



Professional Development and Comparative Work in the Adult Education Academy of University of Würzburg

Professzió-fejlesztés és komparatív elemzések a würzburgi
Adult Education Academy programban

Adult Education Academy - Adult Education Academy


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UNIVERSITÄT
WÜRZBURG

Adult Education Academy
for master's students, doctoral students and practitioners

International and comparative studies
in adult education and lifelong learning



AFACADEMY-GUIDE

02 - 13 February 2026
in Würzburg/Bavaria, Germany
+ Preparatory Phase Nov. 2025 - Jan. 2026

Introduction to Adult Education Academy

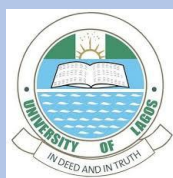
Two week intensive programme with a preparatory phase.
Preparatory Phase: 3. November 2025 – 26. January 2026
Adult Education Academy: 2. – 13. February 2026



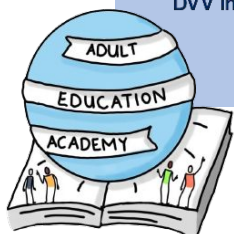


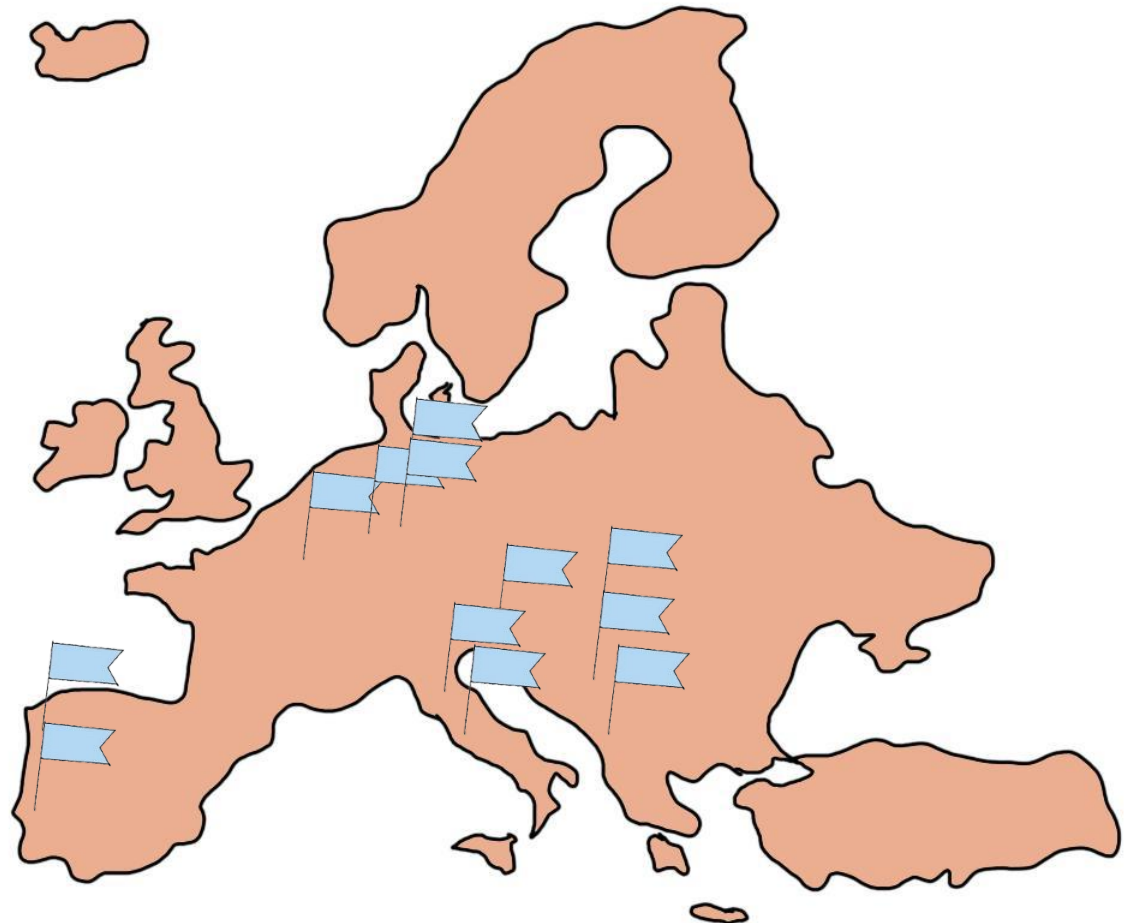
Joint Module for MA & PhD students & professionals in comparative studies in adult and continuing education

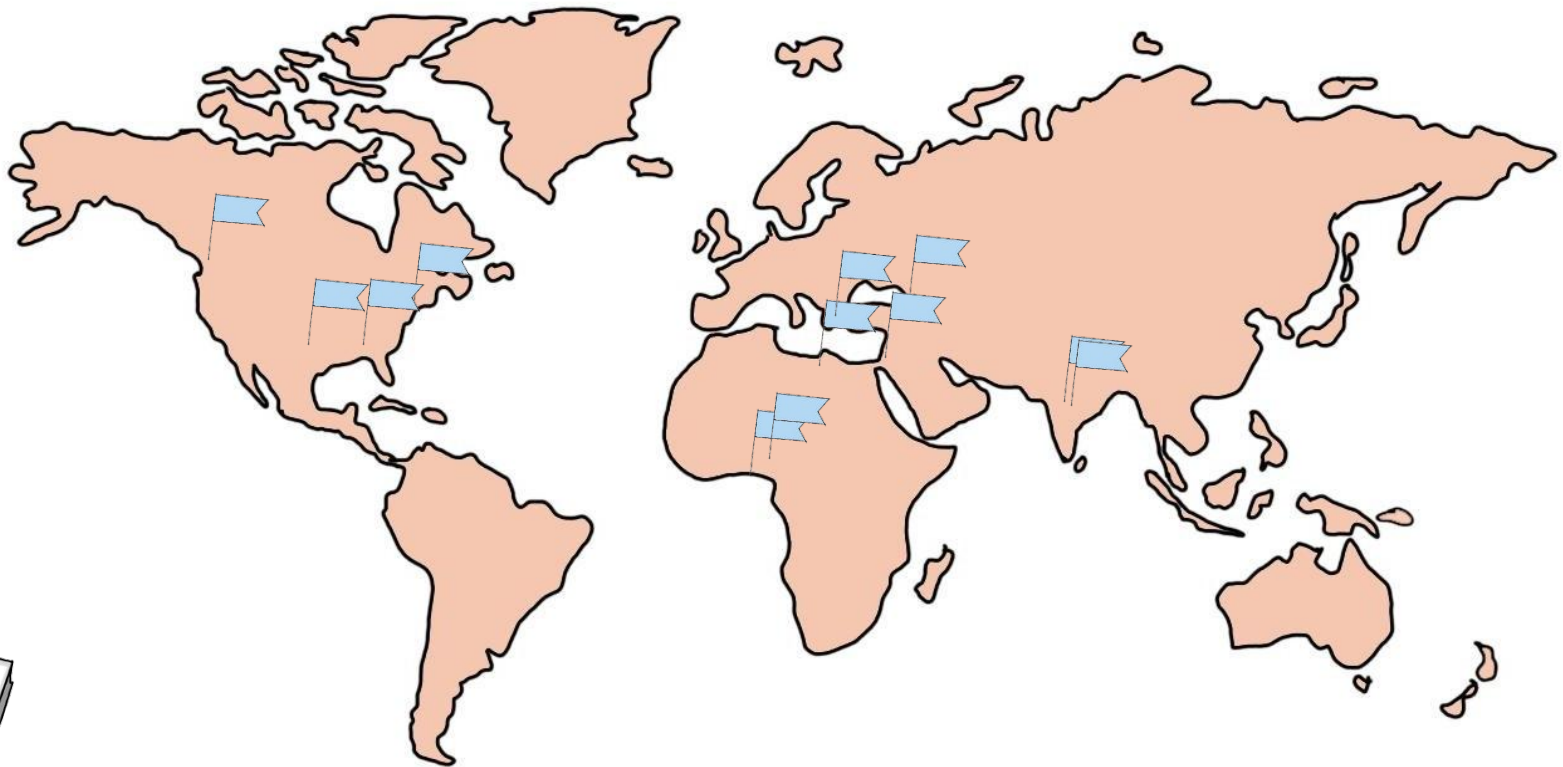
Partners



With financial support from







Impressions from our last Adult Education Academy



**Adult Education Academy
in February 2026** (13th edition)
11 European partners,
8 partners outside Europe
Over 1000 participants from 50
different countries (2014-2026)



Erasmus+ **HDC**
UNIVERSITÄT WÜRZBURG

SAVE THE DATE!

Adult Education Academy
for master's students, doctoral students & practitioners

02 - 13 February 2026
Online Preparation Phase Nov. 2025 to Jan. 2026

**International & comparative studies in
adult education & lifelong learning**

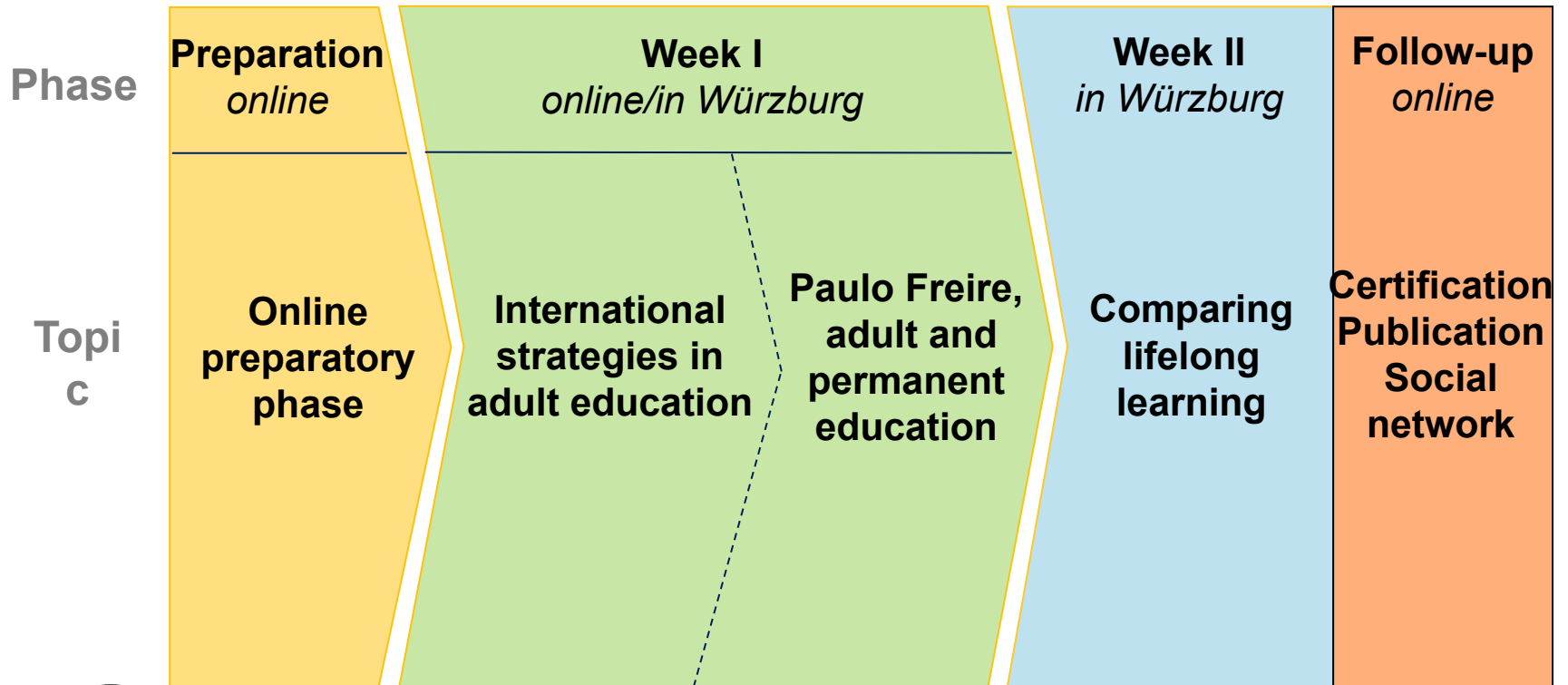
Week I • 02 to 06 Feb. 2026 • on campus
master's students , doctoral students & practitioners
 International strategies in adult education and lifelong learning
doctoral students
 Paulo Freire's theory for international adult education

Week II Comparative Group work • 09 to 13 Feb. 2026 • on campus
 • Active Aging in the Longevity World: Adult Education, Lifelong Learning and Competences • Programme planning and analysis in adult education: Dealing with power and going beyond power • (Generative) Artificial Intelligence in Adult Education and Lifelong Learning • Peacebuilding and Intercultural Dialogue in Adult Learning and Education • Developing Learning Ecosystems through ALE—The Roles of Learning Cities and Communities • Artificial Intelligence and Adult Education: Policies, Practices and Challenges • National/regional adult education and lifelong learning practices • The Social Impact of Adult Education on Learners' Lives • Adult Education and Gender: Adult Education and Lifelong Learning policies for women • Curriculum Internationalization in Higher Education: Policies and strategies • Faculty development: Policies, Organizational challenges and professional development

For more information visit our website

Logos of partner institutions: WZL, vhs, etc.

Overview of the programme



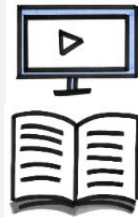


Preparation (*online*)

Preparatory zoom sessions

On-campus preparation of partners

Self-directed studies



Guided reflection



Guided Preparation





Week I *online/in Würzburg*

International strategies in adult education

Classes on policies and strategies

Paulo Freire, adult and permanent education

Readings and theoretical discussions



Joint field visits and discussions with stakeholders



Reflection and role play

Reflection





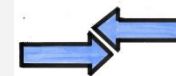
Week II *online/in Würzburg*

Comparing lifelong learning

**Introduction to
comparative adult education**



Comparative group work



Open space presentations



Overview of the programme – Week 2



Exemplary topics from 2026

1. Peacebuilding and Intercultural Dialogue in Adult Learning and Education with regard to disability in the limelight
2. Developing Learning Ecosystems through ALE — The Roles of Learning Cities and Communities Education, Learning and Active Ageing: Competences for Work and Life
3. Active Ageing in the Longevity World: Adult Education, Lifelong Learning and Competences. Higher/Adult Education for sustainable development: policies and practices
4. Programme planning and analysis in Adult Education: Dealing with power and going beyond power Digitalization on Adult Education and Learning
5. Artificial Intelligence and Adult Education: Policies, Practices and Challenges
6. National/regional Adult Education and Lifelong Learning policies
7. (Generative) Artificial Intelligence in Adult Education and Lifelong Learning
8. The Social Impact of Adult Education on Learners' Lives
9. Adult Education and Gender: Mature women in Higher Education
10. **Curriculum Internationalisation in Higher Education: Policies and strategies**
11. **Faculty development: Policies, Organisational challenges and professional development**
12. Adult learning and education for all?! Issues of inclusion with regard to disability in the limelight





Example of Comparative Group Work – **Adult Education Policies and Gender Equality: Women in STEM Education**

Countries included in the comparison: Germany, India, Italy, Serbia, Slovenia and Tunisia

Research question:

How does Gender Equality in STEM fields vary among Germany, India, Italy, Serbia, Slovenia and Tunisia?

“The fields of study which refer to disciplines of formal STEM education, the second criteria for STEM education, are grouped under three of the 11 broad groups of ISCED-F 2013, namely:



05 Natural sciences and mathematics
06 Information and communication technology and
07 Engineering, manufacturing and construction.”

(UNESCO, 2017, pp. 34f.)



Methodology:

- Mixed Methodology (Quantitative –Qualitative)
- Policy Matrix STEM and Gender Advancement Project Framework (SAGA) UNESCO

10 Categories of analysis used for comparison:

1. Name of the Element
2. Brief Description of the Aims of the Document
3. Type and Sub-Type of Element
4. Name of the Institution Implementing the Policy or the Instrument
5. STI Gender Objective(s)
6. SDG, Target, Indicator
7. Beneficiaries
8. Geographical Coverage
9. Source of Funding
10. Period of Implementation of the Element





Comparison Results:

Similarities

- All European countries have a percentage of women enrolled in ICT lower than 30%.
- All countries have enrollment rates of more than 50% in Natural Sciences and Mathematics.
- All of the countries analysed have specific gender equality legislation (not just strategies and plans).
- No country's national laws are directly targeting Gender Equality in STEM Higher Education.

Differences

- For Serbia we did not find suitable data on graduate rates generally in STEM studies.
- For India we did not find suitable data on graduate rates in ICT.
- Italy has specific objectives 3.1 (awareness of gender equality), and 3.2 (financial aid for female in higher education) in STEM, whereas other analyzed countries found them only on a general level.





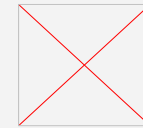
Recommendations:

- Specific policies for STEM in HE and for women in STEM in HE
- Data Availability (e.g. per field, educational levels, graduates, job market etc.)
- Attraction to the courses
- Professional orientation and career guidance about ICT
- Provide role models of women in STEM, especially in ICT
- Early stage technology experiences



**Follow-up *online***

Participation Appreciation



Publication option



Social network



LinkedIn





Comparative paper

Exclusive Offer for Doctoral Students

- Possibility of writing a comparative research paper in an international group
- Supervision by an international expert (moderator/co-moderator of the comparative groups)
- Paper will follow an international peer-review process
- Publication in an edited volume

