

International Winter School

Comparative Studies on Adult and Lifelong Learning

1st announcement



28 January – 6 February 2015

Würzburg/Bavaria, Germany



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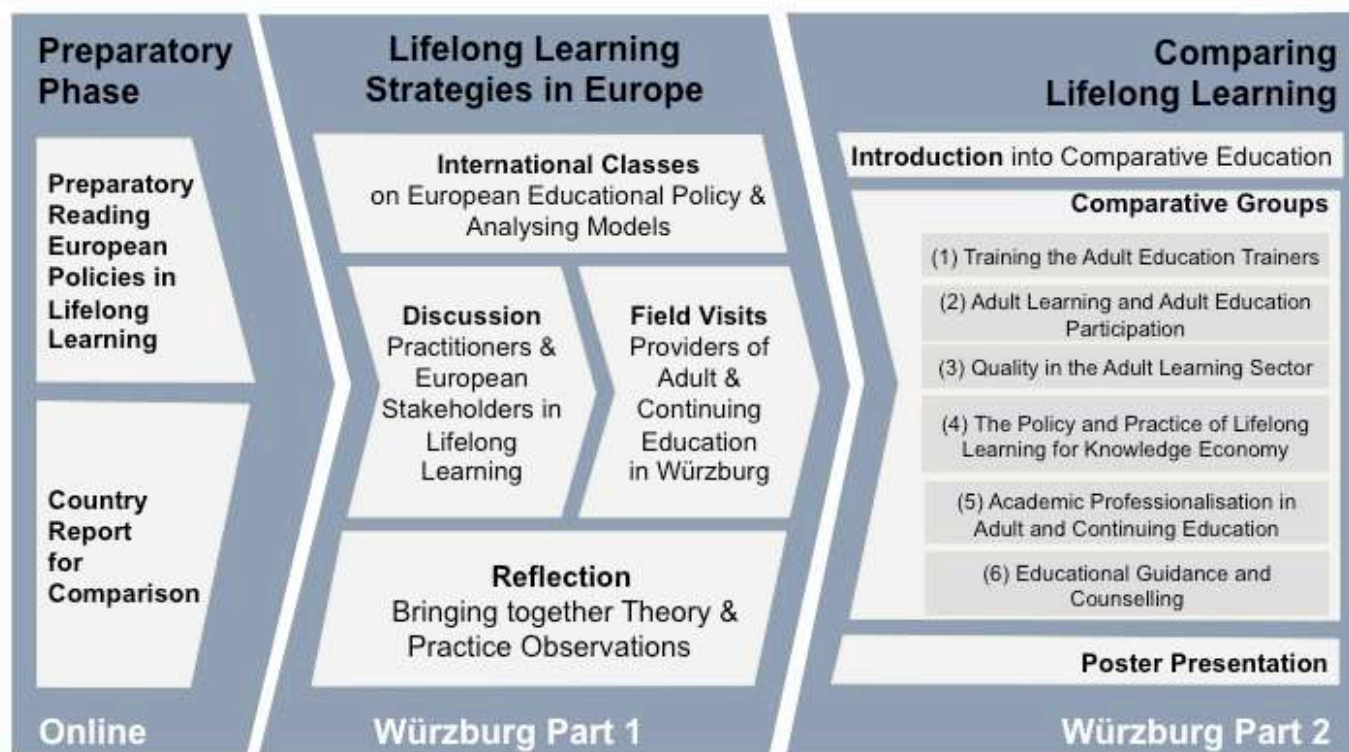
The international Winter School 'Comparative Studies on Adult and Lifelong Learning' is dedicated to analysing and comparing international and European strategies in Lifelong Learning. Based on social policy models, Lifelong Learning strategies in Europe, including selected European countries, will be 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.

Working Programme of the Winter School



Further information (e.g. videos, a blog about students' international learning experiences, comparative studies) on the Winter School are provided under

www.lifelonglearning.uni-wuerzburg.de

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 Prof. 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, Matthias-Ehrenfried-Haus Catholic Adult Education Center, Kolping Academy.

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.

Wednesday, 28.1.2015	15.00-16.00: Arrival on Campus, Registration 16.00-18.30: Get to know each other, Introduction into the study seminar
Thursday, 29.1.2015	9.30-12.00: Basic Concepts: "Politics, Policies, Strategies in LLL" 13.30-15.30: Levels of Analysis: "Mega, Meso, Macro and Micro" 16.00-17.30: Social Policy Models
Friday, 30.1.2015	9.30-11-30: Preparation for Field Exploration: Development of Observation Grid 14.00-16.00: Field Visits: Frankenwarte Academy & Kolping Academy 17.00-18.00: Guided Würzburg Tour
Saturday, 31.1.2015	10.00-12.00: European Association for the Education of Adults (Dr Gina Ebner) 13.30-16.00: European Policy in Lifelong Learning: From the Memorandum to the European Agenda of Lifelong Learning: European and National Strategies
Sunday, 1.2.2015	14.00-15.00: Reflection on Field Explorations 15.30-17.00: Würzburg Residence as Place of Lifelong Learning
Monday, 2.2.2015	9.30-11.30: Field Visits: Continuing Education Center of the Chamber of Industry and Commerce & Matthias-Ehrenfried-Haus Catholic Center for Adult Education 13.30-15.00: Center for the Development of Vocational Training/CEDEFOP (Dr Alexandra Dehmel) 20.00: Cultural Activity – organized in small groups
Tuesday, 3.2.2015	09.30-12.00: Final Reflection on Field Visits: Intercultural Group Presentation



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.

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 group (with around 10 students) will consist of participants from different countries. 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.

On registration, each participant will choose one group – in which they will represent their country during 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. After registration, all participants will make contact with the moderators of the groups to get some hints concerning the preparation of the country description.

The comparison will be done in the following groups (students can select one):

- **Training the Adult Education Trainers** (Group 1)
moderated by Prof. Dr. Vanna Boffo, University of Florence
co-moderation Kathrin Kaleja, M.A., University of Würzburg
- **Adult Learning and Adult Education Participation** (Group 2)
moderated by Dr. Erik Haberzeth
co-moderation Christian Müller, M.A., University of Chemnitz
- **Quality in the Adult Learning Sector** (Group 3)
moderated by Prof. Dr. Balász Németh, University of Pécs
- **The Policy and Practice of Lifelong Learning for Knowledge Economy** (Group 4)
moderated by Chetan Singai, M.Phil., National Institute of Advanced Studies Bangalore
- **Academic Professionalisation in Adult and Continuing Education** (Group 5)
moderated by Prof. Dr. Regina Egetenmeyer, University of Würzburg
Co-moderation Concetta Tino, M.A., University of Padua
- **Educational Guidance and Counselling** (Group 6)
moderated by Prof. Dr. Hajo Petsch, University of Würzburg
co-moderation Stefanie Kröner, M.A., University of Würzburg

Tuesday, 3.2.2015	14.00-15.30: Introduction into Comparative Studies in Adult Education 16.00-17.30: Introduction into research-oriented Comparative Group Work
Wednesday, 4.2.2015	9.30-12.00: Comparative Group Work: Student Presentations 13.30-15.00: Comparative Group Work: Development of Comparative Categories 15.30-17.00: Comparative Group Work: Testing of Comparative Categories
Thursday, 5.2.2015	9.30-12.00: Comparative Group Work: Interpretation and Comparison 13.30-16.00: Comparative Group Work: Interpretation and Comparison 19.00: Franconia Wine Tasting
Friday, 6.2.2015	9.00-11.30: Presentation of the final Comparative Group Work Results (Open Space) 12.00-13.00: Closing Session from 13.00: Departure



Training the Adult Education Trainers

Comparative Group Work 1

Fields in adult education and lifelong learning are very wide. In the context of training and formation of trainers, adult education become part of lifelong learning. Furthermore, teaching activities of trainers forms a part of the professional life of each teacher, each educator, each coach and trainer. The initial training and the curriculum of the University Courses are structured, but it is important to further develop adult education professionalism on the job. Which types of guidelines are necessary? The focus of the interactive lessons and the working group will be the educational relationships in the learning environmental on the care of the self and the care of the adult learners. The objects of the study will be interpersonal relationships, communication in the context of teaching and learning, the profile of adult trainers as well as management of the teaching situation. The methods focuses on working group, seminars and active learning. A particular focus will put on the training of parent's trainers.

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

1. Which is the historical national background regarding the training of the trainers in the adult education?
2. What are the policies and basic legislation in your country about the training of adult educators?
3. What are specific programmes, activities, project developed on the training for trainers in adult education
4. What is the Training for Trainers and Educators in your country? Who is the most important organization involved in the support of the Teacher Training in the field of Adult Education?
5. Which is the actual situation in your country regarding professionalization of the adult educators? Which is the actual situation in comparison of any countries in Europe regarding the training of the trainers?



Moderation

Prof. Dr. 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 and delegate of guidance and job placement of the Department of Education and Psychology in University of Florence from 2008.



Co-Moderation

Kathrin Kaleja, M.A., University of Würzburg, Germany

Kathrin Kaleja absolved her undergraduate studies in Education and Philosophy at the University of Münster and graduated in the European Master in Adult Education from the University of Duisburg-Essen. Currently Kathrin Kaleja is involved in the EU-Projects QUAL4T and TRIGGER and pursuing her PhD on Academic Professionalisation in Adult Education. Her research interests lie in competencies development in internships abroad.

Adult Learning and Adult Education Participation

Comparative Group Work 2

Adult learning is at the heart of all adult education practice. On the different levels of action and across different forms of education (basic education, continuing professional education, political education etc.), enabling adults learning can be understood as the focus of adult education. Thus, the question of how adults learn and why (or why not) they participate in adult education is of great importance for everybody who is engaged in this field. Empirical data show that certain groups participate more than others do. A diverse range of barriers can lead to non-participation; the concept of barriers is complex and wide ranging. The question of this group is to figure out, what (kinds of) theories of adult learning and participation are popular in different countries and to explain those barriers to adult learning. Furthermore, we will focus on the engagement of different countries foster participation in adult education.

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

1. Which theories explain participation in adult education? What models for (non)participation have been developed?
2. What legislative background concerning participation in adult education exist? What political actions and developments can be observed in your country?
3. Are there any special programmes, projects and activities concerning resources (e.g. time, money, guidance)?
4. What is the role of the state and other partners regarding participation in adult education?



Moderation

Dr. Erik Haberzeth, University of Chemnitz, Germany

Erik Haberzeth was with the Chair of Adult Education at the University of Hamburg where he received his PhD in 2010. With the Humboldt-University of Berlin, he was involved in a research project for the German Federal Ministry of Education and Research on the effects of national adult learning programs. Since August 2013, Erik Haberzeth is Research Associate at the Technical University of Chemnitz.



Co-Moderation

Christian Müller, M.A., University of Chemnitz, Germany

Christian Müller is research associate at the Technical University of Chemnitz. He leads a sub-project on the Institute for Structural Policy and Economic Development in Halle (isw GmbH) on the subject of transfer of knowledge and optimization of human resources. His PhD thesis concerned with factors of decisions for the offering of further education in the context of in-company further education.

Quality in the Adult Learning Sector

Comparative Group Work 3

The topic of quality has recently been described in a very detailed way in documents and position papers of international organisations, like UNESCO, the European Union and other international stakeholders in adult education as the International Council in Adult Education (ICAE) and the European Association for the Education of Adults (EAEA). However, the issue itself is under serious scrutiny, referring to the main questions: what makes quality in adult learning and education? Who is responsible for quality? What tools are available to work on quality in adult learning and education? Within the comparative group work practical examples on quality instruments and approaches from EU-member states' adult education to promote quality learning and performance will be collected and compared.

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

1. What makes quality in the adult learning sector a relevant and/or current issue?
2. What is the history and evolution of quality in the adult learning sector? Do you find some early examples/struggles of extramural actions or recent attempts?
3. Explain the role and impact of policy and legislation, or the lack of legislation on the topic!
4. What roles for stakeholders exist to promote quality in the adult learning sector?
5. Please give examples of challenges in a small SWOT-chart referring to your own country.
6. Please provide two or three examples of quality instruments in the adult learning sector in your country.



Moderation

Prof. Dr. Balázs Németh, 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).

The Policy and Practice of Lifelong Learning for Knowledge Economy

Comparative Group Work 4

The contemporary era of globalization has and is witnessing an increase in economic competition within and between countries across the globe. Among many sectors, education (lifelong learning/adult education and/or higher education) has and is gaining utmost significance as an instrument for economic growth. Conceptually, such development in many academic and policy circles is attributed to the age of knowledge economy – there is huge demand for knowledge intensive employees (skills and competencies). In the age of knowledge economy, education has received unprecedented focus and pressure to delivery to the need of the economy i.e., the competitive market space. While such a space contributes to economic, social and geographical/regional imbalances.

Lifelong learning polices in general aim to create industry-ready individuals. The idea and practice of lifelong learning is highly differentiated but the global context in which it is operating is highly integrated. To unpack such paradox it is interesting academic activity to critically explore and examine the policy and practice of lifelong learning across countries, in a comparative perspective.

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

1. Historical trajectory of adult education and/or lifelong learning of each country represented in the group for winter school 2015.
2. What does knowledge economy mean in your country; what are the key policy documents/reports proposed and practiced (is any)?
3. Brief overview of socio-economic and demographic profile of each of the country in the comparative group.
4. Opportunities and challenges in planning and implementing lifelong learning in each of the country under one larger framework



Moderation

Chetan Singai, M. Phil., National Institute of Advanced Studies, Indian Institute of Science Campus Bangalore, India

Chetan B. Singai is currently finalising his doctoral thesis at the National Institute of Advanced Studies, Indian Institute of Science campus, Bangalore and associated with www.edgeforum.in as research fellow. He is graduated of the Erasmus Mundus Master's in Lifelong Learning: Policy and Management and Masters in Political Science and Master of Philosophy (M.Phil.) in Law and Governance, from Jawaharlal Nehru University, New Delhi.

Academic Professionalisation in Adult and Continuing Education

Comparative Group Work 5

In the “old professions” (medicine, law, theology) universities and later professional associations were the main stakeholders in the professionalisation of the respective fields. Looking on the field of adult and continuing education, universities acted always only as one stakeholder of professionalisation. Beside universities, you find the practical field of adult and continuing education as stakeholder. Depending on the country, these stakeholders are associations of providers in adult education, single providers in adult education, professional associations or other.

This raises the question of the relation of professionalisation in adult and continuing education through universities and through the field of practice. The workshop understands university programmes as academic professionalisation. Depending on each country, universities are asked to build up relation to practice of adult and continuing education. Within the workshop, we will analyse university programmes in adult and continuing education in different countries, their relation to the practice in adult and continuing education as well as the influence of the Bologna-Process (including European Qualification Framework, competence-orientation):

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

1. Which history of academic professionalisation (university study programme) in adult and continuing education can be identified in your country?
2. Which kind of university programmes in adult and continuing can be identified (e.g. core curriculum, diversity)? Which role does theory-practice relations play? What kind of skills and competences are being targeted?
3. Which legislative background concerning professionalisation in adult and continuing education can be identified? Which roles do universities play in this context?
4. Who are the actors of professionalisation in your country? Which role do universities play in this context?



Moderation

Prof. Dr. 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.



Co-Moderation

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.

Educational Guidance and Counselling

Comparative Group Work 6

In the field of adult education, educational guidance as well as educational counselling are being practiced. Whereas educational counselling focuses advisory services for the client and offers information the client could adjust to, counselling has a more subject-oriented focus in questions of learning and other individual issues. Therefore, the systemic approach is a widely used method in counselling. First, we are going to differ the terms guidance and counselling as well the different methods being used. Second, the ratio of both in the participating countries are going to be examined. Third, a comparison is going to be conducted, depending on which nation and educational field, guidance or counselling is the preferred method.

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

1. Historical national background on educational guidance and counselling: Where do you find roots?
2. Basic legislation: Is there any legislative background concerning educational guidance and counselling in adult education?
3. Which actors engage how in the educational guidance and counselling in adult education?
4. Which programmes concerning educational guidance and counselling in adult education are available?
5. Financial support/situation: Which information do you have about the financial situation in the context of educational guidance and counselling?



Moderation

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

Prof. Petsch earned his PhD from the University of Würzburg. His research emphasis is in questions of theory and practical use on off-the-job training, 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 at the University of Würzburg.



Co-Moderation

Stefanie Kröner, University of Würzburg, Germany

Stefanie Kröner is pursuing her doctoral thesis on professionalisation in educational study degrees. Besides professionalisation, her research interests lie in literacy and evaluation of educational programmes. She has experience in the field of adult and continuing education as well as in the field of public relations and international cooperation.

Requirements, Preparation, Certificate of Attendance

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.

For preparation you are asked to write a short country report (5-6 pages) on the topic of your Comparative Group Work. Furthermore, please read the following texts, which we provide for all registered participants over the Moodle-platform of the University of Würzburg (WueCampus):

Reading

- 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 your home country.

Country report

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).

Certificate of attendance

All participants will receive a detailed certificate of attendance (5 ECTS).

If you need any other certificate, please contact after your registration [stefanie.kroener\[at\]uni-wuerzburg.de](mailto:stefanie.kroener[at]uni-wuerzburg.de).



Registration and Finance

The registration fee for the Winter School is **200 Euro**.

Several scholarships available: see below

Please register on our website at: www.lifelonglearning.uni-wuerzburg.de

The registration website includes an application form for scholarships.

Deadline for registration is **31st October 2014**.

For non-European students the deadline is 30th September 2014 (to fulfil visa issues in time).

The registration fee includes a supply of coffee, tea and water (self-care) during the programme, as well as one wine tasting event in the *Staatlicher Hofkeller* of the Würzburg Residenz (<http://www.residenz-wuerzburg.de>), the admission fee to the museum of the Residenz, as well as a guided city tour.

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.

Finance and Scholarships

There are scholarships for more than thirty students available.

You are warmly invited to apply for one of the following scholarships:

- **University of Würzburg:** The reduced registration fee for students regularly enrolled in the Master Education is 25 Euro.
- **University of Chemnitz:** There is a limited number of places for students from the University of Chemnitz with a reduced registration fee. Therefore, please contact Dr. Erik Haberzeth ([erik.haberzeth\[at\]phil.tu-chemnitz.de](mailto:erik.haberzeth[at]phil.tu-chemnitz.de)).
- **Students from Hungary:** There is a reduced participation fee of 110 Euro for a limited number of students from Hungary. Please contact Prof. Németh ([nemeth.balazs\[at\]feek.pte.hu](mailto:nemeth.balazs[at]feek.pte.hu)) for a travel and subsistence scholarship of the Hungarian Campus fund.
- **Students from the University Florence, University of Padua, University of Minho and University of Lisboa:** There is a reduced participation fee of 110 Euro. Furthermore, please apply for a travel and subsistence scholarship up to 600 Euro/person.
- **Students from India:** There is a reduced participation fee of 110 Euro for students from Jawaharlal Nehru University and from Delhi University. Please apply for a travel and subsistence scholarship up to 1050 Euro/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 Stefanie Kröner ([stefanie.kroener\[at\]uni-wuerzburg.de](mailto:stefanie.kroener[at]uni-wuerzburg.de))

The scholarship will be paid after your arrival in Würzburg in cash.



Application and Registration Process

- (1) Please complete the online registration form at www.lifelonglearning.uni-wuerzburg.de. You will receive a short notice of receipt.
- (2) On 2nd November 2014, you will receive information on the success of your application (incl. scholarship). If you finally decide to join, you have time to register until 7th November 2014.
- (3) Please only then transfer your registration fee (depending on your scholarship) to the account of the University of Würzburg until 10th November 2014.

Staatsoberkasse Bayern in Landshut (Dreifaltigkeitsstr.177, 84028 Landshut)
 Bayerische Landesbank (Brienner Straße 18, 80333 München)
 BIC: BYLADEMM
 IBAN: DE75700500000001190315
 USt.-ID-Nr. Universität Würzburg = DE 134 187 690
 Reference: 1517010/822530 + Your name

- (4) After the full registration fee has been transferred, your registration is binding. Then you will get access to the online-platform WueCampus.

Accommodation

Please choose your preference for accommodation in the online registration form. You will pay costs directly to the hotel/accommodation.

Accommodation	Adress	Webiste	Price	Additional information
Deutsche Jugendherberge Shared rooms (3 to 4 persons)	Fred-Joseph-Platz 2, 97082 Würzburg	http://wuerzburg.jugendherberge.de/de-DE/Portraet	24,90 €	Including breakfast, bed sheets, kitchen and WLAN
Ghotel Single rooms	Schweinfurter Straße 1-3, 97080 Würzburg	http://www.ghotel.de/deutsch/hotels/wuerzburg	77,00 €	Including breakfast, bed sheets, towels and WLAN
IBIS Single rooms	Veitshöchheimer Straße 5, 97080 Würzburg	http://www.ibis.com/de/hotel-3283-ibis-wuerzburg-city/index.shtml	63,50 €	Including breakfast, bed sheets, towels and WLAN
Kolping Shared rooms (2 to 5 persons)	Kolpingstraße 26, 97199 Ochsenfurt	http://www.kolping-ochsenfurt.de/Kolpinghaus_a.htm	10,00 €	Hotspots nearby are available, Bed Sheets: 3,50€ Self-care House, cleaning has to be arranged by students
Appart International Shared rooms (2 persons in a 4-persons-apartment)	Hermann-Schell-Straße 3, 97074 Würzburg	http://apparthotelinternational.de/	19,50 €	Including bed sheets, and WLAN
Appart International Tall shared room with 1 tall bed (2 persons)	Hermann-Schell-Straße 3, 97074 Würzburg	http://apparthotelinternational.de/	24,00 €	Including bed sheets, and WLAN
Appart International Shared room with 1 tall bed (2 persons)	Hermann-Schell-Straße 3, 97074 Würzburg	http://apparthotelinternational.de/	22,00 €	Including bed sheets, and WLAN
Appart International Single room	Hermann-Schell-Straße 3, 97074 Würzburg	http://apparthotelinternational.de/	35,00 €	Including bed sheets, and WLAN

For detailed information, please visit the programme website
www.lifelonglearning.uni-wuerzburg.de

We are looking forward to meeting you in Würzburg a lot! Please do not hesitate to contact us in case you have any further questions.

Contact:



Prof. Dr. Regina Egetenmeyer

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