

# *International Winter School*

*for Master- and Doctoral Students*

## **Comparative Studies in Adult and Lifelong Learning**

**February 3 - 12, 2016**

in Würzburg/Bavaria, Germany

Julius-Maximilians-  
**UNIVERSITÄT  
WÜRZBURG**



Photo: University of Würzburg

## In cooperation with



## With support of



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# Subject

The international Winter School 'Comparative Studies on Adult and Lifelong Learning' is dedicated to analysing and comparing international and European strategies in Lifelong Learning. Based on social policy models, Lifelong Learning strategies in Europe, including selected European countries, will be subjected to a critical analysis. Furthermore, subtopics of Lifelong Learning have been chosen (e.g. participation in adult education in Europa, training the adult learning trainers, quality in adult education) for an in-depth comparison and analysis of the situation in various European countries.

During the first part of the winter school, theories and approaches will be used for analysing European and international Lifelong Learning strategies. The programme features direct interactions with key European stakeholders in Lifelong Learning (e.g. European Association for Adult Education). Furthermore, local providers in adult and continuing education in Würzburg (Academy Frankenwarte, Kolping Academy Würzburg, Continuing Education Center of the local Chamber of Industry and Commerce) will be visited. The interaction will lead to a critical analysis and to a comparison of Lifelong Learning strategies, as well as to a theory-practice reflection on international policies in Lifelong Learning.

During the second part, the winter school focuses on the comparison of selected subtopics of Lifelong Learning in selected countries: How does the training of trainers vary in different countries? How does Adult Education participation differ in various European countries? How do quality systems vary in different countries? Which differences and similarities do we find in the policies towards Lifelong Learning in different countries? What conclusions can be drawn out of these differences and similarities?

The Winter School is geared towards master and doctoral students from European and Asian Universities. Mainly focused are students who are enrolled in study programmes close to Adult Education and Lifelong Learning. We welcome an interdisciplinary approach towards these topics.



*„We all are really thankful for your cooperation and support there in Würzburg. Winter school 2015 had really been significant in terms of our academic qualification and personal experience. We also want to thank all of you who supported and accompanied us till we have been in Würzburg. Our experiences there have collectively been significant and joyful we can make a lot out of these experiences and learnings.“*

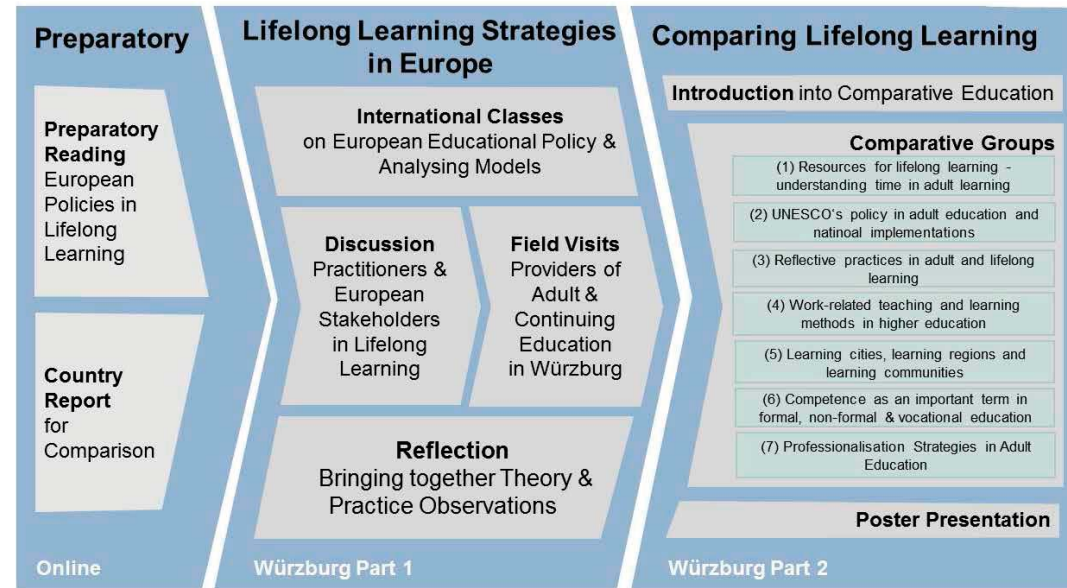
Prateek Bansal - University of Delhi - India

*„I really enjoyed participating the Winter School 2015 and it was an exciting learning process that I could work together with a group of enthusiastic students on the theme of quality in our working group! Also, it was a particularly challenging environment where I could collect and share knowledge on adult learning and education in a well-organised format together with an engaged community and its members.“*

Prof. Dr. Balázs Németh - Associate Professor & Head of Instituton of Adult Education - University of Pécs - Hungary



## Working Programme of the Winter School





# Part 1: European Strategies in Adult and Lifelong Learning

For the analysis of European and international strategies in Lifelong Learning there will be an introduction into a theoretical analysis model. Therefore, we will work with the study guide 'European Strategies in Lifelong Learning: A Critical Introduction'. The authors of the study guide, Professor Licínio Lima and Professor Paula Guimaraes, will moderate the discussion of two different groups. This introduction will be followed by discussions with European Stakeholders in adult and Lifelong Learning as well as by the visit of the following Adult Education providers in Würzburg: Frankenwarte Academy (Citizenship Education Provider), Continuing Education Center of the Chamber of Industry and Commerce in Würzburg and Schweinfurt. The finale of the first part of the Winter School will be a reflection and a placing of Lifelong Learning practices into the analytical model.

## Schedule Part 1

Lecturers: Prof. Lima, Guimaraes & Prof. Egetenmeyer

Tuesday, Feb 2, 2016

Arrival in Würzburg

Wednesday, Feb 3, 2016

09.00-10.00 Arrival on Campus, registration  
 10.00-12.00 Welcome address  
 13.00-16.00 Basic concepts: "Politics, Policies, Strategies in LLL"

Thursday, Feb 4 2016

9.00-12.00 Levels of analysis: "Mega, Meso, Macro and Micro" and social policy models  
 13.00-17.00 Introduction to structure and providers of adult education and lifelong learning in Germany  
 16.45-18.15 Preparation for field exploration: development of observation grid  
 17.00-18.00 Guided Würzburg Tour

Friday, Feb 5 2016

09.00-11.00 Field visit: Continuing education center of the chamber of industry and commerce  
*Stefan Göbel*  
 13.00 - 15.00 Reflection  
 16.00 - 18.00 Field visit: Frankenwarte *Homaira Mansury*

Saturday, Feb 6 2016

10.00-12.00 Lifelong learning strategies of the European association for the education of adults  
*Gina Ebner*  
 12.00 Joint group photograph  
 14.00 - 16.00 From the memorandum to the European agenda of lifelong learning

### Prof. Dr. Licínio C. Lima, University of Minho/Portugal

Licínio C. Lima is Full Professor of Sociology of Education and Educational Administration at the Department of Social Sciences of Education at the University of Minho. There 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 guest professor. He also is author of many academic works published in thirteen countries and six languages, including more than thirty books.



### Prof. Dr. Paula Guimarães, University of Lisbon/Portugal

Paula Guimarães received her PhD in Educational Sciences (Educational Policy) in 2011. She has been working as an Assistant Professor of the Institute of Education of the University of Lisbon since January 2012. She lectures themes concerning Adult Education. She was Vice-president of the European Society for Research on the Education of Adults (ESREA) and co-convenor of the ESREA network Adult Democratic and Citizenship Education.



### Prof. Regina Egetenmeyer, University of 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 Visiting Professor at the International Institute of Adult & Lifelong Education, New Delhi (2014-2017). Her research emphasis are on internationally comparative research in Adult and Lifelong Learning.



Sunday, Feb 7 2016

Cultural activity: Würzburg Residence as place of lifelong learning

Monday, Feb 8 2016

09.30 -11.30 Field visit: Bildungszentrum Nuremburg  
 13.00-14.00 Final reflection on field visits: intercultural group presentation  
 after 14.00 Cultural activity in Nuremburg

*„I really can advise everyone to think about a participation in the Winter School in Würzburg, even if there are doubts, it is a great chance, offers a lot, helps to learn and results in wonderful experiences.“*

Lydia Kratzert - Bielefeld University - Germany



## Part 2: Comparing Lifelong Learning

For the comparison of selected subtopics of Lifelong Learning students will choose one subtopic, which will be guided by an international expert. Each participant will act as representative of his/her home country. Within the group work a comparison will be done. The comparative group work will end with a poster presentation showing the results of the comparison. Every participant will prepare a short country description before the winter school. By this, each students will provide an insight into his/her home country to the group fellows.

### Schedule Part 2

Lecturers: Prof. Schmidt-Lauff, Prof. Milana, Prof. Boffo, Dr. Nierobisch, Prof. Schüßler, C. Tino, B. Németh, Dr. Petsch, Prof. Egetenmeyer

#### Tuesday, Feb 9 2016

09.00-12.00	Introduction into comparative studies in adult education
13.00-17.00	Introduction into research-oriented comparative group work
19.00 - 21.00	Cultural activity in comparative groups

#### Wednesday, Feb 10 2016

09.30-12.00	Comparative group work: student presentations
13.30-15.00	Comparative group work: development of categories
15.30-17.00	Comparative group work: testing of comparative categories

#### Thursday, Feb 11 2016

09.30-12.00	Comparative group work: interpretation and comparison
12.00	Joint group photograph
13.30-16.00	Comparative group work: interpretation and comparison
19.00-20.30	Franconia evening

#### Friday, Feb 12 2016

09.00-12.30	Presentation of the final comparative group work results (open space)
13.30 - 15.30	Preparation of book papers
14.00-16.00	Closing session (certificates)

#### Saturday, Feb 13 2016

Departure

## Comparative Groups for the Intensive Phase

### Comparative Group 1

#### Resources for Lifelong Learning – Understanding Time in Adult Learning

Participating in lifelong learning always involves making and taking time for development. The question of how to increase participation in adult education is at the top of national and European research and policy agendas. Resources for lifelong learning are normally orientated on economic aspects (money). In this group we focus on resources in an alternative way, arguing that the dimension of time has been neglected or simply taken for granted.

In concrete terms, this group looks at what countries do (on different levels) to mobilize time as a resource for lifelong learning in order to foster adults' participation. Please prepare the following aspects in your essay regarding your home country:

1. Research results/the current situation regarding the use of the resources time and temporality (see e.g. EU Adult Education Survey).  
For example:
  - How much time (days, hours) do adults spend in educational activities? And how often per year?
  - To what extent do adults use their own resources to pay for educational activities? Who else bears the costs (see e.g. 2012 CEDEFOP report about 'paid educational leave')?
  - What do we know about the quality of time and the experience of temporalities during lifelong learning processes ('life course' vs. 'lifecycle')? How does it differ between different phases of adulthood (e.g. 'rush hour of life' vs. 'retirement')?
  - How is learning time interwoven with time for other actions?
2. Policies and basic legislation: What legislative background exists concerning time for lifelong learning (paid educational leave, training leave, etc.)? What political actions and developments can be observed in your country?
3. Specific programmes, projects or activities for different target groups: Are there any special programmes, projects and activities concerning time resources?
4. Role and influence of other actors (children, family, enterprises, social environment, the need for relaxation, etc.)?
5. How is time defined and experienced in our 'modern society': cyclical (circadian); natural flow; between past – present – future; social time vs. individual time, etc.?

#### **Prof. Sabine Schmidt-Lauff, University of Chemnitz, Germany**

Sabine Schmidt-Lauff has carried out diverse policy analysis on lifelong learning and is an expert on learning times and time policies for lifelong learning. Sabine Schmidt-Lauff did her PhD studies at University of Hamburg with a study on collaboration on vocational training and professionalization in Adult Education. In 2008 she accepted a professorship for Adult and Continuing Education at Technical University of Chemnitz. Sabine Schmidt-Lauff's research emphasis lay on questions of professionalization and professionalism, Continuing and Vocational training, international-comparative research in lifelong learning, time and Bildung. These questions are focusing learning and adulthood in general such as learning in companies in specific.



## Comparative Group 2 UNESCO's policy in adult education and national implementations

Scholarly attention to global governance in education has given much consideration to core institutions for economic and social development, like the Organization for Economic Co-operation and Development, the European Union or the World Bank. Less attention has been paid to institutions such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), which hold 'enormous intellectual capacities to deliberate the most complex of global problems related to constructing the defenses of peace in the minds of human beings' (Sigh 2011).

In the field of adult education, the UNESCO in 1976 adopted a *Recommendation on the Development of Adult Education*, the only international legal instrument in this field to date. Progress on its implementation at country level has been only loosely and sporadically monitored.

A first monitoring occurred in 1993, upon recommendation by the IV International Conference on Adult Education (Paris, 1985). A new monitoring occurred in 2011, and was based on the *Global Report on Adult Learning and Education* (2009) prepared by the UNESCO Institute for Lifelong Learning in view of VI International Conference on Adult Education (Belém, 2009). Finally, an additional monitoring resulted in the publication of the *2nd Global Report on Adult Learning and Education* (2013).

Although UNESCO recommendations are neither morally nor legally binding, they encourage member states to adopt particular approaches or undertake a certain course of action, and may thus nonetheless exert political influence on national policy.

This raises the question regarding the extent to which membership in UNESCO and increased global monitoring affects adult education developments in selected countries.

During the comparative group work, we will focus on the following aspects (focus of country reports):

1. How have relations between your country and UNESCO evolved over time?
2. Has your country sent delegates to the International Conferences on Adult Education? Which social groups (governments, academics, adult education providers etc.) were represented in the national delegations? Did national delegations change over time (in terms of numbers, social composition, etc.)?
3. What aspects of adult education (policy, programmes, financing streams etc.) has your country reported in UNESCO's monitoring activities? Have these changed over time? How?
4. Which legislative framework in your country can explain what is being reported to UNESCO on adult education? Did this framework evolve over time? How?
5. What are similarities and differences between the evolution of national legislative frameworks and UNESCO's agendas, action plans and monitoring efforts in the field of adult education?

## Prof. Marcella Milana, Aarhus University, Denmark

Marcella Milanias teaches and researches comparative education, education policies, adult education, lifelong learning and citizenship education. She is a Member of the steering committee of the European Society for Research on the Education of Adults (ESREA) and President of the Nordic Comparative and International Education Society (NOCIES). In 2012 she was awarded a Marie Curie Fellowship by the European Commission to carry out a project on Globalization and the Education of Adults (GLOBE-A). She has been guest lecturer at several universities, including the Paulo Freire Institute, University of California-Los Angeles/USA, the University of Trento/Italy and the University of Melbourne/Australia.



## Comparative Group 3 Reflective Practices in Adult and Lifelong Learning

The main focus of the comparative group work is the employability of young adults, at the level of higher education, in the social economy sector (caring services, from early childhood care to the adult learning centre), and, above all, in the strategic sector for adult education and learning. The framework is the analysis of past, present and future member state policies regarding the professionalization of the adult educator and the profile of a professional graduating from university with a master's or doctoral degree in adult education. Students will develop an analytical approach on trends and issues in the educational research field both at a micro, meso and macro level, enabling them to compare different strategies, opportunities and solutions, depending on different perspectives.

In a cooperative learning setup, master's and PhD students will join a discussion group focused on this theme, and they will acquire collective problem-solving, team-building, relationship and communication skills by striving for a common goal. Moreover, they will be highly involved in a very valuable, engaging and productive learning experience. A coordinator will be engaged in the monitoring and supervision of the learning process in order to guarantee and improve the quality of the process. The coordinator will moreover promote and increase the level of efficiency of the group work.

During the comparative group work, we will focus on the following aspects:

1. What is the historical national background of employability in the social economy field (i.e. the social care services for adults and children, adult educators)?
2. What role can national and international policies play in putting the occupational and entrepreneurial potential of the social economy into reality?
3. Are specific programmes and measures developed at an institutional level to foster youth employability at a national level and at a sectoral level (i.e. that of the social economy)?

4. What is the role of social economy workers in your country? Is it possible to make a comparison with the other EU member states?
5. According to CEDEFOP, European Commission, ILO and OECD publications, which skills characterize the professional profiles of the adult educator and the care service officer for adults and children in your country?

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

Vanna Boffo is tenured Researcher at the Department of Education and Psychology, University of Florence, since 2007. She is Professor Agrégée of General Pedagogy and Educational Research Methodology. She is the Coordinator of the EMAE Curriculum at the University of Florence where she is Tutor for teaching and for the Internship in the Degree Program in Adult Education, Lifelong Learning and Pedagogical Sciences. She is part of the Ph.D Council of the Doctorate Course of Sciences of Education (University of Florence) from 2008. She is Delegate of Guidance and Job Placement of the Department of Education and Psychology in University of Florence from 2008.



**Comparative Group 4**  
**Subjective didactics - effects on own pedagogic professional actions**

The subjective theories of adults with respect to teaching and learning not only impact the own learning behaviour and thus also the life-long willingness to learn; they regulate - although implicitly - the didactic actions of teachers. As a consequence - so the central discussion topic of the workshop - the reconstruction, i.e. rendering the respective didactic appreciation of teachers of adults visible, provides essential conclusions regarding their own professional pedagogic actions.

Basis of the discussion is a small, internal research project executed, assessed and discussed by the participants of the workshop.

**Workshop procedure**

A research project at the Ludwigsburg University of Education, which examines the changes to the didactic understanding of students over the course of their studies, forms the starting point of the working group. This was determined with the aid of a so-called vignette test. For this purpose, the students were asked to comment on their perception of teaching and learning and to substantiate their views. These written documents were subsequently made available for assessment. It was possible to analyse the extent at which the interviewed persons differentiate their deliberations professionally and demonstrate them deliberately. The purpose of the working group now is the students' own contact with a vignette test by raising such vignettes in their home countries through fellow students from adult-pedagogic courses. The analysis is designed to determine pivotal pedagogic and didactic categories and correlate them with theoretical concepts of adult education. The determined categories are eventually discussed and compared country-transcendent in the entire group.

The research-methodological purpose of the working group thus revolves around the following issues:

- Which categories can be derived from the vignettes in the respective countries?

- Which professional concept can be deduced from these vignettes?
- What are the differences or commonalities between the countries?
- How can these results be substantiated by the adult-pedagogic theory?
- What is the significance of subjective theories for teaching and learning with respect to professional pedagogic actions?
- How do subjective theories regarding didactic correspond with didactic theories and models?

**Preparation for the workshop**

Prior to Winter School, the workshop participants receive a methodical template for the vignette test with the request of asking approx. five fellow students of their country to complete it in order to record the subjective didactic comprehension of the test persons. These completed forms represent the basis for the own empiric work. In addition, the students write a country report, which provides information regarding the theory and practice of underlying didactic models and learning theories in the respective country.

**Prof. Ingeborg Schüßler, University of Education in Ludwigsburg, Germany**

Ingeborg Schüßler is a Professor for Adult Education and Educational Management at the Ludwigsburg University of Education. She acted as a senior researcher at the German Institute for Adult Education (DIE) and is an author and mentor at the Distance and Independent Studies Center of the Technical University of Kaiserslautern. Her research interest comprises constructivism, sustainable learning and sustainable educational management.



**Dr. Kira Nierobisch, University of Education in Ludwigsburg, Germany**

Kira Nierobisch received her PhD in 2014: Since 2012 she works as a research associate at the Institute of Adult Education and Vocational Education at University of Education in Ludwigsburg; Her main research and work activities are focused on qualitative methods of empirical social research, educational counseling and extracurricular youth education; before moving to University of Education/Ludwigsburg, she has been a research associate at the University of Mainz and has been working in different practice fields of adult and youth education (e.g. youth volunteering, non-formal education and lifelong guidance).



**Concetta Tino, University of Padua, Italy**

Before Concetta Tino was with INVALSI (National Institution for Education System's Evaluation Observer) she worked many years as a Primary School Teacher coordinating foreign language projects and participating in the evaluation committee. Since March 2014 Concetta Tino is PhD Student at the University of Padua, where she is conducting a research about school-work alternance as an Italian work-related learning model. Her research is focused on teaching and learning methods that encourage dialogue between the two systems: school and work.





## Comparative Group 5 Learning Cities, Learning Regions and Learning Communities

Learning city-region and learning community development has become an important goal both for the European Union, for the UNESCO, and, likewise, for some distinguished professional networks (e.g. PASCAL Observatory; ESREA). The 2002 call of the European Commission on 'European Networks to promote the local and regional dimensions of Lifelong Learning. The R3L initiative' (Call for proposals, (EAC/41/02) - 2002/C 174/06. EC, Brussels) and the UNESCO's Belém Framework for Action (UNESCO, 2009) made it clear that adult and lifelong learning and community development should develop learning platforms for collaboration amongst generations and that institutions and organizations should develop quality learning and raise participation.

Accordingly, this particular initiative was well promoted by several cities and regions inside and outside the EU, during adult learners' weeks, over the Lisbon decade and beyond. Moreover, the UNESCO Institute for Lifelong Learning (UIL) transformed the model into a global initiative called Global Learning Cities Initiative and a network around its call (Source: <http://learningcities.uil.unesco.org/home>). PASCAL Observatory has also opened an online platform with special working group actions of ongoing learning city-region developments in economic, social, cultural and other dimensions. (Source: <http://lcn.pascalobservatory.org/>). Another exciting group of examples is the learnfest/learning festival movement. One example from Bavaria is the Lernfest of Benediktbeuren (Source: <http://lernfest-online.de/>); another is the Lernfest of the Swiss Federation of Adult Education, SVEB (Source: <http://www.alice.ch/de/lernfestival/>). Germany developed several lernende regionen (learning regions) during the Lisbon decade. Examples can be collected through the German Federal Ministry of Education and Research, BMBF.

This working group will aim at collecting a number of specific learning city-region and community development examples from Europe by putting the following analytical and comparative questions into focus so as to examine how those models may be of help to promote adult and lifelong learning in the context of the EU 2020 goals.



**Prof. Balázs Németh, PhD, University of Pécs, Hungary**

Balázs Németh, PhD is a researcher on European adult and lifelong learning policy development and comparative adult education. He is an associate professor and reader in adult and lifelong learning at the University of Pécs. Balázs Németh is a member of the Adult Education Committee of the Hungarian Academy of Sciences and a founding member of the Hungarian Universities Lifelong Learning Network (MELLearn).

To that end, the following aspects will be examined through individual examples collected and briefly analysed by participating students:

1. What are the main goals of the learning city-region model initiative/ community learning activity?
2. What issues influence participation in the learning city-region model initiative/ community learning activity?

3. What are the choices and barriers to the collaboration of relevant stakeholders in the model/ action?
4. What are the effective forms of collecting and sharing knowledge in the learning city-region model initiative/ community learning activity?
5. Which are the typical lessons learnt, and is the way forward with collaborative models in lifelong learning?

## Comparative Group 6 Competence in formal, non-formal and informal adult and continuing education

Along with the PISA and the PIAAC study the term 'competence' has gained high attention in educational discourses. Hereby Weinerts psychological understanding of the term became relevant. The definition and measurement of competences are being discussed in different psychological, political and philosophical discourses. Furthermore the term 'competence' is being discussed together with other terms as 'qualification', 'skills', 'ability' and 'performance'.

As there are different approaches of understanding the term 'competence' we want to define our understanding and compare it from our different nationalities points of view. Hereby it is going to be examined, how helpful the term can be to describe results of educational and vocational learning processes at different stages of learning.

This working group will aim at understanding the term 'competence' in the different participating countries. Therefore, the following analytical and comparative questions into focus to understand what role the topic has in the current adult and lifelong learning discourse. To that end, the following aspects will be examined through individual examples collected and briefly analysed by participating students.

1. What are the different understandings of the term competence?
2. What disciplines are involved in the competence discourse? How do they differ?
3. How can the term "competence" describe aims and contents of educational and vocational learning processes in different stages of learning?
4. What does "competence" mean in linguistic and scientific contexts?

**Prof. Hajo Petsch, University of Würzburg, Germany**

Hans-Joachim Petsch earned his PhD from the University of Würzburg. His research emphasis is in questions of theory and practical use on non vocational education, vocational training, coaching, supervision and lifelong learning. For many years he was renowned director of the Rudolf-Alexander-Schröder Haus in Würzburg. Today he is honorary professor for the University of Würzburg.





## Comparative Group 7: Professionalisation Strategies in Adult Education

The professionalisation of teaching staff is one main demand in the context of European Lifelong Learning documents. Since a few years there is developing in the European context a competence-oriented approach which describes diverse competences teachers and trainers in adult education should have. We may have a look in the comparison on the tradition, theories and legal frames of professionalisation in adult education in students' home countries. Please prepare the following aspects in your essays:

1. Historical national background on professionalisation in adult education: Where do you find roots? Which conditions supported the professionalisation processes in adult education?
2. Basic legislation: Is there any legislative background concerning professionalisation in adult education?
3. Actors: Who engage how in the professionalisation of adult education?
4. Programmes, Projects: Which programmes concerning professionalisation in adult education are available?
5. Financial support/situation: Which information do you have about the financial situation in the context of professionalisation in adult education?
6. Actual situation and developments in professionalisation in adult education
7. Final remarks (synthesis and conclusions)
8. Main bibliographic references used in the paper and other references for further reading



**Prof. Regina Egetenmeyer, University of 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 Visiting Professor at the International Institute of Adult & Lifelong Education, New Delhi (2014-2017). Her research emphasis are on internationally comparative research in Adult and Lifelong Learning.

## Registration

### Requirements for Registration

For participating in the Winter School, a Bachelor's degree (or equivalent) in a subject with relation to Lifelong Learning (e.g. a Bachelor degree in education) forms the minimum requirement.

### Registration

#### Registration fee

- The regular registration fee for the Winter School is 200 EUR.
- There is a reduced fee for participants from international partner universities of 125 EUR:
  - Hungary: University of Pécs
  - Italy: University Florence, University of Padua
  - Portugal: University of Minho, University of Lisbon
  - Denmark: Aarhus University
  - India: Jawaharlal Nehru University, Delhi University
- Participants from the following German partner universities contact their local coordinators for registration:
  - University of Würzburg: Prof. Regina Egetenmeyer, Stefanie Kröner
  - University of Chemnitz: Prof. Sabine Schmidt-Lauff
  - Ludwigsburg University of Education: Prof. Ingeborg Schüßler

The registration fee includes a supply of coffee, tea and water (self-care) during the programme, as well as one Franconian evening, the field visit to Nueremberg, as well as a guided city tour.

International students below the age of 30 have to show a valid European health insurance. Please contact us for clarifying all details. International students will be enrolled as visiting students (programme studies) at University of Würzburg. The enrolment fee is included in the registration fee of the winter school. All enrolled students receive a ticket for local transport with which you also can reach all accommodations for free. Furthermore, you receive a Mensa card which entitles you to reduced Mensa fares.

#### Registration Process

1. Please register on our website at: [www.lifelonglearning.uni-wuerzburg.de](http://www.lifelonglearning.uni-wuerzburg.de)  
The deadline for registration is 31st October 2015  
For non-European students the deadline is 30th September 2015 (Schengen-Visa)
2. Until 15th November 2015 you will receive information on the achievement of your application. We are going to send an official letter of invitation to you.
3. If you decide to participate, please transfer your registration fee (depending on your scholarship) to the account of the University of Würzburg until 20th November 2015:  
Staatsoberkasse Bayern in Landshut (Dreifaltigkeitsstr.177, 84028 Landshut)  
Bayerische Landesbank (Briener Straße 18, 80333 München)  
BIC: BYLADEMM  
IBAN: DE75700500000001190315  
USt.-ID-Nr. Universität Würzburg = DE 134 187 690  
Reference: 0002 0168 8879

After the full registration fee has been transferred the participation fee cannot be refunded.

### Certificate of Attendance

After participating at the winter school and completing the country report, you will receive a detailed certificate of attendance (5 ECTS).

Doctoral students who are interested preparing a joint-comparative paper after the Winter School may earn 10 ECTS.

### Scholarships

We have applied for several scholarship funds, which we are happy forwarding to you. You are warmly invited to apply for one of the following travel and subsistence scholarships:

- Scholarship for European Students up to 600 EUR/person
- Scholarship for non-European Students up to 1050 EUR/person
- Students employed at a European university (e.g. as research associate): We are happy to support you in organizing an ERASMUS+ teaching mobility and/or staff mobility, which will be funded over the international office of your university. For this purpose, please contact us (lifelong-learning[at]uni-wuerzburg.de)

The scholarship will be paid after your arrival in Würzburg via electronic payment or in cash.

For preparation you are asked to: (A) do some reading and (B) write a short country report (5-6 pages) on the topic of your Comparative Group Work. Please register at the WueCampus (Moodle Platform) of the University of Würzburg.

### Moodle Platform

The preparation of the Winter School is going to be done online via the moodle platform WueCampus.

1. For the login in, please first register here:  
<https://wuecampus2.uni-wuerzburg.de/moodle/login/signup.php>
2. Afterwards, please forward the notification of your registration via email to [lifelong-learning@uni-wuerzburg.de](mailto:lifelong-learning@uni-wuerzburg.de).
3. After you have been given access, you will be able to visit the moodle platform here:  
<https://wuecampus2.uni-wuerzburg.de/moodle/course/view.php?id=8931>

### (A) Preparatory Reading

The reading texts for your preparation are provided at the moodle platform.

- Lima, L. & Guimaraes, P. (2011): European Strategies in Lifelong Learning. A Critical Introduction. Opladen & Farmington Hills: Barbara Budrich.
- Griffin, C. (2009): Policy and Lifelong Learning. In: Jarvis, P. (ed.): The Routledge International Handbook of Lifelong Learning. Routledge: Abingdon, pp. 261-271.
- European Union (2011): Council Resolution on a renewed European agenda for adult learning. Brussels.
- CONFINTEA-Report VI of the home country.

### (B) Country Report

Please start your country report with a one-page introduction into the general situation of adult education in your country by using the CONFINTEA-VI-report of your home country.

For the preparation of the country report, each participant will be matched with the moderators of the respective groups. After the matching, you may agree with the moderators of your group – depending on your interest – on the concrete focus of your short country report (5-6 pages). Please upload your country report until 15 January 2016 at the moodle platform.

### Youth Hostels and Guest Houses

A detailed lists of booking recommendations for youth hostels and guest houses in Würzburg is going to be send to you after your registration. In shared bed dorms prices start at 17/25 EUR per night. Kindly consider that we cannot guarantee any free space or the named price.

### Hotels

Julius-Maximilian-University holds various hotel cooperation partners that enables you to use a reduced University guest fee. The prices start at 54 EUR per night. After your registration we are glad sending you a list of University Hotels cooperations that you could choose your booking from. Kindly consider that we cannot guarantee any free space or the named price.

Limited room contingents with

Hotel Amberger, (Ludwigstraße 17-19, 97070 Würzburg, [www.hotel-amberger.de](http://www.hotel-amberger.de)) and Hotel Franziskaner (Franziskanerplatz 2, 97070 Würzburg, [www.hotel-franziskaner.de](http://www.hotel-franziskaner.de)) are available until 23 December 2015.

*„Though I have no words to describe how much we enjoyed and learnt during the Winter School. Even before our arrival to Germany, you all had put in endless efforts to make everything easy and smooth for us, taking pains everyday, answering all sorts of queries and sorting out each and every trifle that existed. From filling up of our forms to writing up country reports, they were always there, responding very kindly and considerately to our each and every concern.“*

Shalini Shingh - Jawaharlal Nehru University -  
New Delhi - India



Photo: University of Würzburg

*„The International Winter School experience enriched me personally and professionally, thanks to the people I met and the high level of competencies of the Professors. I really appreciated the organization of the whole programme that included at first, the international Classes giving students the opportunity to focus on the theory and on European policy; then, the visits and the connected discussions to them that gave us the opportunity to link theory and practices; lastly, the comparative groups, by which students were responsibly in the centre of the activities showing all their creativity, their abilities and what they were able to learn. I want also to underline the effectiveness of all organization that included spaces, materials and break time.“*

Concetta Tino - University of Padua - Italy





## Directions

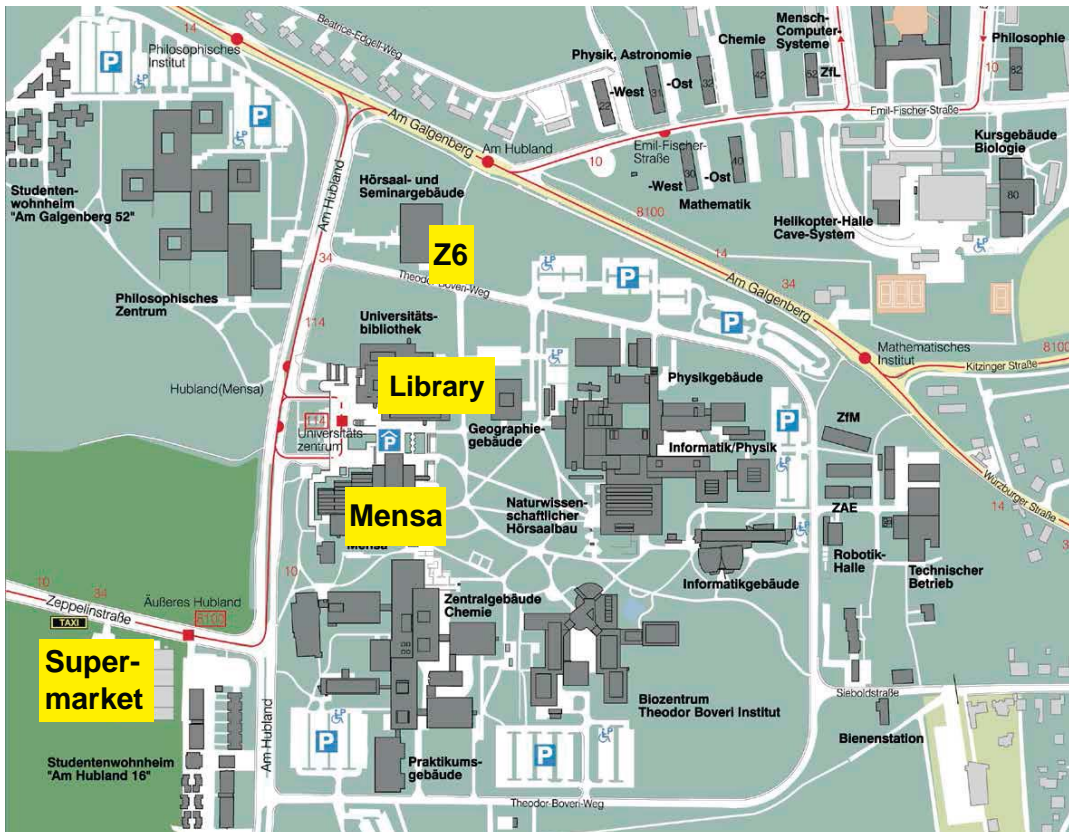


Photo & map: University of Würzburg

### **Z6-Building, Am Hubland** Hubland Süd, Am Hubland, 97074 Würzburg

To reach the Z6-building you can take bus line 10 (every 7 minutes) until „Mensa/Am Hubland“ or bus line 14, 114 or 214 (each every 20 minutes) until „Philosophisches Institut“, „Universitätszentrum“ or „Mensa/Am Hubland“.

### **Mensa (Cafeteria), Am Hubland** Hubland Süd, Am Hubland, 97074 Würzburg

The Mensa is only 5 walking minutes from Z6-building and next to the academic library.

### **General directions Würzburg**

<http://www.wuerzburg.de/de/weitere-informationen/uebersicht/verkehr/stadtplan/index.html>

## Contact



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*We wish you a pleasant stay in Würzburg!  
Please don't hesitate to contact us in case  
you have any further questions!*

