

Adult Education Academy

for master's students, doctoral students and practitioners

International and comparative studies
in adult education and lifelong learning



7 - 18 February 2022

in Würzburg/Bavaria, Germany

#AEAcademyWue

In cooperation with



With financial support from



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About the Adult Education Academy

Since 2014, the Adult Education Academy “International and Comparative Studies for Students and Practitioners in Adult Education and Lifelong Learning” has taken place at the University of Würzburg in Bavaria, Germany, in the first two weeks of February. 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 two-week intensive programme, participants (further) develop 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 called „practitioners“) are invited to join the Adult Education Academy in Würzburg. The practitioners should be affiliated with DVV International or the European Association for the Education of Adults (EAEA). 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 participate in the full programme, which starts on 7 February 2022, 9:00 am CET and ends on 18 February 2022 at 5:00 pm CET.

Structure

The Adult Education Academy is structured as a two-week programme, divided into a preparatory phase, the collaborative work phase from 7 - 18 February, and an optional follow-up for doctoral students and practitioners.

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

Preparatory phase

The preparatory phase is essential for participation in the Adult Education Academy. It provides participants with important contents and knowledge for the two-week Adult Education Academy programme in February 2022. The preparatory phase begins in November 2021 and ends in January 2022. During the preparatory phase, participants are divided into two groups: one consisting of master's students, doctoral students and practitioners and another consisting only of doctoral students. The master's students and practitioners will address the topic "International strategies in adult education", whereas the doctoral students can decide, if they want to join the same group or if they work on the topic "Theories for international adult education - Paulo Freire". 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 and practitioners submit a good practice presentation. The topics of the essays, which will be submitted on 21.01.2022, will depend on the comparative groups chosen by the participants.

Week I

In the "International policies in adult education and lifelong learning" (for master's and doctoral students and practitioners), the analysis will focus on specialised competences for developing new knowledge and innovation by integrating different perspectives.

The option "Theories for international adult education - Paulo Freire" (for doctoral students) is based on readings and discussion 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 "International adult education". This latter 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 during the first week are accompanied by field visits to adult education providers in and around Würzburg, together with all Adult Education Academy participants. Furthermore, presentations of international adult education associations (European Association for the Education of Adults, International Council in Adult Education, DVV International) are organised to serve as case studies for practicing the analytical models or the theories discussed in the two classes.

Week II

During the second week, the participants will work in comparative groups divided by nine different topics in adult education and lifelong learning. Participants 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.

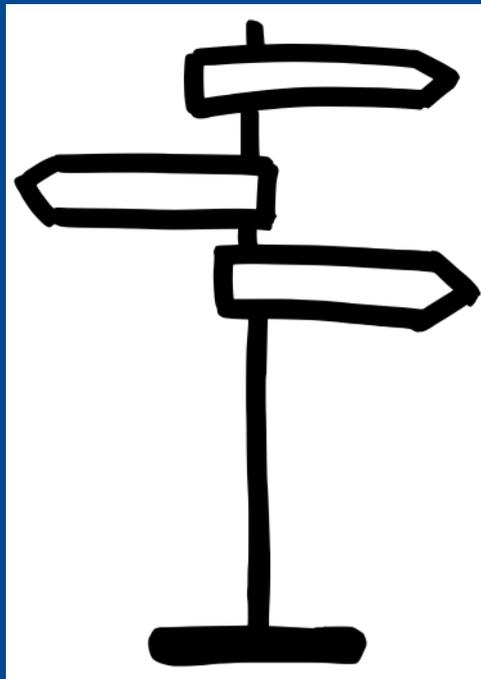
Certification and follow-up

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.

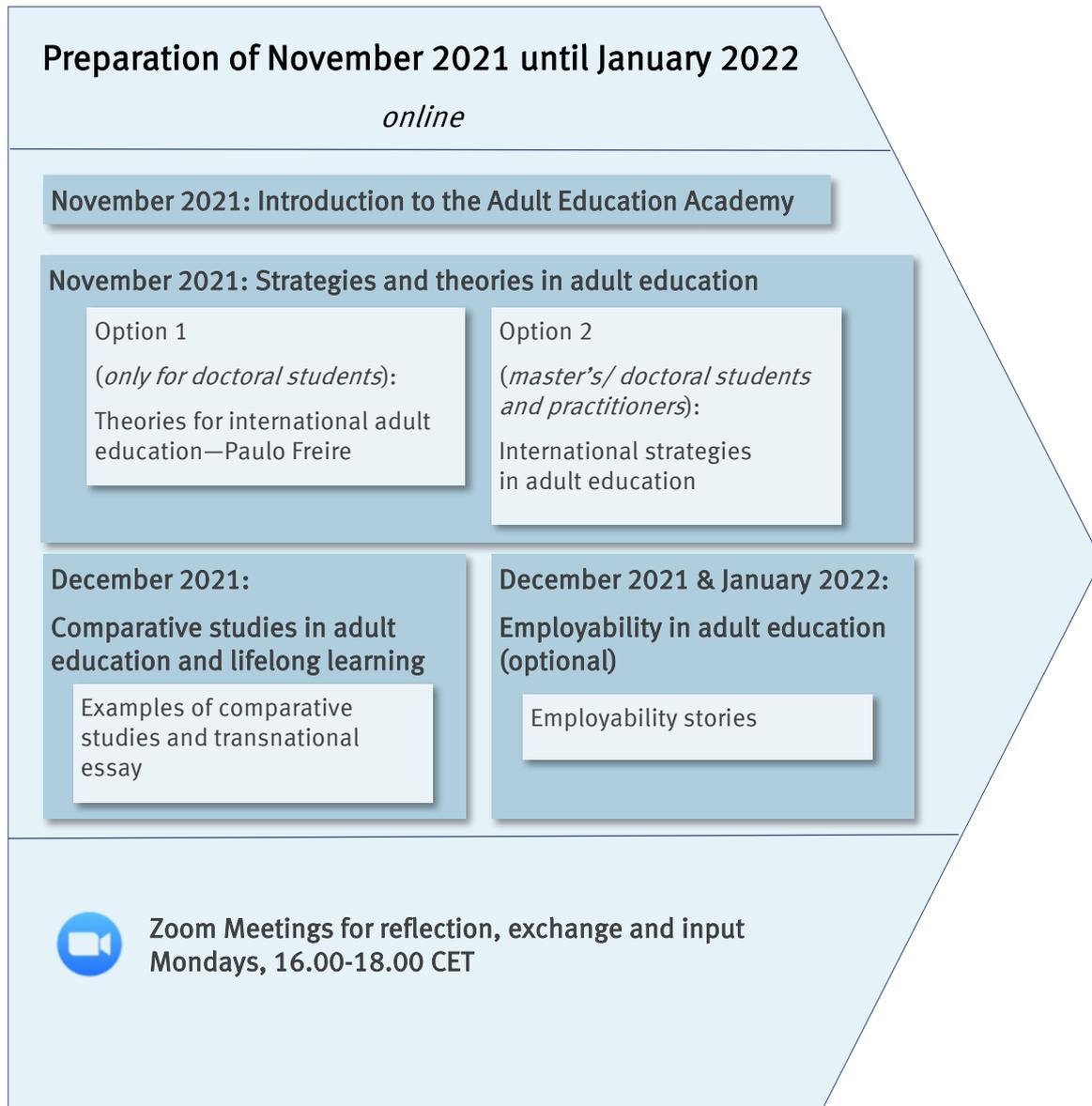
Preparatory phase

08 November 2021 - 30 January 2022



Preparatory phase overview

Overview of the preparatory phase



Participants' guide

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

Preparatory phase - November

Introduction to the Adult Education Academy

 Zoom meeting (obligatory)
Monday 08.11.2021, 16.00-18.00 CET
Welcome and introduction to the Adult Education Academy
Prof. Regina Egetenmeyer, University of Würzburg

Strategies and theories in adult education

(doctoral students have the possibility to choose between two courses)

	Theories for international adult education— Paulo Freire	International strategies in adult education
Target group	Doctoral students	Doctoral students, master's students, practitioners
08 - 14 November 2021	Critical pedagogy	European policies in adult education & lifelong learning
15 - 21 November 2021	Adult and permanent education in times of crisis  Zoom meeting (obligatory) Monday 15.11.2021, 16.00-18.00 CET Introduction to Paulo Freire Preparation <i>Prof. Licinio Lima, University of Minho</i>	Strategies and educational policy analysis
22 - 28 November 2021	Pedagogy of the oppressed	Introduction to European policy strategies  Zoom meeting Monday, 22.11.2021, 16.00-18.00 CET Discussion on European policies <i>Prof. Paula Guimarães, University of Lisbon</i>
29 November - 05 December 2021	Paulo Freire—in your native language	Critical overview on international organisations  Zoom meeting Monday, 29.11.2021, 16.00-18.00 CET Discussion on international organisations <i>Prof. Balazs Németh, University of Pécs</i>

Preparatory phase - December

Comparative studies in adult education and lifelong learning

Target group	Doctoral students, master's students, practitioners
06 - 12 December 2021	<p>Introduction to comparative adult education (Part 1)</p> <p> Zoom meeting (obligatory) Monday, 06.12.2021, 16.00-18.00 CET Kick-off in comparative groups (For this meeting, your group moderators will give you further information)</p>
13 - 19 December 2021	<p>Introduction to comparative adult education (Part 2)</p> <p>Preparation of transnational essay and good practice presentation</p> <p> Zoom meeting Monday, 13.12.2021, 16.00-18.00 CET Introduction on how to work with the online platform WueMahara <i>Prof. Regina Egetenmeyer, University of Würzburg</i></p> <p>Submission of the transnational essay and the good practice presentations Deadline: 21 January 2022</p> 



Preparatory phase - January

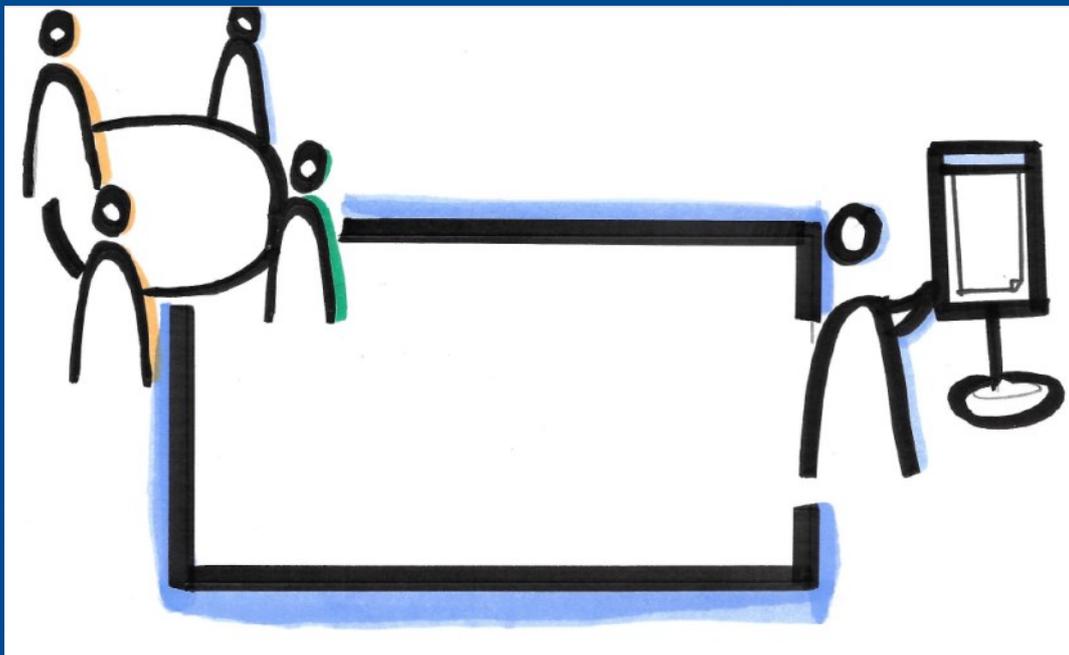
Employability in adult education (optional)

Target group	Doctoral students, master's students, practitioners
20 - 26 December 2021	<p>Policies for employability in Europe</p> <p> Zoom meeting Monday, 20.12.2021, 16.00-18.00 CET Policies for employability in Europe <i>Prof. Fabio Togni, Uni Florence</i></p>
27 December 2021 - 09 January 2022	Seasonal break
10 - 16 January 2022	<p>Employability stories</p> <p> Zoom meeting Monday, 10.01.2022, 16.00-18.00 CET Employability stories: How to read own professional story <i>Prof. Vanna Boffo, University of Florence</i></p>
17 - 23 January 2022	<p>Competences for entering in the labour market (Part 1)</p> <p> Zoom meeting Monday, 17.01.2022, 16.00-18.00 CET Competences for entering in the labour market (Part 1) <i>Prof. Fabio Togni, University of Florence</i></p>
24 - 30 January 2022	<p>Competences for entering in the labour market (Part 2)</p> <p> Zoom meeting Monday, 24.01.2022, 16.00-18.00 CET Competences for entering in the labour market (Part 2) <i>Prof. Fabio Togni, University of Florence</i></p>



**Programme of the Adult Education Academy
07 - 18 February 2022**

**At Julius-Maximilian-University
Würzburg**



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 7 February 2022). 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, 7 February 2022

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

18.00 Guided-Würzburg-Tour

Tuesday, 8 February 2022

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

10.30-11.00 *Coffee break*

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

12.30-13.30 *Lunch break*

13.30-15.00 Social policy models

15.00-15.30 *Coffee break*

15.30-17.00 Social policy models

Week I: International strategies in adult education

Wednesday, 9 February 2022

9.00-10.30 Adult education providers in Germany

10.30-11.00 *Coffee break*

11.00-12.30 Adult education providers in Germany

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

- Public Fire Fighting Academy, Würzburg ([Homepage](#))
- Continuing Medical Education at University Hospital, Würzburg ([Homepage](#))
- Generations Centre Matthias Ehrenfried, Würzburg ([Homepage](#))

Thursday, 10 February 2022

9.00-10.30 Adult Education, adult learning and lifelong learning policies of international organisations

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*

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

Week I: International strategies in adult education

Friday, 11 February 2022

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*

Field visits to international adult and continuing education associations

- 13.30-15.00
- Institute for International Cooperation of the Deutscher Volkshochschulverband e.V. (DVV International, [Homepage](#))
 - European Association for the Education of Adults (EAEA, [Homepage](#))
 - International Council for Adult Education (ICAE, [Homepage](#))

15.00-15.30 *Coffee break*

15.30-17.00 Reflection of field visits



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

Regina Egetenmeyer works on questions of lifelong learning, informal learning, and professionalization 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 I: Theories for international adult education - Paulo Freire

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, 7 February 2022

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

18.00 Guided-Würzburg-Tour

Tuesday, 8 February 2022

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
lifelong learning: 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: Theories for international adult education—Paulo Freire

Wednesday, 9 February 2022

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 Conscientization of oppression

15.00-15.30 *Coffee break*

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

- Public Fire Fighting Academy, Würzburg ([Homepage](#))
- Continuing Medical Education at University Hospital, Würzburg ([Homepage](#))
- Generations Centre Matthias Ehrenfried, Würzburg ([Homepage](#))

Thursday, 10 February 2022

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 São Paulo: “Pedagogy of the City”

12.30-13.30 *Lunch break*

13.30-17.00 Virtual field visits to providers of adult and continuing education around Würzburg

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.



Week I: Theories for international adult education —Paulo Freire

Friday, 11 February 2022

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*

Field visits to international adult and continuing education associations

- 13.30-15.00
- Institute for International Cooperation of the Deutscher Volkshochschulverband e.V. (DVV International, [Homepage](#))
 - European Association for the Education of Adults (EAEA, [Homepage](#))
 - International Council for Adult Education (ICAE, [Homepage](#))

15.00-15.30 *Coffee break*

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



Share your experiences on
Social Media by using the
#AEAcademyWue



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, 14 February 2022

9.00-10.30	Introduction into comparative adult education
10.30-11.00	<i>Coffee break</i>
11.00-12.30	Comparative group work: Introduction
12.30-13.30	<i>Lunch break</i>
13.30-15.00	Comparative group work: Participant presentations
15.00-15.30	<i>Coffee break</i>
15.30-17.00	Comparative group work: Participant presentations

Tuesday, 15 February 2022

9.00-12.30	Comparative group work: Participant presentations
12.30-13.30	<i>Lunch break</i>
13.30-15.00	Comparative group work: Participant presentations
15.00-15.30	<i>Coffee break</i>
15.30-17.00	Good practice presentations in the field of international adult education

Week II: Comparative studies in adult education and lifelong learning

Wednesday, 16 February 2022

- 9.00-10.30 Comparative group work: Development of comparative categories
- 10.30-11.00 *Coffee break*
- 11.00-12.30 Comparative group work: Testing of comparative of categories
- 12.30-13.30 *Lunch break*
- 13.30-15.00 Comparative group work: Interpretation and comparison
- 15.00-15.30 *Coffee break*
- 15.30-17.00 Good practice presentations in the field of international adult education

Thursday, 17 February 2022

- 9.00-10.30 Comparative group work: Interpretation and comparison
- 10.30-11.00 *Coffee break*
- 11.00-12.30 Comparative group work: Interpretation and comparison
- 12.30-13.30 *Lunch break*
- 13.30-15.00 Comparative group work: Finalisation of comparative groups
- 15.00-15.30 *Coffee break*
- 15.30-17.00 Good practice presentations in the field of international adult education



Week II: Comparative studies in adult education and lifelong learning - group presentations

Friday, 18 February 2022

9.00-9.15	Welcome to the group presentation
9.15-10.40	Presentations of results of comparative groups
10.40-11.10	<i>Coffee break</i>
11.10-12.35	Presentations of results of comparative groups
12.35-13.35	<i>Lunch break</i>
13.35-15.00	Presentations of results of comparative groups
15.00-15.00	<i>Coffee break</i>
15.30-16.15	Evaluation
16.15-17.00	Closing session



Comparative groups overview

	Topic	Moderators
Group 1:	Resource mobilisation for lifelong learning under the sustainability framework	<p><i>Dr. Shalini Singh, Helmut Schmidt University Hamburg, Germany</i></p> <p><i>Prof. Rajesh, Department of Adult Continuing Education and Extension, University of Delhi, India</i></p> <p><i>Jan Schiller, Helmut Schmidt University Hamburg, Germany</i></p>
Group 2:	Acquisition of digital competences through study programmes in adult education	<p><i>Prof. Dr. Schmidt-Lauff, Helmut Schmidt University Hamburg, Germany</i></p> <p><i>Dr. Jörg, Schwarz, Helmut Schmidt University Hamburg, Germany</i></p> <p><i>Hannah Hassinger, Helmut Schmidt University Hamburg, Germany</i></p>
Group 3:	Adult education and lifelong learning policies - historical trends, political priorities and conceptual elements	<p><i>Prof. Paula Guimarães, University of Lisbon, Portugal</i></p> <p><i>Tadej Košmerl, University of Ljubljana, Slovenia</i></p>
Group 4:	Adult education for active democratic citizenship	<p><i>Dr. Borut Mikulec, University of Ljubljana, Slovenia</i></p> <p><i>Lisa Breitschwerdt, Julius-Maximilian-University Würzburg, Germany</i></p>
Group 5:	Policies and online-learning environment for adult and higher education's emerging needs	<p><i>Prof. Monica Fedeli, University of Padova, Italy</i></p> <p><i>Dr. Concetta Tino, University of Padova, Italy</i></p>
Group 6:	Adult learning and education for all?! Issues of inclusion in the limelight	<p><i>Prof. Dr. Silke Schreiber-Barsch, University of Hamburg</i></p> <p><i>Jessica Kleinschmidt, Helmut Schmidt University Hamburg, Germany</i></p>
Group 7:	Adult education and gender - mature women in higher education	<p><i>Prof. Natália Alves, University of Lisbon, Portugal</i></p> <p><i>Ana Guimarães Durate, University of Lisbon, Portugal</i></p>
Group 8:	Social entrepreneurship education in higher education for the development of creativity and social innovation	<p><i>Prof. Vanna Boffo, University of Florence, Italy</i></p> <p><i>Dr. Glenda Galeotti, University of Florence, Italy</i></p>
Group 9:	The roles of adult educators in the development of learning cities and learning communities	<p><i>Prof. Dr. Balázs Németh, University of Pécs, Hungary</i></p> <p><i>Prof. Sir Alan Tuckett, Emeritus professor at the University of Wolverhampton, United Kingdom</i></p>

More info

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

Comparative Group 1: Resource mobilisation for adult education, learning and lifelong learning under the sustainability framework

Resource mobilisation • policies • impact assessment • social partners • sustainability framework

Several stakeholders complain about limited, insufficient and decreasing resources for Adult Education (AE), Adult Learning (AL) and Lifelong Learning (LLL) initiatives in general, and during crisis situations (like Covid-19) in particular. Relying on resource allocation where the control is political (based on compromises rather than scientific evidence or humanitarian concerns) makes AE, AL and LLL initiatives vulnerable in the long run. In contexts where AE, AL and LLL initiatives are given a lower priority for various reasons, merely their continuity becomes a challenge, leave aside the expansion of their scope and enhancement of their quality. The adoption of the sustainability framework for policies (and thereby resource allocation) globally, characterised by a focus on balanced economic growth and measurement of outcomes in terms of their contribution to the same in the post-2015 period, has further created barriers in securing a smooth flow of resources for AE, AL and LLL. Thereby, exploring the possibilities for resource mobilisation becomes crucial for the AE, AL and LLL stakeholders. Key international organisations including the OECD, the ILO, the UN and its Agencies and the World Bank Group have provided recommendations for resource mobilisation in several policy areas including education. How relevant and sustainable are such recommendations in national contexts? This group intends to do comparative research on resource mobilisation for AE, AL and LLL and

- Develop the capability among participants to understand the challenges and possibilities for resource mobilisation for adult education, adult learning and lifelong learning globally under the sustainability framework
- Develop the capability among participants to explore and identify the challenges and possibilities for resource mobilisation in their own contexts relevant under the sustainability framework

Role of practitioners

Practitioners will reflect about

- Good practices regarding resource mobilisation globally
- Individual experiences regarding mobilising resources for lifelong learning

References

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

UN (2020). Financing for Sustainable Development Report 2020. Report of the Inter-agency Task Force on Financing for Development. New York: UN. Available at: https://developmentfinance.un.org/sites/developmentfinance.un.org/files/FSDR_2020.pdf

Comparative research questions

- What kind of strategies can be identified in mobilising resources for lifelong learning under the sustainability framework in a given context?
- What is known about the impact of the strategies?

Context of comparison

The contexts for comparison will include:

- Policy recommendations by key international organisations for resource mobilisation relevant within the sustainability framework
- Sustainable strategies adopted by different countries/regions (administrative and financing units) regarding resource mobilisation for AE, AL and LLL

Categories of comparison

- AE, AL and LLL sectors and systems in relation to resource gaps (needs and availability of resources in each other sector/system)
- Impact assessment parameters for AE, AL and LLL systems under the sustainability framework
- Stakeholders in resource mobilisation process and their strategies for resource mobilisation relevant within the sustainability framework
- Recommendations by key international organisations regarding resource mobilisation for AE, AL and LLL relevant under the sustainability framework

Prof. Rajesh, University of Delhi, India

Prof. Rajesh is currently the Department Head, Department of Adult, Continuing Education and Extension, University of Delhi. He is engaged as an expert in various high-level committees and technical groups constituted by the government and in different universities and research institutions including the Unnat Bharat Abhiyan Committee, Community Development Cell, Transgender Police, Double degree programs and the like. He is the Vice Chancellor's nominee for the Cluster Innovation Centre at the University of Delhi and the Vice president of the Indian Adult Education Association. His areas of interest currently include: Adult Education, Continuing Education and Extension, Lifelong Learning, Higher Education, Gender Studies with special emphasis on Transgender and Mobilization for Public Policy support programmes.



Dr. Shalini Singh, Helmut Schmidt University Hamburg, Germany

Shalini Singh, PhD is a Senior Research Fellow at the International Institute for Adult & Lifelong Education, India. She also works as a Policy Analyst for the Centre of Policy Analysis, India and as a Senior consultant for PLC Advocates, India. Currently, she is a Visiting Researcher and Lecturer at the Helmut Schmidt University, Germany. She is a volunteer for assisting victims of Sexual Harassment at Workplace. She has been primarily engaged in research and teaching in Denmark, Germany, Slovenia and India. Her current areas of interest include: resource mobilisation, employability, international large scale assessments, education policies of international organisations, sustainable education and stakeholders' engagement, policy analysis, comparative studies, and working with sources in research.

Co-moderator: Jan Schiller, M.A., Helmut Schmidt University Hamburg, Germany

Jan Schiller is employed at the Helmut Schmidt University/University of the Federal Armed Forces Hamburg, Germany as a doctoral student and research assistant of Prof. Schmidt-Lauff. His doctoral thesis describes temporal agendas and their impact on education policies in higher education as well as on organisations and learners. He is engaged in the international ERASMUS+ project INTALL (formerly COM-PALL). Jan has published on media and intellectuality, quality control and evaluation, online education and blended learning, European education policies, continuing and higher education and temporal aspects of education.



Comparative Group 2: Acquisition of digital competences through study programmes in adult education

Digital competences • professionalisation • transformative digital literacy

The digital transformation of the global society enables new types of educational practices, creates demands for new educational offers and changes educational organisations in all areas of (national) education systems. This also results in changed demands on adult educators. As professionals, they must be able to use the full potential of digital technologies. This includes not only the pure application, but also the targeted adaptation and sometimes the demand-oriented further development of digital tools. However, the competence for a critical reflection of individual and social consequences is also indispensable - especially in the field of education.

But to what extent does the training and development of disciplinary and interdisciplinary digital competences have a systematic place in the study of adult education? In many cases, students are primarily thrown back on everyday practical experiences and usage habits in their digital practices; a professional reflection of these practices and also the targeted teaching of digital competences are indispensable for the professionalisation of future adult educators.

The comparative group takes an international-comparative perspective and asks about the different approaches to teaching digital competences in adult education studies and the experiences of students in developing these.

Role of practitioners

Practitioners play an important role within the comparative group:

On the one hand, they bring in their own experiences with digital technologies in their everyday professional life and contextualise this with reference to the respective organisational conditions. Similar to the students, the practitioners can also conduct short interviews with colleagues on this topic. In this way they bring an independent empirical basis for the discussion in the comparative group.

On the other hand, they can formulate the requirements for digital competence of future employees from the perspective of practice, but at the same time perhaps also learn from the students which digital technologies could become relevant in the future.

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Comparative research questions

- How are students being taught digital competences and how can they develop digital competences in their studying of adult education? (subjective experiences)
- How is digitization a topic and a tool within studying programmes, curricula of adult education? (especially after COVID-19)
- How is the higher education sector within different countries prepared to adapt to the ‘new’ needs of digitalisation for teaching and learning? (digitalisation strategy; training programmes for teachers)

Context of comparison

The comparison will focus the individual student experience (micro level). How do students acquire digital competences? Data for the micro level will be generated through short interviews conducted by the participants with students of adult education. However, since these experiences are not independent of structural preconditions, the organisational level (meso level) (e.g. concrete integration of digital competences into the curriculum) and the macro level (higher education strategies) will also be considered. In addition, it can be examined how international policies on digitalisation and digital competences influence these three levels.

Categories of comparison

- Using of digital learning tools (micro students perspective)
- Experiences within digitization in studying programmes (micro students perspective)
- Strategies for digitization in the higher education Sector (macro perspective) / Universities (meso perspective)



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

Sabine Schmidt-Lauff holds the Professorship for Continuing Education and Lifelong Learning at HSU since September 2016. Her main research interest is in professionalisation and professionalism in adult education, professional identity, and international-comparative research on lifelong learning. Professional acting in adult and continuing education has been another key aspect of her work for several years. 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.

Dr. Jörg Schwarz, Helmut Schmidt University Hamburg, Germany

Emphasising the connections between social structures, organizations and professional work in Adult Education, Jörg Schwarz has worked on professional fields and relational professionalism in adult education, on the socialisation process of adult educators, on professionalization of entrepreneurship counselling and on young researcher’s career trajectories. More recently, he focusses on the (re-)production of time regimes in professional and organizational contexts.



Co-moderator: Hannah Hassinger, M.A., Helmut Schmidt University Hamburg, Germany

Hannah Hassinger is a doctoral student at the Professorship for Continuing Education and Lifelong Learning. In her research, she works on time and learning in the relation to gender and social inequality.

Comparative Group 3: Adult education & lifelong learning policies - historical trends, political priorities and conceptual elements

Adult education policies • political priorities • conceptual elements

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

The expected learning outcomes of this comparative group is to gain insights on:

- Different as well as similar national/regional adult education and lifelong learning policies under development in several countries or regions
- Understanding such similarities and differences according to national/regional historical trends, political priorities established (considering the influence in policy decision of international governmental organisations, national civil society or profit-making organisations, etc.), and conceptual elements based on which adult education offers (such as second-chance education, vocational education and training, popular education, community education, etc. as well as aims of programmes, pedagogic methods favoured, adults' forms of participation and assessment) are

Role of practitioners

Practitioners shall be asked to share the state of the art of the national/regional adult education and lifelong learning policy of their own country (namely policies underdevelopment in present times and eventually these that were development in present past) having in mind the three analytical models.

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Comparative research questions

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

- How can recent national/regional adult education and lifelong learning policies be interpreted
- How can historical trends, political priorities and conceptual elements of national/regional adult education and lifelong learning policies be understood?
- What is the current state of the national/regional adult education and lifelong learning policies in your country/region in relation to the three policy models?

Context of comparison

The main cases that will be compared are the national/regional adult education and lifelong learning policies under development of countries to which students belong. In comparing these cases, the comparative group will engage with a number of relevant interdependencies between:

- Historical and contextual developments in adult education and lifelong learning public policies in each country, considering most recent programs and regulations/laws implemented
- The influence in policy decision of international governmental organisations, national State-dependant organisations, transnational/national civil society or international/national profit-making organisations, etc. in the policies aims' of these national policies
- Offers implemented – such as second-chance education, vocational education and training, popular education, community education, etc.—, aims of programmes, pedagogic methods favoured, adults' forms of participation and assessment

Categories of comparison

- Historical trends, according to recent political developments of adult education and lifelong learning public policies in each country represented, following Lima & Guimarães (2011) theoretical framework
- Political priorities of specific programmes or forms of provision (considering the influence in policy decision of international governmental organisations, national civil society or profit-making organisations, etc.
- Conceptual elements of adult education and lifelong learning considering (offers implemented – such as second-chance education, vocational education and training, popular education, community education, etc.—, aims of programmes, pedagogic methods favoured, adults' forms of participation and assessment)

Prof. Paula Guimarães, Institute of Education, University of Lisbon, Portugal

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



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.

Comparative Group 4: Adult education for active democratic citizenship

Active citizenship • citizenship education • democratic citizenship

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

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

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

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

Role of practitioners

Practitioners should focus on:

- Good practice examples of adult education for active democratic citizenship
- Major issues they are facing with when working with such endeavours in their practice

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Comparative research questions

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

Context of comparison

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

Categories of comparison

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



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, professionalization of adult educators, continuing vocational education and training, and citizenship education.

Co-moderator: Lisa Breitschwerdt, M.A., Julius-Maximilian-University 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. Her research interests relate to professionalisation, organisational theory and development and digitisation in adult and continuing education.



Comparative Group 5: Policies and online-learning environment for adult and higher education's emerging needs

Learning • teaching • new normal • online instructional design • policies

The COVID-19 pandemic has forced us to develop a new vision in every area of our lives, showing how fragile we are. The education is one of the areas that has registered the most significant impact, causing a relevant transformation at organizational, teaching and learning approaches. Teachers and educators were forced to re-think the way to deliver their courses at distance or in Hyflex mode, identifying new teaching strategies and learning new technological tools; students were forced to attend learning paths completely different compared to those they had chosen. After more than one-year educational systems are preparing for the post-Covid-19 era characterized by “new normal”, where the aim of educational organizations is not just to ensure the delivery of the courses, but also to change places of learning and develop new spaces of learning. Although, the transformation of spaces of learning started some decades ago, the Covid-19 pandemic has sharply increased the transformative process, opening entire new spaces of distance education and learning. As consequence, one of the new teaching challenges has become the development of effective online spaces of learning. Developing a pedagogically effective instructional design model is essential (Chen, 2016) now more than ever, but the realization depends on individuals involved, policies, and resources.

In this sense, the relevance of this comparative group work is to understand the efforts made by the different countries for supporting higher and adult education during the crisis, and for the new normal, both from practical and political point of view.

The expected learning outcomes of this comparative group are related to:

- Knowledge about online instructional designs
- The identification of the online instructional designs that have been developed or adopted in higher and adult education organizations, through the collection of qualitative data
- Understand the importance of policies for supporting the innovation required by the new normal

Role of practitioners

Practitioners will give a relevant contribution to the comparative group through their practical experiences in terms of implementation of new formats for online teaching and learning. They will prepare and share with the group the presentation of a good practice of distance instructional design. The presentation of a good practice should include the format developed for promoting learning, some reflections on challenges (resources, access, sustainability, technological skills, learners' engagement...) opportunities, and on transformation of teaching and learning processes. They will participate in comparative group discussion and support the comparative process analysis within the group.

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Comparative research questions

- How affect online instructional designs teaching and learning processes?
- What institutional policies can support teaching and learning innovation?
- What information does data collected give us on the online instructional designs developed or adopted by higher and adult education organizations?

Context of comparison

Participants will focus their analysis on:

- ‘Online instructional designs’ through the literature analysis and the collection of qualitative data (students will conduct some brief interviews within higher or adult education institutions)
- ‘Institutional policies’

Therefore, the comparative analysis will be carried out:

- At *micro level*, the online instructional designs which is or will be adopted by teachers/educators will be investigated through the collection of qualitative data
- At *meso level*, the institutional policies will be investigated for supporting the development of new spaces of learning and teaching

Categories of comparison

The categories of comparisons will be focused on:

- Description of online instructional design models (format, tools, strategies, content, time, roles, organization, feedback, participatory assessment....)
- Identification of new policies and resources for supporting the implementation of effective online teaching and learning

Prof. Monica Fedeli, University of Padova, Italy

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



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

Concetta Tino, PhD, currently, she is a researcher Fellow in Continuing Education and teach in different courses of master and bachelor's degree 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 6: Adult learning and education for all?! Issues of inclusion in the limelight

Inclusion • accessibility • disability

The ideology of social inclusion represents one of adult education's leading leitmotifs, 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.

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Comparative research questions

- 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?

- 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 / work-place / 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.

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?



Prof. Dr. Silke Schreiber-Barsch, University of Hamburg

Silke Schreiber-Barsch, PhD., is Asst. Professor in Adult Education in the Faculty of Educational Sciences, Unit of Lifelong Learning, at the University of Hamburg, Germany, and an Associated Junior Professor at the UNESCO-Institute for Lifelong Learning, Hamburg. Moreover, she has been appointed as Research Associate at the Centre for Higher and Adult Education, Stellenbosch University, South Africa. Her research interests include international and comparative adult education, lifelong learning, issues of participation and social inclusion / exclusion, global citizenship education, and adult education and disability.

Co-moderator: Jessica Kleinschmidt, M.A., Helmut Schmidt University Hamburg, Germany

Jessica Kleinschmidt is a PhD student at the Professorship for continuing education and lifelong 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.



Comparative Group 7: Adult education and gender - mature women in higher education

Mature women • higher education

Over the past decades, the number of non-traditional students attending higher education has grown significantly 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 national economic competitiveness and promoting social inclusion in higher education for traditionally excluded groups such as the working classes, ethnic minorities and older and disabled students.

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

The definition of mature undergraduates varies between 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 spite of these age differences, the academic community largely agrees that mature students are those who are older than “traditional” students (18 year-olds).

The research conducted to explore mature women’s motivation for participating in higher education shows that their university enrolment was influenced in some cases by the state of their relationship with their families. In other cases, the desire to attend higher education had been present for a long time, but the realisation of this desire was delayed because of structural and individual barriers.

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

- To compare the national definitions of mature undergraduate students
- To compare mature women’s motivations to attend higher education
- To compare mature women’s motivations for higher education as it relates to broader national socio-economic contexts

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 provided by their organisation.

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Comparative research questions

How do mature women in higher education give meanings to their motivation in the context of their lives?

In order to understand the meanings mature women give to their motivation, the following questions must be answered:

- Which are their motivations?
- What kind of individual, institutional and/or structural barriers did they have to overcome to enter higher education?
- What kind of challenges did they face as students?
- What kind of support did they receive from their family, employer and higher education institutions?

Context of comparison

At a macro level, the comparison will focus on the national definition of mature students.

At a meso level, the comparison will focus on higher education institutions' mechanisms to support mature students.

At a micro level, we will focus on mature women's motivation, barriers and challenges. The students will be asked to conduct interviews.

Categories of comparison

- Institutional legal frameworks describe the definition of mature students (if there is any).
- Mature women's motivation—based on the interviews, identify their motivation.
- Individual, institutional and/or structural barriers to entering higher education—based in the interviews, identify the type of barriers that kept mature women from entering higher education at an early age.
- Challenges faced as students—based on the interviews, identify the type of challenges (e.g. balance between family and professional life; pedagogical issues, class schedules...).
- Mechanisms of support—based on the interviews, identify the mechanisms of support that mature women students can rely on at their higher education institution or employer organisation.

Prof. Natália Alves, University of Lisbon, Portugal

Natália Alves is an associate professor at Instituto de Educação, Universidade de Lisboa. She holds a PhD on Sociology of Education. Her main fields of research are school to work transitions and IVET and CVET policies, forms of provision and practices.



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

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

Comparative Group 8: Social entrepreneurship education in higher education for the development of creativity and social innovation

Social entrepreneurship • social innovation • creativity • skills

We are living through the most rapidly changing time in human history. Technological changes and innovation trends are quickly sharpening jobs and professions. Among the many challenges this creates is the challenge of educating the next generation. How do you create an education system for a future that is so hard to envision? What do we need education to achieve? (British Council, 2017). Social entrepreneurship could provide at least part of the answer.

Entrepreneurship, at its root, is about creating value. The topic refers to a great variety of meanings. Too often, the value of entrepreneurship is only considered in its narrow economic sense. Social entrepreneurship by contrast is explicitly about acting upon opportunities and ideas and transforming them into value for others (Bacigalupo et al, 2016): economic, social cultural, and environmental value. In this sense, entrepreneurship is emerging as an educational concept that could support students' growth to face new challenges today and in the future (Boffo, 2018).

Starting from a theoretical analysis of definitions, the comparative group will focus on three levels: the macro level of policies and measures to bolster social entrepreneurship education in higher education; the meso level of educational programmes implement in universities; the micro level of tools and methods to support the development of creativity and social innovation.

Role of practitioners

Practitioners will be asked to broaden the international perspective on social entrepreneurship, presenting projects and experiences for developing adults' social innovation and creativity.

Practitioners should explore roles of adult educators involved in social entrepreneurship education, and they should focus on national or local good practices, bringing information on the context, the target group, the implementation, and the results.

References

Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). *EntreComp: The Entrepreneurship Competence Framework*. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884

Boffo, V. (2018). To continue to discuss about entrepreneurship, *EPALE Journal*, 4/2018, pp. 6-10.

British Council, (2017). *Social entrepreneurship in education. Empowering the next generation to address society's needs*. Available at: https://www.britishcouncil.org/sites/default/files/british_council_social_entrepreneurship_in_education_web_final.pdf

Lackéus, M. (2015). *Entrepreneurship in Education - What, Why, When, How*. OECD Publishing: Paris: Background paper for OECD-LEED

Comparative research questions

- Which are the policies and laws for social entrepreneurship education that influence strategies in higher education in your country?
- Which programmes have been implemented at your home university for social entrepreneurship?
- Which are the educational tools and methods used in university social entrepreneurship education programmes?

Context of comparison

The comparison will deal with the educational policies and strategies that are developed at international and national level to foster social entrepreneurship. At the same time the comparative group will focus the attention on the programmes and activities that universities implement to bolster social innovation and creativity through entrepreneurship education.

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

Categories of comparison

- The definition of social entrepreneurship and social innovation will be considered as a standpoint for theoretical reflection
- Social entrepreneurship education programmes will be considered a category since they are very important from a pedagogical point of view for studying the dynamic processes for social innovation and creativity
- Educational tools and methods used in university social entrepreneurship education programmes will be considered a category to analyse the way to support social innovation and creativity for young people



Prof. Vanna Boffo, University of Florence, Italy

Prof. Vanna Boffo, PhD, is a Professor at the Department of Education, Languages, Interculture, Literatures and Psychology, University of Florence, Italy. He is President of the European Master in Adult and Continuing Education at the University of Florence where he teaches Work Pedagogy. He is also Rector's Delegate for Job Placement and Coordinator of the Doctoral Course in Education and Psychology at the University of Florence. He is Vice-President of RUIAP, the Network of the Italian Universities, affiliated to EUCEN.

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 focuses on: education for social innovation and local development, heritage education, innovation in career teaching, experiential and work-related learning, training needs analysis and evaluation of systems.



Comparative Group 9: The roles of adult educators in the development of learning cities and learning communities

Participation • adult learning • community • professional roles

Having been identified in several recent documents of UNESCO and its Institute for Lifelong Learning, the comparative research of learning cities has become an important issue for adult education and lifelong learning in several aspects. Also, learning cities could successfully integrate global and local influences upon adult learning in order to claim a special role for knowledge transfer, community development, skills development for individuals. Today, not only policy perspectives on lifelong learning, but also the dimensions of citizenship education can be strongly tied up to learning cities, on the one hand, when we try to underline the role of professional roles to orientate learning city developments towards SDGs, more precisely, to quality education and learning. On the other hand, adult educators have a responsibility to organise community-focused and needs-oriented celebratory events of learning festivals, adult and lifelong learners' weeks, etc. These events should help raising participation and quality in adult learning through the development of knowledge and skills. Comparison of learning cities, regions and of learning communities allow us to recognise similarities and differences in order to get a better understanding of the topic with transnational perspectives and collaborative approaches. ASEM LLL HUB, PASCAL Int. Observatory and ESREA publications will be of help in this context.

Role of practitioners

Practitioners can collect examples of learning cities and relate the roles of adult education and adult educators to their own skills and competences related to demands of learning city teams upon how to raise participation and performance of adult learning through learning city services and programmes.

References

Németh, B. (ed.) (2020). Learning Cities – an Influential Topic for Adult Education and Learning, Drawing Attention to Inclusion, Collaboration and Innovation In. *Studies in Adult Education and Learning* 1/2021. Vol 26 No 1 (2020): Learning Cities – an Influential Topic for Adult Education and Learning, Drawing Attention to Inclusion, Collaboration and Innovation | *Studies in Adult Education and Learning* (uni-lj.si)

Németh, B., Issa, O., Diba, F., Tuckett, Sir A. (eds.) (2020). Learning Cities and Learning Communities: Analyzing Contextual Factors and Their Impacts on Adult and Lifelong Learning in Urban Settings. In. *ANDRAGOSKE STUDIJE/ANDRAGOGICAL STUDIES* (0354-5415): 2020 1 pp. 17-52. *Andragogical Studies* (as.edu.rs)

UNESCO UIL (2017) *Unlocking the Potential of Urban Communities. Volume II. Case Studies of Sixteen Learning Cities Hamburg*: https://unesdoc.unesco.org/ark:/48223/pf0000258944_eng

UNESCO UIL (2015) *Unlocking the Potential of Urban Communities: Case Studies of Twelve Learning Cities. Unlocking the potential of urban communities: case studies of twelve learning cities* - UNESCO Digital Library

Comparative research questions

Please choose one learning city as model:

- In your selected model, what are the main socially driven goals of the learning city-region model initiative/community learning activity?

- What issues, matters influence participation in the learning city model you have chosen referring to initiative as community learning activity?
- What are the choices and barriers of collaboration of relevant stakeholders in the selected model/ action?
- What are the effective forms of collecting and sharing knowledge in the learning city model, initiative as community learning activity you have chosen?

Context of comparison

The following aspects will be examined through individual examples participating students will have to collect and shortly analyse based on the learning city or learning community they focus on:

- Drivers of building a learning city/ learning community
- Reasons for participation in learning city initiative/community learning activity
- Choices and barriers of collaboration of relevant stakeholders in building the learning or smart city
- Forms of collecting and sharing knowledge in the learning city/community learning activity
- The role and impact of the adult learners' weeks/lifelong learning weeks in the country the participating student may represent
- Learning in between global and local (in between global/international initiatives and local/regional realities) – the roles of learning festivals, 'learnfests', etc.
- The role of the media and social media and public discourse on the benefits of local/regional collaborations around learning
- Learning with/through economic organisations/companies/firms and learning in cultural/community/ NGOs and other socially driven organisations (e.g. museums, libraries, community learning centres, etc.). Pointing to some good examples in those two major dimensions (social and the economic)

Categories of comparison

- The drives of making a learning city a reality
- Goals of the learning city-region
- Composition of stakeholders and their claims
- The impact of relevant policy, law and financing
- Roles of adult educators in the development of learning cities and learning communities



Prof. Sir Alan Tuckett, University of Wolverhampton, United Kingdom

Sir Alan Tuckett is Emeritus professor of Education (from January, 2021) of the Institute of Education, Faculty of Health Wellbeing and Education at the University of Wolverhampton, UK, former director of the National Institute for Adult and Continuing Education, also former president of the International Council for Adult Education. Sir Alan Tuckett is a distinguished thinker and advocate of adult and lifelong learning.

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

Dr. Balázs Németh is an associate professor of adult learning and education at the University of Pécs, Hungary and a researcher of learning cities and regions from the comparative scope of non-vocational adult learning, community development and intercultural dialogue. Also, Németh is interested in the analysis of the roles of Inter-governmental organisations (IGOs) and Non-governmental organisations (NGOs) in the development of learning cities.



Application

#AEAcademyWue

Requirements for application

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 with relation to lifelong learning (e.g. a Bachelor degree in education) forms the minimum requirement. For further selection criteria please visit go.uni-wue.de/selection.

It is possible to take part in the Adult Education Academy on-site and virtually. If you choose the on-site mode, please be aware that participation at the Adult Education Academy is only possible if you can ensure to arrive no later than 4 February 2022 and depart not earlier than 19 February 2022. Only practitioners affiliated with EAEA or DVV International can participate in the programme with the option for staying only one of the two weeks. 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 at the Adult Education Academy.

Application process



Detailed application process

- Step 1:** Fill in the online application. You can find the form at go.uni-wue.de/application.
- Step 2:** Submit all required documents to lifelonglearning@uni-wuerzburg.de. For the list of documents please visit go.uni-wue.de/application.

Application deadline

All documents must be submitted until **30 August 2021 at 23:59 CET**. Kindly acknowledge that only complete applications can be considered. Delayed and/or incomplete applications cannot be considered.

Enrolment

After successful examination of your application, you will be informed via e-mail about the approval of your participation in the Adult Education Academy by the end of September. Then you will receive a letter of admission. All accepted participants will then proceed to the formal registration process of the University of Würzburg. The registration process requires the 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 platforms of the University of Würzburg 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.uni-wue.de/application.

Contribution for enrolment

The regular contribution for enrolment for the Adult Education Academy is 142.70 EUR. The contribution only has to be paid, if your application was successful. Please note that once the contribution for enrolment is paid, it cannot be refunded.

After the approval of your application, we will further inform you about the bank details for the payment of the contribution. Please note that the payment has to be done directly to the University of Würzburg by bank transfer **by the mid of October 2021**.

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 (s. p. 44), as well as the online catalogue of university library. In addition, you can also use the local public transport in Würzburg with the student ID card for free and you will get reduced prices in the cafeterias of the University of Würzburg.

Application until 30
August 2021
go.uni-wue.de/application

Allowances

DAAD

#AEAcademyWue

INTALL travel & subsistence lump sums

Participants from the following universities and institutions are kindly asked to contact their local coordinators for further information:

- Helmut-Schmidt-University Hamburg, GERMANY: Prof. Sabine Schmidt-Lauff
- Pécsi Tudományegyetem, HUNGARY: Prof. Balazs Németh
- Dublin City University, IRELAND: Prof. Maria Slowey
- Università degli Studi di Firenze, ITALY: Prof. Vanna Boffo
- University of Padua, ITALY: Prof. Monica Fedeli
- Universidade de Lisboa, PORTUGAL: Prof. Paula Guimarães
- Univerza v Ljubljana, SLOVENIA: Prof. Borut Mikulec
- Practitioners who are affiliated with the with DVV International: Dr. Thomas Lichtenberg
- Practitioners who are affiliated with the European Adult Education Association: Aleksandra Kozyra

Allowances
application until 30
August 2021
<https://go.uniwue.de/arning>

Your local coordinator can give you information about the requirements and the travel and subsistence lump sums. The admission to the course also is in the responsibility of your local coordinator.

DAAD Summer School programme

University of Würzburg will apply for the DAAD Summer School Programme that is funded by the German Academic Exchange Service (DAAD) with funds from the Federal Foreign Office. The funding will include an allowance for the stay with a total of 500 EUR for two weeks. In addition, the DAAD allowance comprises a lump sum for travel, depending on the country you travel from. You can find further information here:

<https://www2.daad.de/downloads/foerderprogramm/file.php?id=6707>

Kindly note in your application, if you wish to apply for a travel allowance.

ERASMUS cooperations

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

Join us on social media

#AEAcademyWue

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 1000 members from all over the world.

LinkedIn network

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

The “Internal 2022 Adult Education Academy” group

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

LinkedIn group 2022

<https://www.linkedin.com/groups/13965302/>

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.

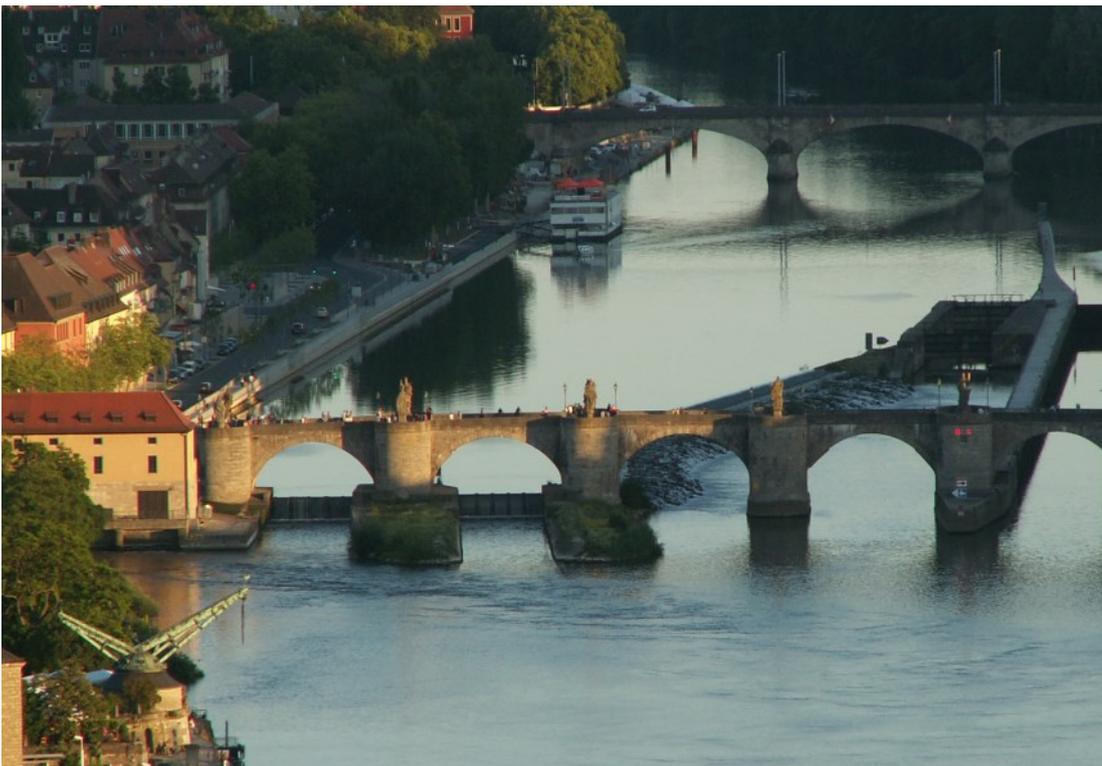


Exchange programme winter semester 2021/22

Course title	Lecturer
Learning cities, learning regions and learning communities	<i>Prof. Balazs Nemeth University of Pécs, Hungary</i>
International environment – History and politics of adult learning and education	<i>Prof. Balazs Nemeth University of Pécs, Hungary</i>
International research and development in adult education and lifelong learning	<i>Prof. Balazs Nemeth University of Pécs, Hungary</i>
Adult Education Academy & preparatory class	<i>Prof. Regina Egetenmeyer / Jennifer Danquah/ Laura Leibinger University of Würzburg, Germany</i>
German language courses	<i>Offered by the language centre of the University of Würzburg</i>

Exchange programme

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



Good to know...

Which platforms are used?

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 \(uni-wuerzburg.de\)](http://WueCampus.uni-wuerzburg.de)



Zoom

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

[Videokonferenzen, Web-Konferenzen, Webinare, Bildschirmfreigabe - Zoom](#)



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 \(uni-wuerzburg.de\)](#)



Common words and phrases in German

Common words and phrases in German

Hello - Hallo	Please - Bitte	Water - Wasser
Welcome - Herzlich willkommen	Excuse me - Entschuldigung	Food - Lebensmittel
How are you? - Wie geht es Ihnen?	What is your name? - Wie heißen Sie?	Bus - Bus
I am very fine - Mir geht es sehr gut.	Can you show me the way? - Können Sie mir den Weg zeigen?	Bus station - Bushaltestelle
Thank you - Danke schön	How much is...? - Wie viel kostet...?	Where is...? - Wo ist...?
Nice to meet you - Schön, Sie kennenzulernen	Sim card - SIM Karte	Wait for us - Bitte warten Sie auf uns
		Mobile phone - Handy
		WiFi - WLAN

Team of the Adult Education Academy



Prof. Dr. Regina Egetenmeyer
Head of the Professorship for
Adult and Continuing Education



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Contact for INTALL



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We wish you all the best and stay healthy!



Adult Education Academy 2022

International and comparative studies
in adult education and lifelong learning

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