

ADULT EDUCATION ACADEMY

for master's students, doctoral students & practitioners

on-site & virtual option

#AEACADEMYWUE

**INTERNATIONAL & COMPARATIVE STUDIES
IN ADULT EDUCATION & LIFELONG LEARNING**

1.-12. FEBRUARY 2021

in Würzburg/Bavaria, Germany

**PROGRAMME
FOR
MASTER'S & DOCTORAL
STUDENTS**

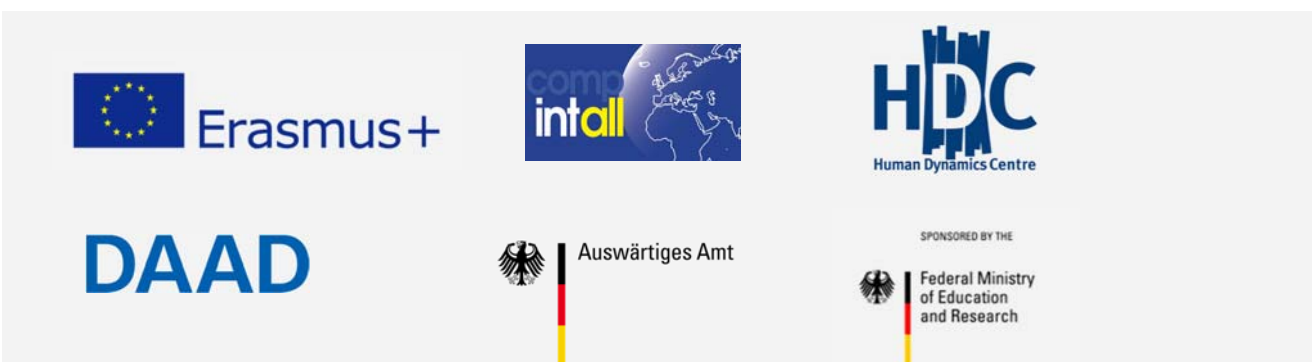


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MORE INFO

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ABOUT THE ADULT EDUCATION ACADEMY

The Adult Education Academy is embedded in the ERASMUS+ strategic partnership programme “INTALL - International and Comparative Studies for Students and Practitioners in Adult Education and Lifelong Learning”. Since 2014, it takes 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 intensive programme of two weeks, analytical and comparative skills in adult education are being trained in an international environment. An understanding of internationally relevant educational policies in the context of lifelong learning is provided, while communication, teambuilding skills and critical thinking are strengthened 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, in the following 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). All participants should hold a Bachelor's degree (or equivalent) in a subject related to lifelong learning as a minimum requirement.

Please be aware that participation is only possible if you arrive no later than 31. January 2021 and depart not earlier than 13. February 2021 and participate in the programme for the full duration of two weeks.

Structure

The Adult Education Academy is structured as a two-week programme, divided into a preparatory phase, the collaborative work on-site in Würzburg and an optional follow-up for Doctoral students and practitioners.

Time Place	Preparation <i>online</i>	Week I <i>On-site & virtual</i>		Week II <i>On-site & virtual</i>	Follow-up <i>online</i>
Topic	Online preparatory phase	International strategies in adult education	Pedagogical theories: Paulo Freire	Comparing lifelong learning	Possibility for publication
Activities	<p>online tutorial</p> <p>preparatory readings</p> <p>transnational essay</p> <p>Employability in adult education</p>	<p>classes on European educational policies, adult education in Germany, analysis of models</p> <p>joint field visits and discussions with stakeholders</p> <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 <p>reflection and role play: theory and practice observations</p>	<p>Readings and theoretical discussion on Paulo Freire</p> <p>Reflection: theory and field visit observations</p>	<p>introduction to comparative adult education</p> <p>comparative group work</p> <p>e.g. on active citizenship, time in adult education etc.</p> <p>open space presentations</p>	<p>joint comparative research papers together with comparative group moderators</p>
Selection options by target groups	<p>all master's students</p> <p>all doctoral students</p>	<p>all master's students</p> <p>doctoral students chose between option 1 „international strategies“ option 2 „pedagogical theories“</p>		<p>all participants</p>	<p>optional for doctoral students</p>

Preparatory phase

The Adult Education Academy comprises a online phase from the beginning of November 2020 until the end of January 2021 which is part of a blended-learning setting.

During that phase, all participants are asked to work on an online tutorial in a self-directed learning mode. The material and guidance for the preparation will be provided over the moodle platform “Open WueCampus” as well as forums for discussions. Moreover, the preparatory phase includes videos, readings, the exchange through a forum and two virtual meetings :

Prof. Paula Guimaraes: 23th November, 4-6 pm CET & 25th November, 8-10 am CET

Dr. Blalázs Németh: 30th November, 4-6 pm CET & 2nd December 9-11 am CET

In these meetings, you can also directly ask questions about the topics of the videos and readings.

In addition, Master's and Doctoral students are asked to prepare a transnational essay as a basis for the comparison in the second week. More information about the transnational essay is given in the participants' guide.

PARTICIPANTS' GUIDE

[HTTPS://GO.UNI-WUE.DE/
PARTICIPANTGUIDE](https://go.uni-wue.de/participantguide)

You will be informed about the detailed process of the preparatory phase in October 2020.

Week I

Master's students focus on questions of “international policies in adult education and lifelong learning”. The analysis will focus on specialised competences for developing new knowledge and innovation by integrating different perspectives.

During the first week of the Adult Education Academy doctoral students will join a class on Paulo Freire's theories for “international adult education”. This latter class is based on readings and discussions of selected texts from Paulo Freire. The doctoral students will develop a theoretical-analytical perspective and will focus on more specialised theoretical knowledge to be able to synthesize different perspectives systematically and theoretically. If preferred, there is also the possibility to 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 inside and outside of Würzburg, together will all the participants of the Adult Education Academy. Furthermore, presentations of international associations in adult education (e.g. EAEA, ICAE, UNESCO Institution for Lifelong Learning) are organised to serve as case studies for practicing the analytical models or the theories dealt with in the respective classes.

Week II

During the second week, the participants will work in comparative groups divided by nine different topics regarding adult education and lifelong learning. The affiliation to the comparative groups can be pre-selected and the transnational essay will refer to that topic. 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 successful participation in the Adult Education Academy and completion of 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 can be guided to publish a joint comparative paper after the Adult Education Academy.

WEEK I: INTERNATIONAL STRATEGIES IN ADULT EDUCATION

Master's students, doctoral students and practitioners who chose to work on questions of "international strategies in adult education and lifelong learning" in the first week of the Adult Education Academy will work with a policy analysis perspective. This perspective will educate analytical skills by integrating and analysing different perspectives. The theoretical analysis perspective are accompanied by field visits to adult education providers inside and outside of Würzburg. Presentations of international organizations of adult education (e.g. EAEA, ICAE, UNESCO Institution for Lifelong Learning) complete the programme. These insights will be applied to the analytical models as case studies.

Participants who chose this topic will be divided in two groups (announced upon registration). These group arrangements are not identical with the comparative groups. Each group will be assigned a course room on-site. Prof. Egetenmeyer and Prof. Guimarães will be rotating for leading the groups.

Monday, 1. February 2021

9.30-11.45	Introduction & welcoming addresses Getting to know each other	PROF. EGETENMEYER
11.45-13.00	<i>Lunch Break</i>	
13.00-17.00	Plenary lecture: The politiccity of education: politics, policies, strategies— Introducing Paulo Neves Reglus Freire (1921-1997): Biography and bibliog- raphy	PROF. LIMA

Tuesday, 2. February 2021

9.00-12.00	Levels of analysis: "Mega, macro, meso and micro"	PROF. GUIMARÃES
12.00-13.30	<i>Lunch Break</i>	
13.30-15.00	Social policy models	PROF. GUIMARÃES
15.00-15.15	<i>Coffee Break</i>	
15.15-17.00	Social policy models	PROF. GUIMARÃES
18.00	Guided city tour Würzburg	

Wednesday, 3. February 2021

9.00-11.30	Adult education providers in Germany	PROF. EGETENMEYER
11.30-13.00	<i>Lunch Break</i>	
13.00-15.00	Preparation for field visits	PROF. EGETENMEYER
15.10-18.00	Field visits to providers of adult and continuing education in Würzburg	

Thursday, 4. February 2021

9.00-11.30	Levels of analysis: “Mega, macro, meso and micro”	PROF. GUIMARÃES
afternoon	Field visits to providers of adult and continuing education outside of Würzburg	

Friday, 5. February 2021

9.00-12.00	Role Play: Social Policy Models and Adult Education Practice	PROF. EGETENMEYER
12.00-13.00	<i>Lunch Break</i>	
13.00-15.00	Field presentations	PROF. GUIMARÃES
15.00-15.30	<i>Coffee Break</i>	
15.30-17.00	Reflection of field visits	PROF. GUIMARÃES



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 & Lifelong Education, New Delhi. Her research emphasis is on international comparative research in adult education and lifelong learning.

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 PhD on Education Policies, in adult education, and has been studying adult education policies established, implemented and assessed at national and supranational levels. Her main interests have been the link that might be established among different levels of political intervention.



WEEK I: THEORIES FOR INTERNATIONAL ADULT EDUCATION

In this strongly 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 synthesize different perspectives systematically and theoretically. The theoretical insights during the first week are accompanied by field visits to adult education providers inside and outside of Würzburg. Furthermore, presentations of international associations in adult education are organised (e.g. EAEA, ICAE, UNESCO Institution for Lifelong Learning).

Monday, 1. February 2021

9.30-11.45	Introduction & welcoming addresses Getting to know each other	PROF. EGETENMEYER
11.45-13.00	<i>Lunch Break</i>	
13.00-17.00	Plenary lecture: "The politicity of education: politics, policies, strategies"	PROF. LIMA

Tuesday, 2. February 2021

9.00-12.00	Why studying Freire today? The contributions of Freire to policy studies in ALE/ LLL: Critical encounters with Ettore Gelpi and Ivan Illich	PROF. LIMA
12.00-13.30	<i>Lunch Break</i>	
13.30-15.00	Adult education providers in Germany	PROF. EGETENMEYER
15.00-15.15	<i>Coffee Break</i>	
15.15-17.00	Group work on Freire	PROF. LIMA
18.00	Guided city tour Würzburg	



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Wednesday, 3. February 2021

9.00-11.45	The opus magnum: The Pedagogy of the Oppressed and its main concepts Radical democracy, liberation and participation; modernization and development. Extension or Communication? Education as the Practice of Freedom	PROF. LIMA
11.45-13.00	<i>Lunch Break</i>	
13.00-15.00	Conscientization of oppression	PROF. TAMISH
15.10-18.00	Field visits to providers of adult and continuing education in Würzburg	

Thursday, 4. February 2021

9.00-11.30	Popular adult education & critical literacy: reading the world & reading the words	PROF. LIMA
afternoon	Field visits to providers of adult and continuing education outside of Würzburg	

Friday, 5. February 2021

9.00-10.20	The Pedagogy of Freedom: Teaching and learning	PROF. LIMA
10.40-12.00	Paulo Freire as public administrator in the city of São Paulo: "Pedagogy of the City"	PROF. LIMA
12.00-13.00	<i>Lunch Break</i>	
13.00-15.00	Field presentations	PROF. LIMA
15.00-15.30	<i>Coffee Break</i>	
15.30-17.00	Reflection on field explorations in a Freirian perspective	PROF. LIMA



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 and translated in to six languages, including more than thirty books.

WEEK II: COMPARATIVE STUDIES IN ADULT EDUCATION & LIFELONG LEARNING

All master's and doctoral students prepare a transnational essay before the Adult Education Academy, which is linked to the topic of the comparative group they chose to work in. The transnational essay will comprise the perspective on adult education in their countries. The writing process will be guided on the moodle platform Open WueCampus by the moderators of the group. The second week focusses on a comparison of the identified contexts resp. countries. The comparative group work will result in an open space presentation on

Monday, 8. February 2021

9.00-10.00	Introduction into comparative adult education	PROF. EGETENMEYER
10.00-10.30	<i>Coffee Break</i>	
10.30-12.30	Introduction to Comparative Group Work	IN GROUPS
12.30-14.00	<i>Lunch Break</i>	
14.00-15.45	Presentation of international good practices in Adult Education	
15.45-16.00	<i>Coffee Break</i>	
16.00-17.00	COMPARATIVE GROUP WORK Participant presentation	IN GROUPS

Tuesday, 9. February 2021

9.00-12.30	Transnational essay Participant presentation	IN GROUPS
12.30-14.00	<i>Lunch Break</i>	
14.00-15.45	Presentation of international good practices in Adult Education	
15.45-16.00	<i>Coffee Break</i>	
16.00-17.00	Transnational essay Participant presentation	IN GROUPS

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Wednesday, 10. February 2021

9.00-10.20	COMPARATIVE GROUP WORK Development of comparative categories	IN GROUPS
10.20-10.40	<i>Coffee Break</i>	
10.40-12.30	COMPARATIVE GROUP WORK Testing of comparative categories	IN GROUPS
12.30-14.00	<i>Lunch Break</i>	
14.00-15.10	Presentation of good practices	
15.10-15.30	<i>Coffee Break</i>	
15.30-17.00	COMPARATIVE GROUP WORK Interpretation and comparison categories	IN GROUPS

Thursday, 11. February 2021

9.00-10.20	COMPARATIVE GROUP WORK Interpretation and comparison	IN GROUPS
10.20-10.40	<i>Coffee Break</i>	
10.40-12.30	COMPARATIVE GROUP WORK Interpretation and comparison	IN GROUPS
12.30-14.00	<i>Lunch Break</i>	
14.00-14.45	COMPARATIVE GROUP WORK Finalisation of Comparative Groups	IN GROUPS
14.45-15.15	<i>Coffee Break</i>	
15.15-17.00	COMPARATIVE GROUP WORK Finalisation of Comparative Groups	IN GROUPS



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WEEK II: COMPARATIVE STUDIES IN ADULT EDUCATION & LIFELONG LEARNING

For the comparative group work in week II, colleagues from the field of adult and continuing education are asked to prepare an example from their work environment in form of a “good practice presentation”. Approximately 30 master’s and Doctoral students will attend the presentation in the beginning of the second week. In the subsequent group work, practitioners will work jointly with master’s and Doctoral students on comparative perspectives of the contexts and countries that have been prepared in advance. On Friday, we invite you to join the students’ presentations on the results of the comparative group work.

Monday, 8. February 2021

9.00-10.00	Introduction into comparative adult education	PROF. EGETENMEYER
10.00-10.30	<i>Coffee Break</i>	
10.30-12.30	Introduction to Comparative Group Work	IN GROUPS
12.30-14.00	<i>Lunch Break</i>	
14.00-15.45	Presentation of international good practices in Adult Education	
15.45-16.00	<i>Coffee Break</i>	
16.00-17.00	COMPARATIVE GROUP WORK Participant presentation	IN GROUPS

Tuesday, 9. February 2021

9.00-12.30	Transnational essay: Participant presentation	IN GROUPS
12.30-14.00	<i>Lunch Break</i>	
14.00-15.45	Presentation of international good practices in Adult Education	
15.45-16.00	<i>Coffee Break</i>	
16.00-17.00	Transnational essay: Participant presentation	IN GROUPS

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Wednesday, 10. February 2021

9.00-10.20	COMPARATIVE GROUP WORK Development of comparative categories	IN GROUPS
10.20-10.40	<i>Coffee Break</i>	
10.40-12.30	COMPARATIVE GROUP WORK Testing of comparative categories	IN GROUPS
12.30-14.00	<i>Lunch Break</i>	
14.00-15.10	Presentation of good practices	
15.10-15.30	<i>Coffee Break</i>	
15.30-17.00	COMPARATIVE GROUP WORK Interpretation and comparison categories	IN GROUPS
17.00-18.00	International publication of comparative research results	

Thursday, 11. February 2021

9.00-10.20	COMPARATIVE GROUP WORK Interpretation and comparison	IN GROUPS
10.20-10.40	<i>Coffee Break</i>	
10.40-12.30	COMPARATIVE GROUP WORK Interpretation and comparison	IN GROUPS
12.30-14.00	<i>Lunch Break</i>	
14.00-14.45	COMPARATIVE GROUP WORK Finalisation of Comparative Groups	IN GROUPS
14.45-15.15	<i>Coffee Break</i>	
15.15-17.00	COMPARATIVE GROUP WORK Finalisation of Comparative Groups	IN GROUPS



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WEEK II: GROUP PRESENTATIONS OF COMPARATIVE STUDIES

Friday, 12. February 2021

9.00	Welcome to the Group Presentation	PROF. EGETENMEYER
9.15-10.45	Presentations of Results of Comparative Groups	
10.45-11.15	<i>Coffee Break</i>	
11.15-12.45	Presentations of Results of Comparative Groups	
12.45-13.45	<i>Lunch Break</i>	
13.45-14.45	Presentations of Results of Comparative Groups	
14.45	Evaluation	IN GROUPS
15.15	Closing Session	PROF. EGETENMEYER
20.00	Franconia evening	



OVERVIEW COMPARATIVE GROUPS

Topic	Moderators
Group 1: <i>Recognition of prior learning</i>	Prof. Borut Mikulec, University of Ljubljana, Slovenia Jan Schiller, Helmut Schmidt University Hamburg, Germany
Group 2: <i>Re-thinking teaching and learning in higher and adult education during COVID 19</i>	Prof. Minoca Fedeli, University of Padova, Italy Dr. Concetta Tino, University of Padova, Italy
Group 3: <i>Beyond temporal constraints — Time in adult and lifelong education</i>	Prof. Sabine Schmidt-Lauuff, Helmut Schmidt University Hamburg, Germany Hannah Hassinger, Helmut Schmidt University Hamburg, Germany
Group 4: <i>Global institutionalisation and interorganisational networks</i>	Dr. Jörg Schwarz, Helmut Schmidt University Hamburg, Germany Jessica Kleinschmidt, Helmut Schmidt University Hamburg, Germany
Group 5: <i>Building active citizenship through adult education—a mission, role and responsibility</i>	Prof. Balázs Németh, University of Pécs, Hungary
Group 6: <i>Employability and transitions of young adults from higher education to the labour market</i>	Prof. Vanna Boffo, University of Florence, Italy Dr. Nicoletta Tomei, University of Florence, Italy
Group 7: <i>The use of international organisations surveys' results in national adult education policies</i>	Prof. Paula Guimarães, University of Lisbon, Portugal Tadej Košmerl, University of Ljubljana, Slovenia
Group 8: <i>Refugees in adult and higher education: a timely discussion</i>	Dr. Hakan Ergin, Istanbul University, Turkey
Group 9: <i>Lifelong learning and continuing training in private companies</i>	Prof. Natália Alves, University of Lisbon, Portugal Catarina Doutor, University of Lisbon, Portugal



COMPARATIVE GROUP 1: RECOGNITION OF PRIOR LEARNING

Recognition of prior learning • lifelong learning • international intergovernmental organisations

Due to globalisation processes, international intergovernmental organisations (IIOs) (e.g. OECD, UNESCO, EU, ILO) play an increasingly crucial role in the formation of global adult education policies. They strive to promote precisely defined discourses and policies in the field of adult education, although their formal competencies are generally limited. In addition, IIOs as influential actors framing adult education and lifelong learning (LLL) policies, are promoting policy transfer in desirable directions: towards evidence-based educational practices, measurement of the effectiveness of education, and goals relating to competitiveness and employability in the twenty-first century.

The establishment of arrangements (systems) for recognition of prior learning (RPL) in Europe and around the globe can be seen as one of these influences of IIOs which support the shift towards LLL, the outcome dimension of learning, and learning outcomes based standards, curricula and qualifications. Therefore, the European (“Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning”, 2012) and global (see, for example, “UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning”, 2012; ILO “Recognition of prior learning: Key success factors and the building blocks of an effective system”, 2015) recommendations set clear procedures and principles to be followed in RPL by member states.

However, scholars researching the RPL emphasised that the RPL arrangements are far from being “clear cut” as the RPL represent one of the bigger challenges in adult education theories and practices ever since the late 1960s. This is because different conceptions of RPL, leading to different meanings and interpretations, exists, while the aims, contexts, models and assessment methods of RPL differ as well.

Involvement of Practitioners

Practitioners should focus on (1) good practice examples of RPL, (2) major issues they are facing with when work-ing with RPL arrangements in their practice, and (3) main barriers adult candidates are facing with going through RPL process.

References

Andersson, P., Fejes, A., & Sandberg, F. (2013). Introducing research on recognition of prior learning. *International Journal of Lifelong Education*, 32(4), 405–411.

Barros, R. (2019). The role of transnational bodies in lifelong learning and the politics of measurement. In F. Finnegan, & B. Grummell (eds.), *Power and Possibility* (pp. 53-57). Leiden: Sense.

Harris, J. (1999). Ways of seeing the recognition of prior learning (RPL): what contribution can such practices make to social inclusion? *Studies in the Education of Adults*, 31(2), 124–139.

Comparative research question

- How do international and national (or regional) adult education and lifelong learning policies support and frame RPL arrangements in your country?
- Which are the main aims, problems and contexts RPL should address in your country?
- Which are the dominant models of RPL in your country?

Context of comparison

RPL policies frameworks of countries to which students and practitioners belong will represent the main context (cases) of comparison. However, the influence of ILOs RPL policies (EU, UNESCO, ILO) on the design and implementation of RPL arrangements will be explored as well.

Categories of comparison

- State of RPL: (1) which international and national (or regional) adult education and lifelong learning policies support RPL arrangements, (2) what RPL procedures (for example, identification, documentation, assessment, certification) are established, and (3) how is RPL linked to other lifelong learning tools (i.e. qualifications frameworks; guidance and counselling systems; “skills audit”; standards) in a given country?
- Aims and contexts of RPL: which are the main aims – i.e. (1) social justice: disadvantaged social groups gain access to formal education; (2) economic development and competitiveness: use of existing competences in the labour market; and (3) social changes: to make society’s knowledge visible and create better conditions to change it – and contexts (i.e. educational system, working life, third sector) of RPL arrangements in a given country?
- Models of RPL: which are the dominant RPL models – i.e. “Procrustean”, “Learning and Development”, “Radical”, and “Trojan-horse” (see Harris, 1999) – in a given country?

Prof. Borut Mikulec, University of Ljubljana, Slovenia

Dr. Borut Mikulec is assistant 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, professionalization of adult educators, vocational education and training, recognition of non-formal and informal learning and the policy of lifelong learning.



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 as doctoral student and research fellow of Prof. Schmidt-Lauff. His doctoral thesis describes temporal agendas and their impact on non-traditional students.

COMPARATIVE GROUP 2: RE-THINKING TEACHING AND LEARNING IN HIGHER AND ADULT EDUCATION DURING COVID 19

Innovative teaching and learning in HE and Adult Education

- issues of COVID19 pandemic • online teaching • good practices • new policies

The comparative group work (CGW) will be developed under two different approaches: a) transformative learning in adult education (Mezirow, 1991; 1998; Mezirow & Associates, 2000; Taylor, 2008; Taylor & Cranton, 2012), and b) the participatory action research (PAR) (McIntyre, 2007). These two approaches appear strongly connected because only the participation of different stakeholders can create a meaningful transformative change at individual, organizational and systemic level.

On one side the important process of critical reflection (CR) on the pandemic phenomenon will lead inevitably individuals, higher education and adult learning organizations to reflect on their learning and teaching assumptions, on teaching and learning methods, and to identify within the educational actions, implemented because of COVID19, what unexpected didactical revisions were necessary. The results of this process of critical reflection during this phase would investigate not only individuals feelings, perceptions, thoughts (Kreber, 2012), but they provide faculty and adult educators the opportunity to analyze their approaches and to be aware what are the strengths and weaknesses, what is still effective, and what is necessary to change in the light of the new teaching and learning perspective. On the other side, the complexity management of change requires to involve all the stakeholders: students, faculty, educators, governance, administratives. Therefore, a critical action research (Carr & Kemmis 1986) has the potential to transform individuals and structures within higher education contexts towards participatory approach. In this perspective, re-think teaching and learning in Higher Education requires well re-designing. Each instructional design built on a participatory approach need to consider some important factors: 1) students are partners of learning environments; active constructors of meanings, (2) knowledge can be built on real and virtual authentic contexts, (3) teachers guide and support students' learning (Ke & Kwak, 2013); every learning context can be a democratic learning environment, empowering students as responsible agents of the community learning process.

Role of Practitioners

- Innovative Practices in Teaching and Learning Adults; Innovative Practices in Teaching and Learning in Higher Education; Policies
- Policies
- Practices in Teaching and Learning in Higher Education

References

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Comparative research question

- How do international and national (or regional) adult education and lifelong learning policies support and frame RPL arrangements in your country?
- Which are the main aims, problems and contexts RPL should address in your country?
- Which are the dominant models of RPL in your country?

Context of comparison

The comparison will be carried out:

- at micro level, where will be investigated the change of teachers' perspectives and the impact on the new teaching practices;
- at meso level, where will be investigated the new institutional policies in supporting and promoting teaching challenge process.

Categories of comparison

We will focus on the relationship between the practices and the policies pre and during COVID19. Specifically, we'll focus on the following categories:

- Innovative teaching practices and learning environment
- Role and policies of institutions in supporting changes and innovation in teaching and learning
- Changes in terms of teachers' perspectives

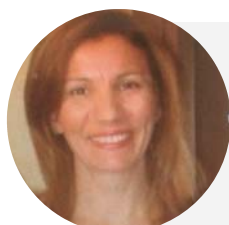
Prof. Monica Fedeli, University of Padova, Italy

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 Maximilians 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 is advisor for teaching innovation and e-learning at University of Padova

She published more than 100 articles, books, and book chapters in variety of national and international journals, and book series.



Dr. Concetta Tino, University of Padova, Italy

Concetta Tino, PhD, currently is a research fellow at university of Padua. Her main research interests are: teachers professional development; Work-Related Learning; the development of soft skills and teachers professional development, women leadership, innovative teaching. She has participated in different European projects and published many articles, chapters, and some books on the topics related to her research fields.

COMPARATIVE GROUP 3: BEYOND TEMPORAL CONSTRAINTS — TIME IN ADULT AND LIFELONG EDUCATION

Time • participation in adult learning and education

Learning needs time, so time is an essential factor for participation in adult learning and education (ALE), as recent large scale studies show: To be “too busy at work” (cf. OECD, 2017, p. 328 Table C6.1b) is one of the main reasons for non-participation in adult education. Comparative research on temporal factors for ALE on the macro-level have already shown that there are quite different approaches to ALE in countries that have been compared (cf. Schmidt-Lauff & Bergamini, 2017; Schiller et al., 2017). The comparative group will focus on the impact that time-related factors have on participation and learning in ALE.

For students, the group work will focus on the micro-level of learner’s participation in ALE. Time-related reasons for participation or non-participation in non-formal ALE can lead to an understanding of individual, social and contextual frames (e.g. the national ‘temporal culture’ towards ALE; laws and regulations supporting adult participation in learning; temporal constraints of learners motivation).

Practitioners can bring in the unique perspective of ALE providers by presenting how time as a resource plays a role on the institutional meso-level of adult education programmes and how this effects the professional actors (“time-sensitivity” in course planning, teaching etc.).

At the end of the comparative group work, students and practitioners will

- Have knowledge on temporal factors for participation and non-participation in ALE
- Have gained experience in raising qualitative data for comparative research through interviews
- Understand the importance of time as a factor for ALE.

Role of Practitioners

Practitioners can bring in the perspective of ALE providers on temporal factors concerning the participation in ALE, covering the professional consequences of time as a factor on the institutional meso-level. Examples from practice should cover the time-related considerations in programmes, course planning, teaching and guidance as ‘temporal-sensitivity’ within their home institution, forming a critical reflection of the students’ micro-level and the group’s analysis.

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Schiller, J., Schmidt-Lauff, S., & Camilloni, F. (2017). Comparing temporal agendas of policies and institutions in work-related adult education. In R. Egetenmeyer & M. Fideli (Eds.), *Adult Education and Work Contexts: International Perspectives and Challenges*. Comparative Perspectives from the 2017 Würzburg Winter School (pp. 25–40). Peter Lang.

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Comparative research question

How does time affect participation in non-formal adult education in your country?

Are there regulations like the Paid Educational leave or others to stimulate and encourage learner's motivation and interest to learn?

What can be seen (e.g. in data about participation like OECD; National Adult Education Surveys) about the habituation of time through adult learning?

Context of comparison

The context of comparison will resolve around the 'temporal culture' and 'temporal policy' of your country towards ALE, meaning the ways in which time-related factors influence the participation or non-participation in ALE, to the individual temporal habituation of learning

To narrow the context down, the group work will focus on time and participation in non-formal ALE from the perspective of the individual micro-level (learners) and the institutional meso-level (organizations, programmes and professionals; practitioner experience, if applicable).

As a preparation, students will create an individual empirical basis by conducting short interviews with adults participating in non-formal adult education and lifelong learning about their temporal experiences:

- hours of participation in non-formal learning
- hours spend for learning (daily, weekly, per month/year)
- temporal experiences (accelerating working and learning contexts?; learning as relaxing or as stressful time?; learning-time as counterpart? etc.)
- temporal (future) wishes (how should learning-time be guaranteed (by law) and organized to have a 'perfect' time?)

Categories of comparison

The categories of comparison will focus on the students' task to create an individual empirical basis through 2-3 interviews. Students will be asked to interview persons they know personally on time-related aspects of participation in non-formal ALE. The following categories should be used to structure the interview:

- Time related variables of participation - Temporal experiences (stressful, relaxing, pace to reflect, etc.) - Temporal (future) wishes
- Reasons for participation and non-participation: What are the reasons for participation or non-participation in non-formal ALE in your case in general? How are they related to time?
- Examples could be: Interrelation to regulations/laws o.a.; Required by employer, ALE included in employment, - Enough/not enough time in general; Could/could not arrange with other duties like work or family, child care etc.

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



Prof. Dr. Sabine Schmidt-Lauff has held the Professorship for Continuing Education and Lifelong Learning 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. From 2001-2004, she was head of one of the first pedagogical ERASMUS intensive programmes for adult education at Humboldt University Berlin ('European Perspectives on Lifelong Learning and the Education of Adults')

Hannah Hassinger, M.A., Helmut Schmidt University Hamburg, Germany

Hannah Hassinger is a PhD 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 4: GLOBAL INSTITUTIONALISATION AND INTERORGANISATIONAL NETWORKS

Network • Organisation • Institutionalisation

Research on institutionalisation is not only a well-established, but also a very important field of study in adult education. Over the last decades, research on networks has gained more and more attention in this field, not least because of an increasing importance of network-focussed political strategies on regional, national and supranational level (e.g. Sliwka, 2003).

In our comparative group, we will focus on interorganisational networks in adult education as a specific institutional constellation (Powell & Oberg, 2017) as well as special form of governance of adult education. An emphasis will be put on international networking activities. While we do focus here on the me-so-level of organisations and their networks, we want to examine the impact of national and supranational policies on adult education networks and relate this analytically to overall societal transitions (Ball & Junemann, 2012). In applying a transnational comparative research methodology, we can analyse the commonalities and differences of interorganisational adult education networks with respect to political strategies and societal change.

The outcomes of the comparative group will be a better theoretical understanding of interorganisational networks in adult education in terms of institutionalisation and governance, a knowledge about methodological approaches to describe inter-organisational networks and comparative insights in the communalities and differences between interorganisational networking in national contexts. In this regard, we will also learn about the current state of institutionalisation of adult education in the involved countries, about specific adult education organisations, that operate internationally / globally and about over-arching societal transitions and their influence on interorganisational networks.

Role of Practitioners

The practitioners will enrich the comparative group due to their practical experiences with interorganisational networks. Preferably, they are concerned with the creation and maintenance of interorganisational networks, perhaps even in a role as network managers and thus can give good practice examples and contribute to a much deeper understanding of networking practices in adult education organisations. Furthermore, they will partly take the role of co-moderators and mentors specifically in the empirical analysis and comparison of networks within the group.

References

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Sliwka, A. (2003): *Networking for Educational Innovation: A Comparative Analysis*. OECD/CERI.

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Comparative research question

- What are the characteristics of international interorganisational networks in adult education?
- How are they embedded in political strategies and overarching processes of societal change?

Context of comparison

Participants will focus their analysis on good practice examples from their home countries, which means either one specific adult education network (e.g. a 'learning city') or one adult education organisation, that is actively involved in international networking.

The cases we will compare will be organisations of non-formal adult education respectively (institutionalised) interorganisational networks, preferably with international networking activities. Network activities by universities are not considered.

The relevant contexts that will be examined are on the one hand political strategies on national and supra-national level concerned with network governance in adult education. On the other hand, interdependencies with (national) discourses on social change and societal transitions should be taken into account.

Categories of comparison

- Description of the networks analysed: Goals, network structures (size, connections, hetero- / homogeneity of organisations, roles, etc.), networking activities and practices
- Description of the networks analysed: Goals, network structures (size, connections, hetero- / homogeneity of organisations, roles, etc.), networking activities and practices
- Network policies: Strategies and programmes for interorganisational networks in adult education on a national and/or supranational level can be analysed with regard to their goals, main topics and practical implementation. Their embeddedness in the overall state of institutionalisation of adult education in the respective country is to be analysed.
- Societal Transitions: Country-specific social factors and their change, mainly manifested in public and academic discourse shall be taken into account with regard to potential inhibitory or supporting effects for strategies and practices of interorganisational networking in adult education. Digitisation, economisation of education or professionalisation of adult educators could be mentioned as examples.



Dr. Jörg Schwarz, Helmut Schmidt University Hamburg, Germany

Emphasising the connections between social structures, organisations 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 professionalisation of entrepreneurship counselling and on young researcher's career trajectories. More recently, he focusses on the (re-)production of time regimes in professional work.

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 5: BUILDING ACTIVE CITIZENSHIP THROUGH ADULT EDUCATION — A MISSION, ROLE AND RESPONSIBILITY

Identity • active citizenship • lifelong learning • social capital • participation

Active citizenship (AC) became a research issue for adult and lifelong learning in 1995 when the Council of Ministers decided to dedicate 1996 to the Year of Lifelong Learning. Moreover, the Lisbon-programme, in the year of 2000, strengthened the importance and relevance of the issue and connected it to Lifelong Learning together with employability. That is why since 2001 comparative adult learning and education researches have been analysing AC with accurate focuses. The learning outcomes of the comparative group will be the collection of different nation-al/regional/local narratives and understandings of AC, together with some distinguished examples of actions, formations of active citizens, or progresses of how to learn for active citizenship as routes and processes of lifelong learning. However, we will analyse similarities and differences collected and try to relate them to some already existing theoretical frames offered by Baert (2003), Johnston and Wildemeersch, (2005) Jansen (2003), Jarvis (2004), et al. (references)

The topic of this Comparative Working Group is rather relevant since UNESCO's report "GRALE V." will also discuss Active Citizenship in the context of adult learning and education (ALE) by 2022. We try to provide a package as INTALL-package (The Erasmus+ KA2 INTALL project is an European collaboration amongst universities and practitioners groups (EAEA and DVV International) in the field of adult learning and education so as to develop professional skills and knowledge in the context of adult education and lifelong learning) of recommendations to be incorporated to that survey.

Role of Practitioners

Different dimensions can be used in order to select good practices/practices in general and explain the conditions and realities for and against lifelong learning for active citizenship. Good practice examples may refer to:

- community-based learning activities with the aim to raise participation in adult and lifelong learning;
- learning festivals, adult learners' weeks to integrate vulnerable groups, e.g. minorities, women, senior citizens, young adults, prisoners, unemployed people, migrants/refugees, etc.
- examples of collecting and sharing valuable knowledge and skills around labour, community and/or environment with sustainability, intercultural or intergenerational focuses
- Practitioners can support the work on the topic by bringing concrete examples from ALE practice regarding Active Citizenship and help contextualise the topic and group work so as to provide examples for comparison as identical models upon the development of AC reflecting choices and limitations of such mission and role of ALE.

References

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Comparative research question

- What is the meaning and/or understanding/narrative of active citizenship/active citizen in your country/region/locality?
- What are some identical forms of demonstrating the existence/practice of active citizenship in your country/region/locality?
- What are the most relevant drivers/motivations to become an active citizen in the society/community you represent?
- What are the obstacles of/barriers to become an active citizen to appear in your society/community?

Context of comparison

Context will indicate:

- roles of existing/missing law;
- impact of existing/missing policies and/or strategies;
- influence of existing/missing discourse amongst practitioners/civil society groups to develop AC

Interdependencies will relate to:

- the level of developments and related actions in grass-route adult learning and education;
- the level of impacts of international initiatives, calls and documents;
- the existing/missing balance in between economic and social focuses of relevant stakeholders and, consequently, the participation of stakeholders in developing a balanced lifelong and life-wide learning.

Categories of comparison

Community-based actions/initiatives to develop or sustain activities through learning cities-regions and/or learning communities

In this focus students should relate active citizenship to actions/initiatives/programmes of community learning represented by their own communities, local-regional groups with the aim to develop, sustain, form active citizenship either, with social, cultural, educational, environmental, etc. concerns.

National strategies, programmes of Lifelong Learning dedicating focus to active citizenship development

In this particular context, students will relate their practice-based cases to the policy contexts articulated in relevant and available governmental documents to assess how far they meet and/or match regarding goals, contents and expected impacts.

Particular roles and impacts of the international communities (e.g. EU initiatives, UN-based agendas on or incorporating AC, like SDGs, ICAE, EAEA), and their calls to develop equity and active citizenship, reasons for participation/non-participation in active citizenship programs, campaigns, initiatives, etc.

In this regards, students have to visit available and recently provided data-sources on AC referring to their countries and explain what data or the lack of data may reflect in their context of AC.

Prof. Balázs Németh, Institute for Human Development and Cultural Science at the Faculty of Humanities of the University of Pécs, Hungary

Balázs Németh is a researcher on European adult and lifelong learning policy development and comparative adult education. He is an associate professor and reader in Adult Learning and Education at the University of Pécs. He is also a founding member of the Hungarian Universities Lifelong Learning Network (MELLearn) and represents the University of Pécs in the European Universities Continuing Education Network (EUCEN) and in the European Association for the Education of Adults (EAEA). His research focus is on comparative analysis of policies of the member states of the EU on adult and lifelong learning; learning cities, learning regions and learning communities, and history of adult education in Europe from 1848 to 1988. Further research topics of his are: Politics and Adult Education; Comparative Adult Education; History of Modern European Adult Education and Learning City-Region Developments.



COMPARATIVE GROUP 6: EMPLOYABILITY AND TRANSITIONS OF YOUNG ADULTS FROM HIGHER EDUCATION TO THE LABOUR MARKET

Employability • transitions • Higher Education • skills

The main focus of the comparative group work is the development of employability of young adults at a higher education level. The stress on graduates' employability is an important challenge for Universities to support graduates' transitions towards the labour market, especially in countries with a high level of youth unemployment rates. The framework of the group work is the concept of employability and its main definitions (European Commission/EACEA/Eurydice, 2014; Yorke, 2006), according to its influence on higher education policies and practices. In the context of knowledge economies and high-skilled labour demands, employability acts as an educational process that supports the transition from university to work. In this sense, the topic directly involves adult education studies for their impact on career pathways and on the development of a life plan.

Starting from the theoretical point of view, and its implications for current national and international policies, students will develop the study of employability at macro level (international and national policies and laws) and meso level (strategies and measures implemented by universities in the home country). The employability agenda of main institutions (OECD, European Commission, National Ministries) through documents and recommendations impacts directly on higher education offers; on the other side, at the university level, many programmes have been implemented to support employability (i.e. changes to the curriculum, career service offices, placement activities, partnerships with companies, link between employability and quality assurance measures).

In a cooperative learning setup, Master's and Doctoral 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. The coordinator will promote and increase the level of efficiency of the group work.

Role of Practitioners

We could focus on specific measures that could support the development of employability skills within Career Services. For example, University of Florence has developed the Entrepreneurial Training Program to improve entrepreneurial skills and to focus the research towards professional projects. It's a two-day training program aimed at fostering entrepreneurial skills through Design Thinking (Buchanan, 1992) and LEGO® Serious Play methodology (Kristiansen & Rasmussen, 2017). The focus is on the entrepreneurial attitude and on skills for project planning and management. Further programmes and activities could be compared in order to provide an overview of good practices for the development of young adults' employability.

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Comparative research question

- What is the institutional framework of employability (policies and laws) that influences strategies in higher education in your country?
- What is the relationship between the theoretical dimension of employability (i.e. employment-centred or competence-centred definitions) and policies at a national level?
- What kind of educational actions (i.e. guidance, job placement or career service) have been implemented at your home university? What kind of specific programmes have been implemented to support young adults' preparing for their future career?

Context of comparison

The comparison will deal with the educational policies and strategies that are developed at a global and national level to foster the employability of young people. 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. At the same time the comparative group will focus the attention on the programs and activities that Universities implement to bolster the development of employability and the transition towards the labour market.

Categories of comparison

- The definition of employability (i.e. employment centred or competence centred) will be considered a category since it influences the institutional approach at macro and meso level.
- Transitions from higher education to the labour market will be considered a category since they are very important from a pedagogical point of view for the study of the dynamic processes towards adulthood and the design and management of educational actions.
- Policies and strategies for employability at international and national level will be considered a category of analysis for the implementation of measures at Higher Education level.
- Practices and actions (i.e. guidance, job placement or career service) at university level will be considered a category to analyse the measures for supporting students' and graduates' employability



Prof. Vanna Boffo, University of Florence, Italy

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

Co-moderation: Dr. Nicoletta Tomei, University of Florence, Italy

Nicoletta Tomei is teaching Special Pedagogy in a Higher School in Italy and she is working as researcher at the University of Florence. She is involved in the fields regarding the employability and transitions of the young adults from the Higher Education System towards the Labour Market, at the same time she is specialized on the Guidance and Career Services.



COMPARATIVE GROUP 7: THE USE OF INTERNATIONAL ORGANISATIONS SURVEYS' RESULTS IN NATIONAL ADULT EDUCATION POLICIES

adult education policies • intergovernmental bodies • testing

Comparison is a relevant issue and procedure in adult learning education policy planning and decision. Several organisations, such as the Organisation for Economic Co-operation and Development (OECD) have had a significant policy salience through comparative testing, namely with the programme for the Programme for the International Assessment of Adult Competencies (PIAAC); the European Union with the Adult Education Surveys has released regularly information that might be used by national governments for the development of adult learning and education strategies. PIAAC rounds have progressively included more and more countries. Based on an understanding of adult learning and education that stresses literacy, numeracy and problem-solving in technology rich environments, results emphasise the link of these skills with the labour market and existing jobs. When it comes to the Adult Education Surveys, the data gathered allows the comparison among European Union countries referring to the participation in lifelong learning activities. However, some authors have raised concerns related to the data collection instruments and the stress given to adults' knowledge and skills relevant for the labour market (Rubenson, 2015). These surveys have been considered a 'governing technology': it is a relevant tool for the re-definition of the understanding of adult education, owing to the stress on (lifelong) learning; and it is a significant tool for the governance in education as it became a mechanism through which education and training systems are measured and made accountable (Grek, 2013). Several authors have argued that there is an interaction of an international organisations' (such as OECD and the European Union) activity and national education and training systems when policy definition, implementation and assessment are considered. However, if the PIAAC or the Adult Education Survey results are often mentioned in policy discourses, the introduction of national reforms stressing (lifelong) learning and skills can significantly differ and show quite different expressions (Jakobi, 2012) as in some adult learning and education is still used, while in many others lifelong learning is preferred as well as lifewide qualifications or permanent education and training. Even if we can argue that these expressions refer globally to learning and education developed in formal, non-formal and informal settings, these differences may also be involve different meanings assigned to adult learning and education.

Role of Practitioners

Practitioners will be involved as regular participants and enrich the comparative group work with their expertise.

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Comparative research question

How have international organisations surveys' results influenced adult education and lifelong learning national policy discourses?

Context of comparison

The context of comparison privileged in this Group Work will be the national/country level, namely adult education policy discourses (laws/regulations) in what refers to the influence of the international organisations surveys results concerning the represented countries.

Categories of comparison

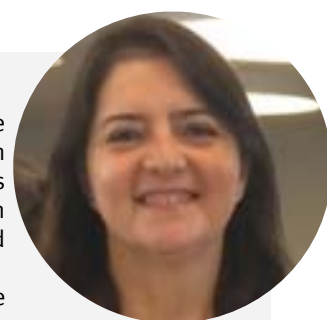
Categories of comparison:

- International organisations surveys' results in literacy, numeracy and problem-solving in Information and Communication Technology (ICT) environments or in lifelong learning participation in the represented countries
- The impact of international organisations surveys' results in national policy discourses (laws, regulations)
- The influence of the OECD or the European Union (namely in the understanding of adult learning and education) in national policy contexts

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

Paula Guimarães is an assistant professor at the Instituto de Educação, Universidade de Lisboa 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 supranational levels. Her main interests have been the link that might be established among different levels of political intervention, namely on how local actors and local promoters of adult education public policies understand adult education and lifelong learning and what forms of provision have been implemented with which impacts on learners. She has also been interested in the role of civil society organisations in adult education, in specific the influence this role might suggest in terms of the State and international organisations intervention.

From 1992 to 2011 she was a researcher at the Unit of Adult Education of the University of Minho. Her work was devoted to adult education research and to conceiving, developing and assessing training programmes directed at adult educators.



Co-moderation: 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 education and learning policy, the influence of political actors on different levels on adult education policy and practice, and adult education and learning for sustainable development.



COMPARATIVE GROUP 8: REFUGEES IN ADULT AND HIGHER EDUCATION— A TIMELY DISCUSSION

Refugees • forced migration • inclusive adult • higher education

The world is facing such a tragic refugee crisis now that one person becomes a forced migrant every two seconds, according to the statistics of the United Nations Refugee Agency (Ergin et al., 2019). Previous examples in history show that most refugees did not and will not go back to their home countries. This unexpected and mostly permanent stay makes it an obligation to enhance refugees' integration into host societies. At this point, adult and higher education plays a crucial role (Morrice and Sprung, 2017).

Different from well-prepared cross-border migrants, such as family-sponsored international students, refugees mostly lack proficiency in a host country's language, proof of previous academic qualifications and fund for making a living. If they access adult and higher education in their host countries, they can learn language and culture of the host societies, acquire skills which are necessary for workforce and make a meaningful contribution to their host countries. So that refugees can stand on their own feet, they may no more be considered to be a burden to their host countries, and as a result, societal peace can be preserved (Ergin, 2016).

Despite the above-given mutual benefit of adult and higher education for both refugees and host countries, it is not possible to state that refugees' access to adult and higher education is encouraged and ensured in the same way across the world (Ergin et al., 2019). While some countries' national and institutional rules and regulations enhance refugees' access to adult and higher education, those of others stand as a challenge. In this respect, this comparative group will enable the participants to analyse how a/the global refugee crisis can be dealt with differently across national adult and higher education systems. It will also lead to an understanding of how adult and higher education can change the destiny of individual refugees and countries.

Role of Practitioners

The practitioners are expected to be active in the group discussions. They will be asked to analyse their country's and institution's stance on the issue from a practitioner's perspective. They will also be asked to share their experiences with refugee learners in their institutions. Understanding practitioners' strengths, challenges and expectations will enrich the comparative group discussions.

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Comparative research question

- What are the national policies for refugees' access to adult and higher education in your country?
- What are the challenges for refugees' access to adult and higher education in your country?
- Which programs do a university and an adult education institution in your country offer to refugees?
- How can refugees' access to adult and higher education impact their societal integration into your country?

Context of comparison

The comparison will be made in both broad and specific senses. Broadly, national policies for refugees' access to adult and higher education will be compared. And specifically, institutional practices of a local university and an adult education institution in participants' home countries will be compared.

Categories of comparison

- The Definition of "Forced Migrant": How national policies define and describe a migrant as "forced" is significant. The status a migrant is given, such as asylum seeker, guest under temporary protection, illegal migrant or refugee, determines his/her access to adult and higher education in a host country.
- National Policies: Are there any (nation-wide) reforms made for enhancing refugees' access to adult and higher education?
- Institutional Practices: How do a university and an adult education institution in your country help refugees to access their programs?
- Relevance and Outcome: How do refugees' access to adult and higher education impact refugees' individual well-being and your country's socio-economic advancement? What should/could be done to maximize the mutual benefits?

Dr. Hakan Ergin, Istanbul University, Turkey

Dr. Hakan Ergin teaches at Istanbul University, Turkey. He received his doctoral degree from Boğaziçi University's Adult Education Program. He previously worked at Boston College, U.S., as a postdoctoral scholar. His academic interests include internationalization of higher education, refugees in adult and higher education, brain drain, the right to education and distance learning.



COMPARATIVE GROUP 9: LIFELONG LEARNING AND CONTINUING TRAINING IN PRIVATE COMPANIES

Lifelong learning • Continuing training in companies • Participation

Within globalization, national and regional economic systems and labour markets have been showing profound changes owing to unemployment, transformations in the organization of work and workers' qualifications, competences and skills. To deal with these changes, companies have been investing in the continuing training of their workforce. By continuing training in companies, we mean all kinds of training that aims to improve or update the workforce's knowledge and/or skills; acquire new skills for a career move or retraining; increase earnings; continue personal or professional development. From a policy-maker viewpoint, continuing training is not only a mean of increasing productivity, economic growth, employability, innovation and competitiveness, but also of improving equity, social cohesion and participation of disadvantaged groups in the labour market and society. For companies, continuing training is considered important in terms of updating and renewing the knowledge, skills and competences of their workers, responding to increasing global competition and adapting to fast-changing technological and socioeconomic development. For individuals, continuing education and training is supposed to contribute to employability, employment status and professional and social development.

Based on national legal frameworks concerning continuing training in companies and on statistical data provide by Eurostat, in the case of European countries, or by national statistical bodies, in case of non-European countries, we expect students:

- To identify similarities and differences in the aims of continuing training in companies
- To compare the participation in continuing training in companies
- To identify and compare the most important companies' characteristics that influence the provision of continuing training

Role of Practitioners

Practitioners can focus on the aims of continuing vocational education and training in general, on the main provisions and the most important target-groups in each country.

References

Cedefop (2015). *Job-related adult learning and continuing vocational training in Europe: a statistical picture*. Luxembourg: Publication Office. Cedefop Research paper, N°48.

Goergen, M., Brewster, C., Wood, J. and

Wilkinson, A. (2012). Varieties of Capitalism and Investments in Human Capital. *Journal of Industrial Relations*, 15 (1), p. 501-527.

Bohlinger, Sandra (2015). Governing Vocational Education and Training in Europe. In Sandra Bohlinger, Ulrika Haake, Christian Helms Jørgensen, Hanna Toiviainen and Andreas Wallo (Eds), *Working and Learning in Times of Uncertainty Challenges to Adult, Professional and Vocational Education* (pp.209-222). Rotterdam: Sense Publishers.

Comparative research question

How can continuing training in companies be characterised according to its aims, levels of workforce's participation and companies' characteristics?

Context of comparison

In this comparative group, each country is the context of comparison. The comparison is based on the analysis of continuing training national frameworks and on national statistical data.

Categories of comparison

- Aims of continuing training in companies in each country
- Workers' participation in continuing training in companies
- Types of continuing training provision
- Characteristics of the main providers (companies' size class and economic activity sector)

Prof. Natália Alves, University of Lisbon, Portugal

Natália Alves is an assistant 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-moderation: Catarina Doutor, University of Lisbon, Portugal

Catarina Doutor is a PhD Student at the Institute of Education, University of Lisbon (Portugal). Her main research interest are the transitions to Higher Education, particularly the biographical learning and identities of Portuguese-Speaking African Countries' Students.

APPLICATION

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 31. January 2021 and depart not earlier than 13. February 2021. 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

Applicants already enrolled in MA or doctoral studies at the University of Würzburg

Step 1: Registration until 20. October 2020

at wuestudy for "Vorbereitungsseminar Adult Education Academy" and "Adult Education Academy: International and Comparative Studies in Adult Education and Lifelong Learning".

Step 2: Fill in the online application on go.uni-wue.de/application

All other applicants from Germany and abroad

Step 1

Fill in the online application form and submit it at our website

Step 2

Submission of documents via email (lifelonglearning@uni-wuerzburg.de)

Deadline for Step 1 & Step 2: 21. September 2020

Feedback on your application: Mid October 2020

**YOU CAN JOIN THE
ADULT EDUCATION ACADEMY
VIRTUALLY OR ON-SITE**

[HTTPS://GO.UNIWUE.DE/APPLICATION](https://go.uni-wue.de/application)

Step 3

Enrolment until the 20. October after successful application.

You will be enrolled as a student at University of Würzburg and will be asked to submit further documents. Detailed information will follow once you have been accepted.

Detailed application process

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

Application deadline

All documents must be submitted until **21. September 2020 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 beginning of October. You will then 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-wuerzburg.de/application.

Contribution for enrolment

The regular contribution for enrolment for the Adult Education Academy is 140,10EUR. 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 end of October 2020**.

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.38), 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
21. SEPTEMBER 2020**

[HTTPS://GO.UNI-WUERZBURG.DE/APPLICATION](https://go.uni-wuerzburg.de/application)

ALLOWANCES

INTALL Travel & subsistence lump sums

Within the ERASMUS+ Strategic Partnerships programme, allowances are available for students and practitioners from the following universities and institutions. Please contact the following 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 EAEA: Aleksandra Kozyra

DAAD



**ALLOWANCES APPLICATION
UNTIL
21. SEPTEMBER 2020**
[HTTPS://GO.UNI-WUE.DE/
APPLICATION](https://go.uni-wue.de/application)

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.

This project is funded with support from the European Commission within the programme Erasmus+ and the key action cooperation for innovation and the exchange of good practices (Strategic Partnerships for higher education) (project number: 2018-1-DE01-KA203-004272). 01.09.2018-31.08.2021

EU Grant: 449.595,00 EUR This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. National Agency at the German Academic Exchange Service (DAAD): www.eu.daad.de

DAAD Summerschool programme

We will give the master's and doctoral students feedback on the allowance and they will receive a letter of admission. Regarding the allowance we plan to apply for the DAAD Summer School Programme that is funded by the German Academic Exchange Service (DAAD) with funds from the Federal Foreign Office. As we do not have an approval until earliest in November, we can only confirm that allowances can be received in the end of November 2020. In case that we receive the funding and you were selected, we will inform you as soon as possible. The funding would include an allowance for the stay with a total of 500EUR (for a duration of two weeks/each week 250EUR and only with the full time of attendance as stated below). 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://www.daad.de/hochschulen/ausschreibungen/projekte/de/11342-foerderprogramme-findern/?s=1&projektid=57444861>

Kindly acknowledge that we cannot guarantee the possibility of allowances for the participation at our programme.

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 over 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 LinkedIn & Twitter

#AEAcademyWue

The LinkedIn Network for Adult Education and Lifelong Learning is one of the 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 as well as 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. You will not only be able to connect with fellow students and professionals, but also get information about international conferences, fellowships/scholarships, research projects, currently 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](https://go.uniwue.de/linkedin-network)

LINKEDIN GROUP 2021

[HTTPS://GO.UNIWUE.DE/GROUP2021](https://go.uniwue.de/group2021)

The “Internal 2021 Adult Education Academy” group

In addition, Every year’s Adult Education Academy has its own internal group to allow students and professors to link up 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 Winter School groups are non-public.

we use the group to share ideas and events related to Adult Education Academy topics. The Winter School groups are non-public.



The Professorship for Adult and Continuing Education on Twitter

Follow us on Twitter (@EBWuerzburg) so you do not miss any news regarding our Professorship. Use #AEAcademyWue when you tweet about your experiences made in relation with the Adult Education Academy! We are looking forward to reading from you.



Photo: Professorship for Adult/Continuing Education

EXCHANGE PROGRAMME WINTER SEMESTER 2020/21

Course title	Lecturer
<i>Rethinking the link between (adult) education and development</i>	Prof. Paula Guimaraes
<i>Discussing the shift from lifelong learning: international governmental organizations' contribution</i>	Prof. Paula Guimaraes
<i>Debating adult learning and education research: a fragmented field of diverse theoretical and empirical approaches</i>	Prof. Paula Guimaraes
<i>CONFINTEA VII – On the Way to the International Conference on Adult Learning and Education in Morocco in 2022</i>	Prof. Heribert Hinzen
<i>Learning Project: Contemporary issues in adult education from Nigerian and German perspectives (online offer)</i>	Prof. Regina Egetenmeyer/Jennifer Danquah/Clara Kuhlen
<i>Adult Education, Adult Learning and Lifelong Learning Policies across the Globe (online offer)</i>	Dr. Shalini Signh
<i>Adult Education Academy + preparatory class (online offer)</i>	Prof. Regina Egetenmeyer/Clara Kuhlen
<i>German language courses (online offer)</i>	Offered by the language center of JMIU Würzburg

EXCHANGE PROGRAMME

[HTTPS://GO.UNI-WUE.DE/EXCHANGEPROGRAMME](https://go.uni-wue.de/exchange-programme)



WiFi

Free Wi-Fi can be accessed through the hotspot **eduroam** or **@BayernWLAN** (without password)

Library

EDUROAM

For more information visit: <https://www.rz.uni-wuerzburg.de/en/services/communication-services/wifi-wireless-network/wlan-eduroam-configuration/>

@BAYERNWLAN

Please select @BayernWLAN at your WLAN list and follow the instructions.

Through the computers, provided by the university, you have access to electronic articles as well as the catalogue of the university library. Please use your student login. **Access** to the printers and **copy machines** is **granted** with your Student ID-Card. The lockers (for bags and jackets) at the library require a **2€-Coin**.

Photos & videos

As we will take photos and videos during the programme and would like to publish them at our website as well as on posters and brochures of the Professorship for Adult and Continuing Education, we would like to ask you to inform us in advance of the programme via email, if you would not like to be shown on photos etc. Of course, you also can ask us afterwards to remove or not use a specific photo.

Beverages and food

We are happy to supply you with coffee, tea and water (self-service) during the Adult Education Academy. Vending machines (coins or student ID card) are available in the venue. The “cafeteria” offers coffee, sandwiches, salad, chocolate bars, candy, baked goods etc. and is open from 8.00-17.00. The “mensa” offers a minimum of three different dishes per day (including one vegetarian), different salads, soups, fruits etc. and is open from 11.00-14.15). Please be aware that all grocery stores close at 20.00 from Monday to Saturday and are entirely closed on Sundays in Würzburg/Bavaria.

Cultural programme

The Franconian evening, the field visit outside from Würzburg as well as the city guided tour during are free of costs. Please note that we cannot supply you with any drinks or food on the field trip and during the guided city tour.

Accommodation

The Julius-Maximilian-University holds various hotel cooperation partners **that enable you** to use a reduced university guest fee. The hotel prices start at 54 EUR per night. In **shared bed dorms** prices start at 17,00 EUR per night.

Furthermore, a detailed list of booking recommendations for youth hostels and guest houses in Würzburg will be send to you after your registration. Please **consider** that we cannot guarantee any free space or the **named** price. We recommend you to book an accommodation right after your registration.

Vacation apartments as well as B&Bs can be found at the website of Würzburg city:

<http://www.wuerzburg.de/en/visitors/more-acco/index.html>

Hotels can be found at the website of Würzburg city:

<http://www.wuerzburg.de/en/visitors/hotels-hostels/index.html>

Withdrawal of money

If you do not plan to change your local currency into Euro before your arrival, you may find an ATM right upon arrival at the main train station "Würzburg Hauptbahnhof". Additionally you may find ATMs that accept credit cards throughout the city. We do recommend to get cash, as cash payments are common in Germany (e.g. bus or taxi) and you may not be able to pay with card everywhere.

RESTAURANTS IN WÜRZBURG

Restaurant	Address	Description	Price range
Ararat	Huttenstraße 17, 97072 Würzburg-Sanderau Phone: 0931 883088 , http://www.ararat-restaurant.de/	Turkish food, Halal	
Backöfele	Ursulinergasse 2, 97070 Würzburg Phone: 0931/59059, https://www.backoefele.de	Traditional franconian food, German food	
Burgerheart	Neubastr. 8, 97070 Würzburg Phone: 0931 619 479 10, http://www.burgerheart.de/	Burger	
Enchilada	Karmelitenstraße 20, 97070 Würzburg Phone: 0931 4044402, http://wuerzburg.enchilada.de/	Mexican food, Cocktailbar	
Frau Om Kocht	Peterstraße 14, 97070 Würzburg Phone: 0931/27896570, https://www.frau-om-kocht.de	Korean food, BBQ	
Guru	Dreikronenstraße 17, 97082 Würzburg Phone: 0931 9913736, http://www.speisen-indiens.de/	Indian food	
Habaneros	Theaterstr. 1, 97070 Würzburg Phone: 0931 30425116, http://www.habaneros.de/	Texan & Mexi- can food, bar	
Kashmir	Katharinengasse 3, 97070 Wuerzburg Phone: 0931 4525444 or 0931 4525445, http://kashmir-wuerzburg.de/	Indian/ Pakistani food	
Lenz	Spiegelstraße 21, 97070 Würzburg Phone: 0931/35825221, http://cafelenz.cafelists.com	Breakfast, Cakes, Bistro	
Locanda	Am Alten Kranen, 97070 Würzburg Phone: 0931 46795180, http://www.locanda.de/	Pizza, Italian food	
Madame Ngu- yen	Pleichertorstraße 20, 97070 Würzburg Phone: 0931/30196522, https://www.madame-nguyen.de	Vietnamese food	
Maiz Taqueria	Katharinengasse 7, 97070 Würzburg Phone: 0931 32095063, https://maiztaqueria.com/	Homemade Californian- Mexican food	
Muck	Sanderstraße 29, 97070 Würzburg Phone: 0931 4651144. http://www.cafe-muck.de/	Music, café, bar, burger	
Nushu	Theaterstraße 3A, 97070 Würzburg Phone: 0931 45241369, https://nushu-wuerzburg.xregional.de/	Vietnamese food, sushi	
Restaurant Hubland	Zeppelinstraße 118, 97074 Würzburg Phone: 0931/82959, https://restaurant-hubland.de	Greek food, vegan options	
Sternbäck	Sterngasse 2, 97070 Würzburg Phone: 0931 54056, http://www.sternbaeck.de/	Breakfast, German/ Franconian food	
Till Eulenspie- gel/Weinstube	Sanderstrasse 1a, 97070 Würzburg Phone: 0931 355840, http://www.eulenspiegel-wuerzburg.de/	Beer, wine, German / Franconian food	
Watan	Dürerstraße 6, 97072 Würzburg Phone: 0931/40471414, https://www.watan-afghanisches-restaurant.de	Afghan and oriental food, Halal	
Wohnzimmer	Tiepolostr. 21, 97070 Würzburg Phone: 0931 13417, https://wohnzimmer-bar.com/wuerzburg/	Salad, burger, Pizza, sports bar	
Wunschlos Glücklich	Bronnbachergasse 22 R, 97070 Würzburg Phone: 0931 35810188, http://www.wunschlos-gluecklich.net/home/	Cafe (vegetarian/ vegan)	

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

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BY USING THE
#AEACADEMYWUE

Venue

Zentrales Hörsaal- und
Seminargebäude (Z6)
Am Hubland
97074 Würzburg, Germany



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We look forward to your applications!

Adult Education Academy 2021

International & comparative studies
in adult education & lifelong learning

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