Week I: Paulo Freire, adult and permanent education

Friday, 10 February 2023

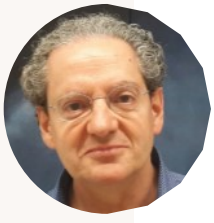
9.00-10.30	The pedagogy of freedom: teaching and learning
10.30-11.00	*Coffee break*
11.00-12.30	The pedagogy of freedom: teaching and learning
12.30-13.30	*Lunch break*
13.30-15.00	Virtual field visits to international adult and continuing education associations
15.00-15.30	*Coffee break*
15.30-17.00	Reflection of virtual field visits in a freirian perspective

The moderators and lecturers of week I

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

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

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



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

Prof. Paula Guimarães, University of Lisbon, Portugal

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

Week II: Comparative studies in adult education and lifelong learning

Prior to the Adult Education Academy, all master's and doctoral students prepare a transnational essay that is linked to the topic of the comparative group they choose to work in. The transnational essay will comprise the perspective on adult education in their home countries. The writing process will be guided on WueCampus moodle platform by the group moderators. 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, 13 February 2023

9.00-10.30	Introduction into comparative adult education
10.30-11.00	*Coffee break*
11.00-12.30	Comparative group work on the topics of • The three pillars of the third mission of higher education systems: "Continuing education", "technology transfer & innovation" and "social engagement" • Resource mobilisation for the education of adults • Implementation of the European agenda for adult learning • Activities, competences and hybrid professionalism in adult education • Active ageing - from lifelong learning to innovative professionalisation • Policy, legislation and financing of ALE in a lifelong learning perspective: Arguments, examples and experiences • Digitalisation in adult education and learning • Adult education and gender - mature women in higher education • Adult learning and education for all?! Issues of inclusion in the limelight
12.30-13.30	*Lunch break*
13.30-15.00	Comparative group work
15.00-15.30	*Coffee break*
15.30-16.15	Comparative group work
16.15-17.00	Good practice presentations

Tuesday, 14 February 2023

9.00-12.30	Comparative group work
12.30-13.30	*Lunch break*
13.30-15.00	Comparative group work
15.00-15.30	*Coffee break*
15.30-16.15	Comparative group work
16.15-17.00	Good practice presentations

Week II: Comparative studies in adult education and lifelong learning

Wednesday, 15 February 2023	
9.00-10.30	Comparative group work
10.30-11.00	*Coffee break*
11.00-12.30	Comparative group work
12.30-13.30	*Lunch break*
13.30-15.00	Comparative group work
15.00-15.30	*Coffee break*
15.30-16.15	Comparative group work
16.15-17.00	Good practice presentations
18.00	Guided-Würzburg-Tour

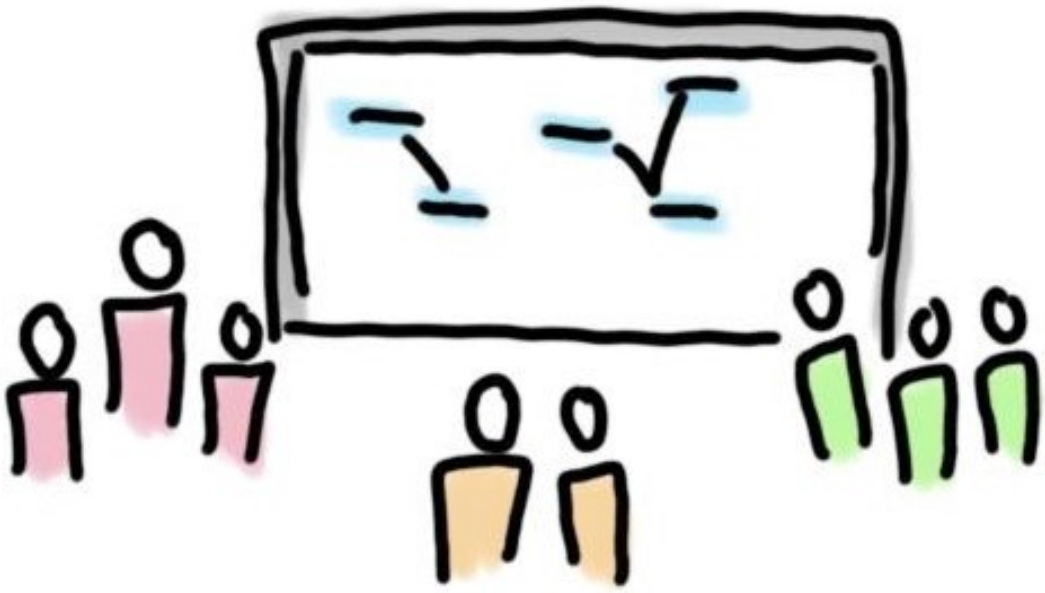
Thursday, 16 February 2023	
9.00-10.30	Comparative group work
10.30-11.00	*Coffee break*
11.00-12.30	Comparative group work
12.30-13.30	*Lunch break*
13.30-15.00	Comparative group work
15.00-15.30	*Coffee break*
15.30-17.00	Comparative group work

Good Practice Presentation

Week II: Comparative group presentations

Friday, 17 February 2023

9.00-9.15	Welcome to the group presentation
9.15-10.40	Final presentations
10.40-11.10	*Coffee break*
11.10-12.35	Final presentations
12.35-13.35	*Lunch break*
13.35-15.00	Final presentations
15.00-15.00	*Coffee break*
15.30-16.15	Evaluation
16.15-17.00	Closing session



Final Comparative Group Presentation

Comparative groups overview

	Topic	Moderators
Group 1:	The three pillars of the third mission of higher education systems: “Continuing education”, “technology transfer & innovation” and “social engagement”	*Prof. Monica Fedeli, University of Padova, Italy* *Dr. Concetta Tino, University of Padova, Italy*
Group 2:	Resource mobilisation for the education of adults	*Dr. Paed. Søren Ehlers, University of Science & Technology, Meghalaya, India* *Dr. Shalini Singh, University of Science & Technology, Meghalaya, India*
Group 3:	Implementation of the European agenda for adult learning	*Prof. Borut Mikulec, University of Ljubljana, Slovenia* *Tadej Košmerl, University of Ljubljana, Slovenia* *Prof. Lucas Pacheco Campos, Federal University of Juiz de Fora, Brazil*
Group 4:	Activities, competences and hybrid professionalism in adult education	*Prof. Paula Guimarães, University of Lisbon, Portugal* *Lisa Breitschwerdt, Julius-Maximilian-University Würzburg, Germany*
Group 5:	Active ageing - from lifelong learning to innovative professionalisation	*Prof. Vanna Boffo, University of Florence, Italy* *Dr. Glenda Galeotti, University of Florence, Italy* *Prof. Fabio Togni, University of Florence, Italy*
Group 6:	Policy, legislation and financing of ALE in a lifelong learning perspective: Arguments, examples and experiences	*Prof. Balázs Németh, University of Pécs, Hungary* *Prof. (H) Dr. Dr. h. c. mult. Heribert Hinzen, University of Pécs, Hungary*
Group 7:	Digitalisation in adult education and learning	*Prof. Sabine Schmidt-Lauff, Helmut Schmidt University Hamburg, Germany* *Dr. Emmanuel Jean Francois, Ohio University, United States of America*
Group 8:	Adult education and gender - mature women in higher education	*Prof. Natália Alves, University of Lisbon, Portugal* *Ana Guimarães Durate, University of Lisbon, Portugal*
Group 9:	Adult learning and education for all?! Issues of inclusion in the limelight	*Prof. Silke Schreiber-Barsch, University of Duisburg-Essen, Germany* *Jessica Kleinschmidt, Helmut Schmidt University Hamburg, Germany*

For more information follow:
https://go.uniwue.de/lifelonglearning

Comparative Group 1:
The three pillars of the third mission of higher education systems: "Continuing education", "technology transfer & innovation" and "social engagement"

Third mission · continuing education · innovation · social engagement

Traditionally the two main missions of Higher Education Systems (HEs) are teaching and research, but after Bologna Process a third pillar has characterised the contribution of universities to society: the third mission or third stream (Molas-Gallart et al., 2002). This enlarged mission highlights the role of universities as source of knowledge and capabilities to promote social and economic development. Therefore, the third mission mirrors the effective functioning of HEs and the level of effectiveness and responsibility in the use of resources.

At the beginning the third mission of universities was considered just as the commercialisation of research, but soon the role of universities has been considered much more than a source for financial and commercial activities, because it was recognised as a process for improving quality of life and public services' value (Arbo & Benneworth, 2007).

In 2008, Montesinos, Carot, Martinez, and Mora identified three dimensions of third mission:

1. Continuing education: the organisation and management of adult education as service to support change between job, leisure time and education. It can include formal and informal education/training.
2. Technology transfer and innovation: it is related to the exchange of knowledge, that is the use of research to promote innovation, such as spin off activities, contract-based research and consultancy…
3. Social engagement: the collaboration between HEs and their communities (local, regional, national, global) on the basis of a non-profit relationship and mutual beneficial exchange.

The first two dimensions have mainly a profit orientation because universities interact with the society according to an economic perspective. The third dimension mirrors the responsibility and the role of HEs as social services for the communities.

It is important to underline that some universities are stronger in one of the three dimensions, and it is often possible to find activities that belong to different dimensions. This sense, HEs through their Third Mission contribute to the social, economic, technological, and cultural development of communities.

The Triple Helix research, teaching, third mission (entrepreneurial university ideal) (Etzkowitz & Leydesdorff 2000) pushed HEs to change their governance structure, and to become 'more effective, efficient and responsive to societal needs' (Capano & Pritoni, 2020, p.2).

The relevance of this CGW is to understand the efforts made by the different countries for transforming their governance structure to develop their third mission in its three dimensions. Therefore, the expected learning outcomes of this CGW are related to:

- knowledge about HEs governance
- the exploration of the actions/practices implemented for promoting *continuing education, innovation and social engagement*

Role of practitioners

Practitioners can create a presentation on practices implemented in the three dimensions in adult education systems, offering students the opportunity to create a sort of parallelism between HEs and adult education organisations.

Comparative research questions

- How have HEs changed their organisational and policy structure?
- What actions/practices do HEs implement to realise the three dimensions of their third mission?

Context of comparison

Participants will focus their attentions on:

- The HEs structure, governance
- The HEs dimensions of third mission

Therefore, the comparative analysis will be carried out

- at *micro level*, where the practices implemented by teachers/educators will be investigated through the analysis of their syllabi
- at *meso level*, where will be investigated the institutional structure and the practices/policies implemented and adopted for supporting the development of the three dimensions of third mission

Categories of comparison

- Description of the structure of the governance
- Description of the actions/practices implemented according to the three categories: continuing education; innovation; social engagement

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Prof. Monica Fedeli, University of Padova, Italy

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

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

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

Comparative Group 2:
Resource mobilisation for the education of adults

Resource mobilisation · national and international policies · sustainability

Resource mobilisation is a key factor in implementing policies. Without this, the education of adults cannot become a reality. Different contexts have different challenges in mobilising resources for the education of adults. Apart from the contextual factors, the sustainability agenda manifested as Sustainable Development Goals (SDGs) and policy recommendations from key international organisations have played a major role in shaping these policies. A cross-contextual comparison will provide insights to understand the challenges against the mobilisation of resources for the education and the way they have been and can be (based on policy recommendations of key international organisations) addressed in different contexts. The group work will focus on policies for determining how to mobilise resources for the education of adults, who pays when, for what, for whom, why and how.

After the group work, the participants will be able to understand how the resources for the education of adults can be mobilised, what are the challenges against doing so and how they can contribute to research regarding the same in their contexts. They will learn how to understand contexts under than theirs'; the challenges of understanding and interpretation due to per-conceived paradigms and being embedded in a certain context; compare vertically and horizontally and to address the challenges of studying and comparing 'other' contexts than theirs. Further, they will learn how to analyse policies in-depth, how to interpret policy documents (non-scientific sources) in a scientific way for research and become aware of the challenges and solutions for doing the same.

Role of practitioners

Practitioners are welcome to share good practice examples and challenges against mobilisation of resources for the education of adults.

References

ILO (2018). Financing life-long learning for the future of work. Report prepared for the G20 Framework Working Group. https://www.ilo.org/wcmsp5/groups/public/---dgreports/---inst/documents/publication/wcms_646046.pdf.

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World Bank (2021). Education Finance Watch 2021. https://documents1.worldbank.org/curated/en/226481614027788096/pdf/Education-Finance-Watch-2021.pdf .

Comparative research questions

- What are the primary challenges in mobilising resources for the education of adults in a given context?
- Why is it so?

Context of comparison

- National or regional (whatever applicable) policies will be compared
- Policy recommendations of key international organisations: the OECD, World Bank, ILO, UNESCO and EU and their linkages to national policies will be taken into account

Categories of comparison

- Who provides resources for the education (for instance, state, individuals themselves, NGOs, philanthropists, aid, and the like) of which target group of adults?
- Why (what are the policy objectives and why certain stakeholders pay for the costs of the education of adults)?
- How (what instruments/methods, for e.g. vouchers, subsidies, grants, loans, etc. are used)?
- What are the challenges against the mobilisation of resources for the education of adults (for instance poverty, resistance from certain stakeholders, too high costs etc.)?
- What are the consequences on the education of adults (for instance, increase/decrease in access, participation rate, literacy rate, etc.)?

Dr. Paed. Søren Ehlers, University of Science & Technology, Meghalaya, India

Søren Ehlers, Dr. Paed. is Adjunct Professor, University of Science & Technology, Meghalaya and Distinguished Professor at the International Institute for Adult & Lifelong Education, India. He has been teaching and doing research for several decades at Aarhus University Denmark and in other Danish institutions. His research interests include resource mobilisation for the education of adults, employability, international organisations, policy analysis and comparative studies.

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

Shalini Singh, PhD. is Adjunct Professor, University of Science & Technology, Meghalaya, India and Guest Researcher at the Helmut Schmidt University of the Federal Armed Forces, Germany. She is a senior fellow at the International Institute for Adult & Lifelong Education, India. Her research interests include resource mobilisation for the education of adults, employability, international organisations, policy analysis and comparative studies.

Comparative Group 3:
Implementation of the European agenda for adult learning

European agenda for adult learning · European Union · policy transfer

The role of the EU in adult learning (AL) policymaking has received significant attention in the field of adult education. The EU is identified, among others, as one of the international organisations that promote particular discourses and policies of AL and stimulate international *policy transfer* – policy transfer encompasses ideas, ideology, practices and institutions and refers to the processes through which policies travel and move across borders – through best practices, European standards and evidence-based policy. However, although AL policies have no legal effects on member states, as due to the subsidiarity role these are non-binding documents, they are exercised in the form of 'soft law' (e.g. recommendations, guidelines) and supported through different governance mechanisms (e.g. standard-setting, capacity-building) and policy instruments (e.g. data generation, benchmarks, funding schemes).

To identify, whether the tendency to create similar AL policies based on European standards and norms leads towards convergence of AL policies and practices in EU member states, there is a need to examine the impact of EU's AL policies on country-level AL policies and practices.

Therefore, this comparative group will examine the impact of one particular AL policy, i.e. Council Resolution on a renewed European agenda for adult learning (CEU, 2011), on member states AL policies and practices in the period 2012-2020, as well as commonalities and differences between member's states in implementing the European agenda for adult learning in national contexts.

Role of practitioners

Practitioners should focus on good practice examples during the implementation of the European agenda for adult learning, as well as challenges (major issues) when implementing this agenda in their institutional or country context.

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Prof. Borut Mikulec, University of Ljubljana, Slovenia

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

Comparative research questions

- Which governance mechanisms and policy instruments were used to foster implementation of the European agenda for adult learning in a given European country?
- How – through which policy measures – was the European agenda for adult learning implemented in AL policies and practices in a given European country?
- Which were the main priority areas that given European country focused on when implementing the European agenda for adult learning?

Context of comparison

Council Resolution on a renewed European agenda for adult learning (CEU, 2011) with its four priority areas (governance of AL, supply and take up of provision in AL, access to AL, quality assurance for AL), as well as national AL policies and national projects "National Coordinators for the Implementation of the European Agenda for Adult Learning" will represent the main context (cases) of comparison.

Categories of comparison

- **Governance mechanisms and policy instruments**: which governance mechanisms (i.e. standard-setting, capacity-building, elite-learning and financial redistribution) and policy instruments (i.e. coordinated working groups/networks, mutual- and peer-learning arrangements, data generation, benchmarks, funding schemes) supported the implementation of the European agenda for adult learning in a given European country.
- **Policy measures**: which policy measures (e.g. awareness raising, targeting disadvantage groups, new educational provision and flexible learning pathways, lifelong guidance systems, validation arrangements, shift to learning outcomes, quality assurance, etc.) supported the implementation of the European agenda for adult learning in a given European country.
- **Priority areas**: during the implementation of the European agenda for adult learning in a given European country, which priority areas were taken into account: (a) governance of AL (i.e. coherence with other policy areas, better coordination, more investment), (b) supply and take up of provision in AL (i.e. high-quality provision, especially in literacy, numeracy and digital skills; outreach, guidance and motivation strategies), (c) access to AL (i.e. through workplace learning and use of ICT, skills assessments, and second-chance opportunities), and/or (d) quality assurance for AL (policy monitoring, education and training of adult educators, better data collection).

Co-Moderator: Tadej Košmerl, University of Ljubljana, Slovenia

Tadej Košmerl is a PhD student and teaching assistant for adult education at the Department of Educational Sciences, Faculty of Arts, University of Ljubljana. His research interests include adult learning and education policy, comparative education and education for sustainable development.

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

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

Comparative Group 4: Activities, competences and hybrid professionalism in adult education

Fields of practice · activities · competences · hybrid professionalism

The field of adult education is traditionally very heterogeneous and intersects with many other fields (e.g. cultural field, education in enterprises, integration into the labour market). This impacts in the lack of clarity about the nature of the job profiles of adult educators and about the concrete activities they carry out in the different fields of action.

Adult learning and education is a differentiated and heterogeneous field of practice, including liberal/non-formal education, social development activities, second-chance education and vocational education and training, among others. This field of practice is characterised by a wide range of contexts of development of activities (Research voor Beleid, 2008). Adult learning and education activities related to planning, organising and designing teaching and learning processes are some of the most traditional ones developed by adult educators; many others, such as guidance, curriculum design based on ICT, social and cultural mediation have been arising from a wide range of jobs, revealing the complexity, diversity and unpredictability of action situations. These activities allow the development of different professional knowledge (Mikulec, 2019), requiring several competences, such as professional, interpersonal, personal and didactical competences, theoretical and practical expertise as well as empowering adult learners and dealing with diverse social groups competences (Research voor Beleid, 2010).

The heterogeneity and differentiation of the fields of practice, of activities and competences places special demands on the professionalism of adult educators. Adult educators work at interfaces where they have to mediate between different logics of action (e.g., adult education and learning, economic and bureaucratic logic) (Breitschwerdt et al. 2019). This requires a "hybrid professionalism" that is to be developed and promoted in the specific organisational and social contexts of adult education fields of action (Egetenmeyer et al. 2019).

Categories of comparison

- Diversity of adult learning and education: fields of practice in adult learning education (liberal/non-formal adult education, social development activities, second-chance education and vocational education and training, among others)
- Activities developed by adult educators when working: Main activities of adult educators in one of the identified fields of practice
- Competences hold by adult educators: knowledge, skills, abilities, attitudes which meet the demands of the fields of action
- Logics of action that have to be mediated in hybrid professionalism in the fields of action

Prof. Paula Guimarães, University of Lisbon, Portugal

Paula Guimarães 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.

Role of practitioners

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

Context of comparison

The contexts of comparison include study results (e.g. field of practice, activities developed by of adult educators, competences, professionalisation/professionalism), organisations in which adult educators are working in (e.g. contexts and workplaces of adult educators) and individual adult educators perspective on the work they achieve, competences they hold and on the professionalisation level they perceive (e.g. jobs and activities performed, subjectively formulated) when working in the field of adult learning and education.

Comparative research questions

- What are the main fields of practice in adult learning and education in your country?
- What main activities are developed by adult educators in your country?
- What competences (knowledge, skills, abilities, attitudes) do adult educators use in developing these activities in your country?
- How can hybrid professionalism of adult educators be understood in your country? Between which logics of action must be mediated activities developed by adult educators?

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Lisa Breitschwerdt, Julius-Maximilian University of Würzburg, Germany

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

Comparative Group 5:
Active ageing - from lifelong learning to innovative professionalisation

Active ageing · lifelong learning · life cycle and life transition · new professionals

We are living through the most rapidly changing time in human history. Among the many challenges, socio-demographic transformation in Western countries is one of the major drivers of change in societies globally. Specifically, the issue of the ageing of the world population will have substantial effects on the world of work, jobs and professions, in addition to the effects on the health systems and social conditions of different countries. Moreover, it will be necessary to think about the guarantees of a sustainable working life and an exit from work that can be in continuity/discontinuity with the pathways experienced, supporting the exits from the world of work with an adequate ecological, digital, human, fully sustainable transition. It also generates challenges for education and training of the next decades.

What are the educational and training policies saying about the problem of active ageing? And about the need to equip the adults with skills to cope with life transitions? In fact, there is a real urgent need to improve the Life Skills of the elder population to counter a training denial that can be inferred from the loss of social cohesion, aggregating socio-cultural fabric and intergenerational cooperation.

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

- Which are the active ageing policies (including the educational ones) in your country?
- Which educational and training programs/services favour active ageing?
- Which Adult Education professionals operate to promote active ageing?

Context of comparison

The comparison will deal with the national and international policies for active ageing, especially for what concerns the growth of Life Skills, of the elder population in transition from the labour market to retirement, or in other conditions.

At the same time the comparative group will focus the attention on the professionalisation programmes provided by Higher Education to bolster active ageing in several countries.

These will be studied with a pedagogical perspective and students will be asked to answer some questions in order to understand if the comparison is possible.

Categories of comparison

- The definition of active ageing will be considered as a standpoint for theoretical reflection also from a pedagogical perspective for studying the dynamic processes of old age caring.
- Policies (and the educational ones) will represent the institutional framework for promoting active ageing in several countries, as well as educational and training programs or services for active ageing will be categories of comparison.
- Emerging Adult Education professionals and professionalisation pathways provided by Higher Education will be considered key categories to analyse also in terms of the knowledge and skills required to foster active ageing.

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Boffo, V. (2019). The Transition to Work: Higher Education and Future. *Form@re - Open Journal Per La Formazione in Rete*, *19*(2), 58-74. https://doi.org/10.13128/formare-25875.

Prof. Vanna Boffo, University of Florence, Italy

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

Co-moderator: Dr. Glenda Galeotti, University of Florence, Italy

Glenda Galeotti, PhD, is Researcher in Adult and Continuing Education at the Department of Education, Languages, Interculture, Literatures and Psychology of University of Florence, Italy. Her main research interests are focused on: education for social innovation and local development, heritage education, career education and guidance.

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

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

Comparative Group 6:
Policy, legislation and financing of ALE in a lifelong learning perspective: Arguments, examples and experiences

Adult learning and education (ALE) · diversity · active 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 governmental documents to assess how far they meet and/or match regarding goals, contents and expected impacts.

Particular roles and impacts of the international communities like EU initiatives, UN-based agendas such as CONFINTEA or the Sustainable Development Goals (SDG), and the roles the International Council for Adult Education (ICAE) or the European Association for the Education of Adults (EAEA) play and their calls to develop equity and active citizenship.

Reasons for participation/non-participation in active citizenship education and education for sustainable development and other ALE activities, courses, programs, campaigns, initiatives, etc. will be a matter of concern and research. In this regards, students have to visit available and recently provided data-sources on ALE referring to their countries and explain what data or the lack of data may reflect in their context.

This focus is rather relevant to comparative studies in the context of interrelated dimensions of policy, legislation and financing.

Role of practitioners

Practitioners will bring in cases of good practice upon financing, policy or legislation.

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Prof. Balázs Németh, University of Pécs, Hungary

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

Comparative research questions

- How is adult learning and education understood in your country/region/locality?
- What are the most important areas/themes/of ALE in your country/region/locality?
- What are the most relevant drivers/providers of ALE in your society/community?
- What are the obstacles/barriers to have better ALE provision in your society/community?

Context of comparison

- recognition of ALE as an important part of the right to education
- roles of existing/missing policies, legislation and financing
- impact of existing/missing policies and/or strategies
- 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
- level of impacts of international initiatives, calls and documents
- existing/missing balance in between economic and social focuses of relevant stakeholders
- participation of stakeholders in developing a balanced lifelong and life-wide learning

Categories of comparison

- governmental decisions on respective ALE concepts, strategies, policies which include legislation and financing with a perspective of lifelong learning
- community-based actions/initiatives to develop or sustain activities through learning cities, regions and/or learning communities

In this focus students should relate some special areas of ALE like active citizenship education and education for sustainable development to actions/initiatives/programmes of community-based learning represented by their own communities, local-regional groups with the aim to develop, sustain, form active citizenship either, with social, cultural, educational, environmental, etc. concerns.

Prof.(H) Dr. Dr. h. c. mult. Heribert Hinzen, University of Pécs, Hungary

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 at the University of Würzburg. He has served as Vice-President of the ICAE and the EAEA, and is currently Vice-President of the global network for Promoting, Interrogating and Mobilising Adult learning and education (PIMA). He was a member of the CONFINTEA VI Consultative Group, the UN Literacy Decade Expert Group, and a delegate to the World Education Fora of 2000 and 2015. He is an Honorary Fellow of the UNESCO Institute for Lifelong Learning (UIL) and a member of the Editorial Board of the International Review of Education – Journal of Lifelong Learning.

Comparative Group 7:
Digitalisation in adult education and learning

Comparative digitalisation of adult education · Comparative digitalisation policies for adult learning · Comparative digital learning in adult education programs

Organisations and educational institutions 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 digitalisation of adult education and learning. Although such digitalisation started decades ago, the emergence of the global pandemic corona virus (COVID-19) has produced an acceleration. The lockdown and inability to continue to provide adult education in-person has resulted in the used of digital technologies as the primary means to resume and continue with teaching and learning. The digitalisation of adult education and learning affects, if not all, most 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 and appreciatively (Watkins & Mohr, 2001) 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.

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Digital Competence Framework for Educators (DigCompEdu). https://joint-research-centre.ec.europa.eu/digcompedu_en .

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

Prof. Sabine Schmidt-Lauff holds the Professorship for Continuing Education and Lifelong Learning at HSU since 2016. Her main research interest is on professionalisation and professionalism in adult education, professional identity, and international-comparative research on lifelong learning. Transformative digital competences for study and work in Higher Education is another key aspect of her current work. A special focus of her research and numerous national as well as international publications is on temporal and time-related challenges for learning throughout the whole lifespan in a globalised and virtualised modern world. From 2001-2004, she was head of one of the first pedagogical ERASMUS intensive programmes for adult education at Humboldt University Berlin ('European Perspectives on Lifelong Learning and the Education of Adults').

Comparative research questions

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

Context of comparison

The context of comparison aims at:

- Adult educational institutions and programs in different countries
- Digitalisation 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 not limited to:

Programs: Comparing digitalisation of adult teaching and adult learning in different types of adult education programs.

Organisations/institutions: Comparing the digitalisation of adult education programs 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 use to support adult education and learning; examine their practices, knowledge and experiences (philosophical and theoretical foundations, relationship with specific cultural contexts).

Dr. 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. 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 nonprofit organizations (2014)”, “Transcultural blended learning and teaching in post-secondary education (2012)”, “DREAM model to start a small business (2011)”, and “Global education on trial by U.S. college professors (2010)”. He is the Editor-in-Chief of the peer-reviewed journal The African Symposium, the Chair of the African Educational Research Network (AERN), and is the Past-President of the Transnational Education and Learning Society (TELS).

Comparative Group 8:
Adult education and gender - mature women in higher education

Higher Education · non-traditional students · mature women

Over the past decades, there has been a significant growth in the number of non-traditional students attending higher education around the world. Governments and higher education institutions encourage under represented students to enrol. Widening their participation is often directed at two main goals; enhancing the national economic competitiveness and the social inclusion within higher education for traditionally excluded groups such as the working classes, ethnic minorities, older students and disabled.

In this comparative group, we will focus on a particular group of non-traditional students: the mature women.

The definition of mature undergraduates varies among the countries according to age criteria. In some countries, they are defined as those aged 21 and over; in others as 23 or 25 and over. In spit of these age differences there is a common agreement among the academic community: mature students are those who are older than 'traditional' students (18-years-old).

The research conducted to explore mature women's motivation for participation in higher education show that entry into tertiary education was influenced in some cases by the state of relationship with their families. In another cases, the desire to attend higher education has been present for a long time but the implementation of this desire was delayed because of situational, institutional and dispositional barriers.

Based on the analysis of interviews conducted by the participants of this CGW with mature women attending higher education institutions, we expect students:

- to compare mature women's motivations to attend higher education
- to compare the barriers they had to overcome
- to compare the mechanisms of support they could count on

References

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O'Shea, S. and Stone, C. (2011). Transformations and self-discovery: mature-age women's reflections on returning to university study. *Studies in Continuing Education*, 33 (3), 273-288.

Prof. Natália Alves, University of Lisbon, Portugal

Natália Alves 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 research questions

Which are the motivations and the challenges mature women have to deal with to become higher education students?

In order to answer this general question, the following ones must be asked:

- Which are their motivations?
- What kind of situational, institutional dispositional barriers did they have to overcome to enter into higher education?
- What kind of mechanisms of support could they count with?

Context of comparison

- At a macro level the comparison will focus on the national legal framework to facilitate access and attendance of non-traditional student in general and mature women in particular
- At a meso level the comparison will focus on higher education institutions barriers and mechanisms to support mature women
- At a micro level we will focus on mature women's motivations, barriers and mechanisms of support

Categories of comparison

- Access to higher education – based on the analysis of national/regional laws and regulations identify pathways to access higher education targeted at non-traditional students
- Mature women's motivations – based on the interviews, identify their motivations
- Barriers to enter higher education – based on the interviews, identify the type of barriers (situational, institutional, and dispositional) women faced to enter higher education
- Mechanisms of support – based on the interviews, identify the mechanisms of support that mature women students can count with at e.g. higher education institution, family and friends, employers

Role of practitioners

Based on their experience practitioners can focus on women's motivation to attend adult education, the barriers and the challenges they have to overcome and the mechanisms of support provide by their organisation.

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

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

Comparative Group 9:
Adult learning and education for all?! Issues of inclusion in the limelight

Inclusion · disability · accessibility

The ideology of social inclusion represents one of adult education's leading leitmotivs, 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 e.g. the UN Convention on the Rights of Persons with Disabilities (2006), inclusion as terminology and conceptual approach has increasingly been used to focus on the context of disability and impairment. This has strongly intensified the quest for a better accessibility 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 accessibility to ALE. Disability/impairment will serve as the main lens of analysis; nonetheless, intersections with further categories will also be considered according to the multi-layered features of inclusive adult education (Schreiber-Barsch & Rule, 2021, p. 553). Whereas students are welcomed to focus their analysis on the micro-level of accessibility to ALE, practitioners enrich the comparative group with their unique knowledge and experience with regard to the meso-level of institutional settings and strategies of accessibility. The outcome foresees a deeper understanding of the buzzword inclusion, an extended knowledge on analysing the multi-dimensional concept of inclusive adult education through a comparative lens and a widened experience on strategies of institutional accessibility.

Role of practitioners

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

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 Köpfer, A., Powell, J. W., Zahnd, R. (Eds.), Handbook Inclusion International – globale, nationale & lokale Perspektiven auf Inklusive Bildung. Opladen u.a.: Barbara Budrich, pp. 547-572. Open Access: https://www.pedocs.de/volltexte/2021/21413/pdf/Koepfer_ Powell_Zahnd_2021_Handbuch_Inklusion. pdf.

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

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

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.

Comparative research questions

- Implementing a small field study aims at focussing your attention on issues of disability/impairment within your daily context and surroundings by taking e.g. notes, pictures and/or asking 2-3 adults about inclusion or inclusive adult education in its widest sense: Have a closer look, is your university/workplace/institution accessible, and, if so, in which regard? (financially accessible, physically accessible, socio-emotionally accessible, …?). Is your favourite place (restaurant, park, gym, etc.) accessible? And, are there any kind of inclusive adult education offers in your hometown or neighbourhood? You might also share aspects of self-reflection on the relevance you personally award to aspects of inclusion and reasons why you are interested in this topic.
- Taking the results of your small field study into account, what would you share as your own experiences and observations with regard to disability/impairment, inclusion and aspects of ALE?
- Considering issues of inclusive adult education on the policy level, what kind of definitions, strategies and/or guidelines are adopted or used in your country?

Context of comparison

The context of comparison is focused on issues of inclusive adult education in your country, whether these might already exist or might 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 accessibility to ALE 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 e.g. 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

The categories of comparison to be used in this comparative group shall focus on the following aspects:

Personal experience and observations of issues of disability/impairment and inclusion

- 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 at the policy level

- What serves in (adult) education policy papers, ministerial guidelines or the like as an officially or widely used definition of disability/impairment in your country?
- In which ways are disability/impairment and inclusive (adult) education defined in these documents? (Is it possible to identify the use of particular models of disability conceptions in the definitions?)
- What relevance is given to inclusive adult education at this policy level?
- Are there any strategies mentioned 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?

Jessica Kleinschmidt, Helmut Schmidt University Hamburg, Germany

Jessica Kleinschmidt is a PhD student at the Professorship for continuing education and life-long learning at Helmut Schmidt University/University of the Federal Armed Forces Hamburg. Her expertise lies in occupational continuing education and learning in adulthood from a practical perspective. Her research interests include the transitions of executives within companies.

Certification and follow-up

Participation and teaching certificate

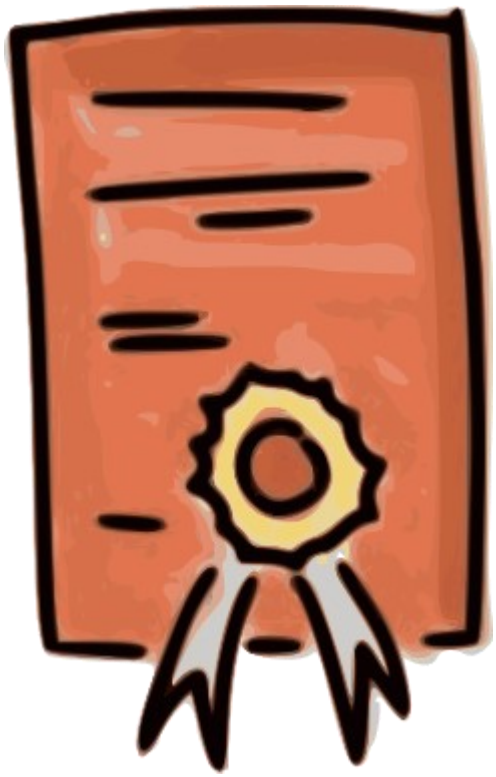
After successfully participating in the Adult Education Academy and completing a transnational essay, students receive a certificate of attendance (12 ECTS). All formally registered students can opt to participate in an examination for receiving a formal transcript including a grade.
Participation is considered successfully either if you **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).**

In addition, students and practitioners must **attend at least 80% of the programme for both weeks** of the Academy to receive a certificate. 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.

Moderators and lecturers receive a teaching certificate on which all events that the person has led are listed, including the comparative groups. People who participate in the Adult Education Academy both as participants and (co-) moderators will of course receive both certificates.

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 at corresponding events during the Adult Education Academy.



Application

Application requirements

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

The first week of this year's Adult Education Academy will take place virtually; the second week will be organised 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 11 February 2023 and depart not earlier than 18 February 2023. If you are unable to participate in the on-site mode at a later stage due to COVID-19 and the associated entry requirements, it is also possible to participate virtually in the Adult Education Academy.

Detailed application process

Step 1: Fill in the online application. You can find the form at go.uniwue.de/application.

Step 2: Submit all required documents to lifelonglearning@uni-wuerzburg.de**.** For the list of documents, please visit go.uniwue.de/application.

Application deadline

All documents must be received by 15.07.2022 at 23:59 CET. Kindly note that only complete applications can be considered. Delayed and/or incomplete applications cannot be considered.

Enrolment

After a successful review of your application, you will be informed via e-mail by early October about your admission to the Adult Education Academy. You will then receive an official letter of admission. All accepted participants will then proceed to the formal registration process of the University of Würzburg. The registration process requires enrolment as a so-called "module student" for the Adult Education Academy. We will inform you about the next steps, such as the formal registration on University of Würzburg platforms and the submission of further documents for your enrolment as soon as your application has been approved. For more information about the registration procedure, please visit go.uniwue.de/application.

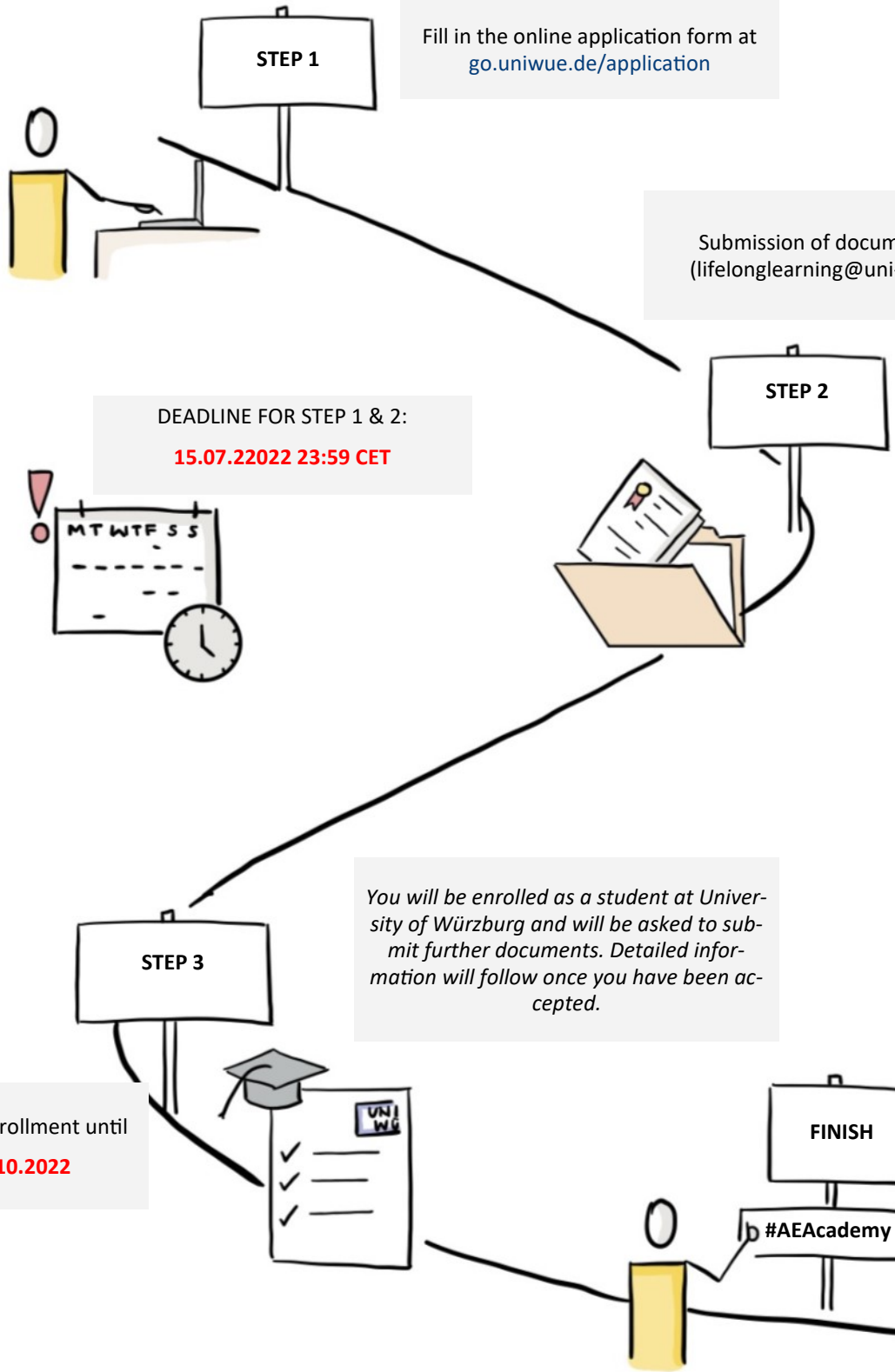
Enrolment fee

The regular enrolment fee for the Adult Education Academy is 143.60 euros. The fee is only due if your application was successful. Please note that once you have paid the enrolment fee, it cannot be refunded.

After your application has been approved, we will provide you with the bank details for making the payment. Please note that the payment must be made directly to the University of Würzburg by bank transfer by the end of October 2022.

All enrolled students will receive a student ID card upon arrival in Würzburg. With the student ID card, you are welcome to join (online) courses offered by the University of Würzburg (see p.45) and use the online catalogue of the University library. In addition, the student ID card entitles you to use local public transport in Würzburg for free, and you will get discounted prices in the University of Würzburg dining halls and cafeterias.

Application process



Link to the application platform: go.uniwue.de/application

Allowances

DAAD

DAAD Summer School Programme

Regarding allowances, we plan to apply for the DAAD Summer School Programme, which is funded by the German Academic Exchange Service (DAAD) using funds from the Federal Foreign Office. As we will not have an approval before November, we can only confirm that allowances can be received in late November 2022. In case we receive the funding and you will be selected, we will inform you as soon as possible. The funding would include an allowance for the stay totaling 500 euros (for two weeks/each week 250 euros and only for full-time attendance, as stated above). In addition, the DAAD allowance includes a lump sum for travel, depending on the country you travel from. You can find further information here:

https://go.uniwue.de/daadsummerschool

Kindly note that we cannot guarantee the possibility of allowances for participating in our programme.

ERASMUS cooperation

We are happy to support research associates from European universities in organising an ERASMUS+ teaching mobility and/or staff mobility, which would be funded through the international office of your university. Please feel free to contact us for further information about existing partnerships via erasmus.education@uni-wuerzburg.de

Allowances application until 15.07.2022

https://go.uniwue.de/arning

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.

LinkedIn network

https://go.uniwue.de/linkedin-network

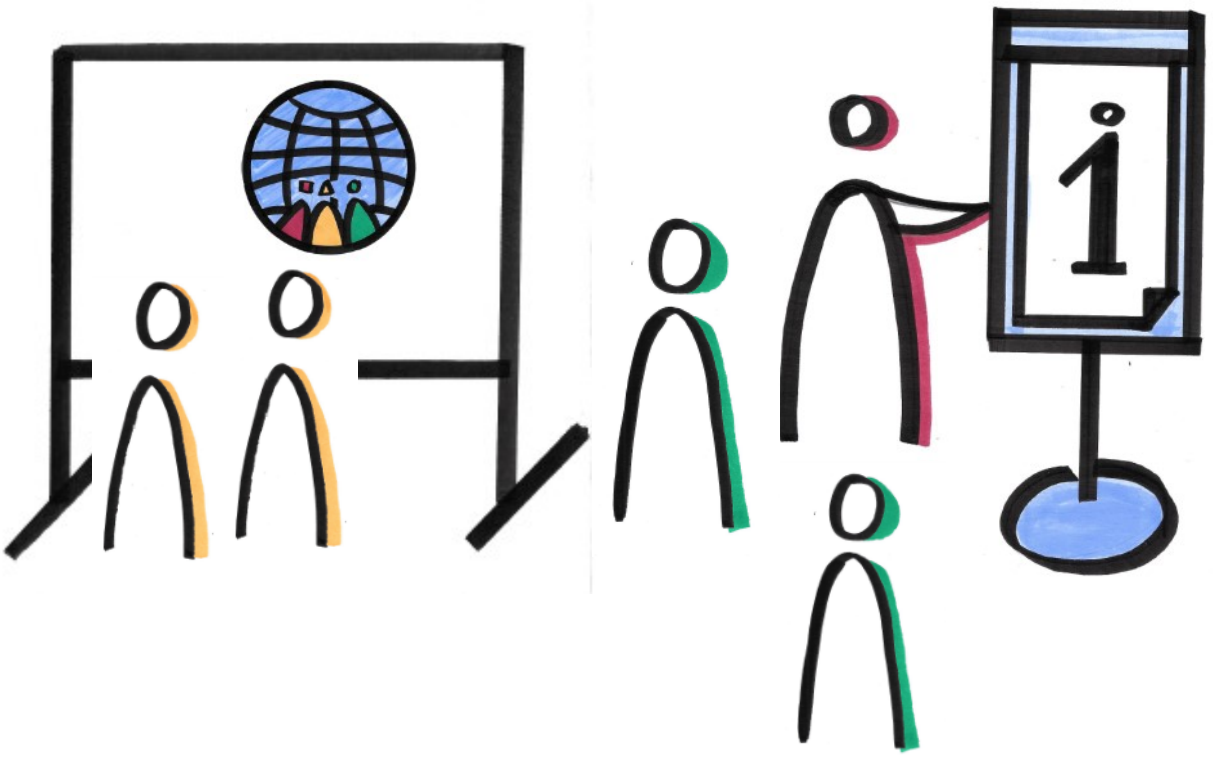
The Professorship for Adult and Continuing Education on Twitter

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.

Exchange Programme Winter Semester 2022/23

Course title	Lecturer
Learning Needs of Adults – Individual, Occupational and Organisational Level	*Prof.'in Dr. Aleksandra Pejatović, University of Belgrade, Serbia*
Quality and Evaluation in Adult Education	*Prof.'in Dr. Aleksandra Pejatović, University of Belgrade, Serbia*
Contemporary Characteristics of the World of Work and Adult Education	*Prof.'in Dr. Aleksandra Pejatović, University of Belgrade, Serbia*
Adult Education Academy + preparatory class	*Prof.'in Regina Egetenmeyer / Laura Leibinger, JMU Würzburg*
German Language Courses	*Offered by the language centre of JMU Würzburg*

Exchange programme
https://go.uniwue.de/exchangeprogramme



Which platforms are used?

Horde Webmail

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

Horde :: Anmelden (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)

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

Key

Groups of people

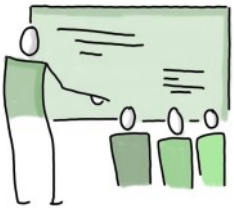
Master Students

Doctoral Students

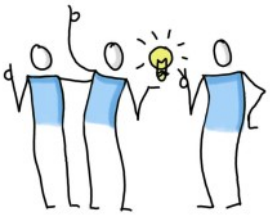
Practitioners

#AEAcademy phases

Preparatory phase



Week I (online)



Week II (on campus)

Online mode

On campus mode

Activities

Field visit

Good practice presentation

Comparative group presentation

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, B.A.

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Contact for the Adult Education Academy programme

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Contact for ERASMUS+

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Venue

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We wish you all the best and stay healthy!

Adult Education Academy 2023

International and comparative studies in adult education and lifelong learning

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