



Mid-term Evaluation 2019 - Summary

Author: Katrin Riß

INTALL-Project Coordinator: Julius-Maximilian University Würzburg, Prof. Dr. Regina Egetenmeyer

URL: <https://www.hw.uni-wuerzburg.de/intall/home/>

Approach

The mid-term survey 2019 was conducted as an online survey. The questionnaire (based on the instrument implemented during the mid-term survey of the predecessor programme COMPALL) was sent to the former participants of the Winter Schools 2014, 2015, 2016, 2017 and 2018 by the organisers themselves and thus was addressed to a total of 331 persons. 71 respondents fully completed the questionnaire and the survey achieved a response rate of 21,5%.

Sample/Group characteristics

The Winter School addresses students of the INTALL partner universities and organisations as well as students from cooperating partners and thus addressed a variety of nationalities and **countries**. These include a number of non-European countries where some of the students of the partner universities originate from. In the mid-term survey 2019, the number of countries where the respondents have or will earn their degrees (master, PhD or both) amount to a total of 21. Regarding the master's degrees a little less than half of them were achieved in European countries (47,9%). Among the PhD degrees (already earned or still to be earned) 57,6% were located at European universities.

Question: In which country did (or will) you earn your degree(s)?				
	master's degree		PhD degree	
	Quantity	Percentage	Quantity	Percentage
Austria	1	1,4%		
Brazil	1	1,4%		
Canada	1	1,4%	2	2,8%
Denmark	1	1,4%		
Egypt	1	1,4%	1	1,4%
Germany	7	9,9%	6	8,5%
Greece	2	2,8%		
Hungary	3	4,2%	1	1,4%
India	12	16,9%	5	7%
Italy	5	7%	5	7%
Macedonia	1	1,4%		
Malaysia	1	1,4%		

Nigeria	5	7%	3	4,2%
Portugal	7	9,9%	3	4,2%
Romania	1	1,4%		
Serbia	1	1,4%	1	1,4%
Slovenia	2	2,8%	1	1,4%
Turkey	1	1,4%	1	1,4%
UK	2	2,8%	1	1,4%
USA	2	2,8%	1	1,4%
France			1	1,4%
international (binational doctoral programme)			1	1,4%
Total	57	80,3%	33	46,5%
No mention	14	19,7%	38	53,5%

Table: Countries where Respondents did (or will) earn their Degree(s)

With regard to the respondents' **study status** at the time of the survey approximately three out of four respondents were still studying or intended to continue their master studies with PhD studies (53 respondents, 74,6%, green background in the pie chart). 15 respondents (21,2%) on the other hand had finished their studies already (blue background in the pie chart). 14 respondents were already employed at the time of the survey.

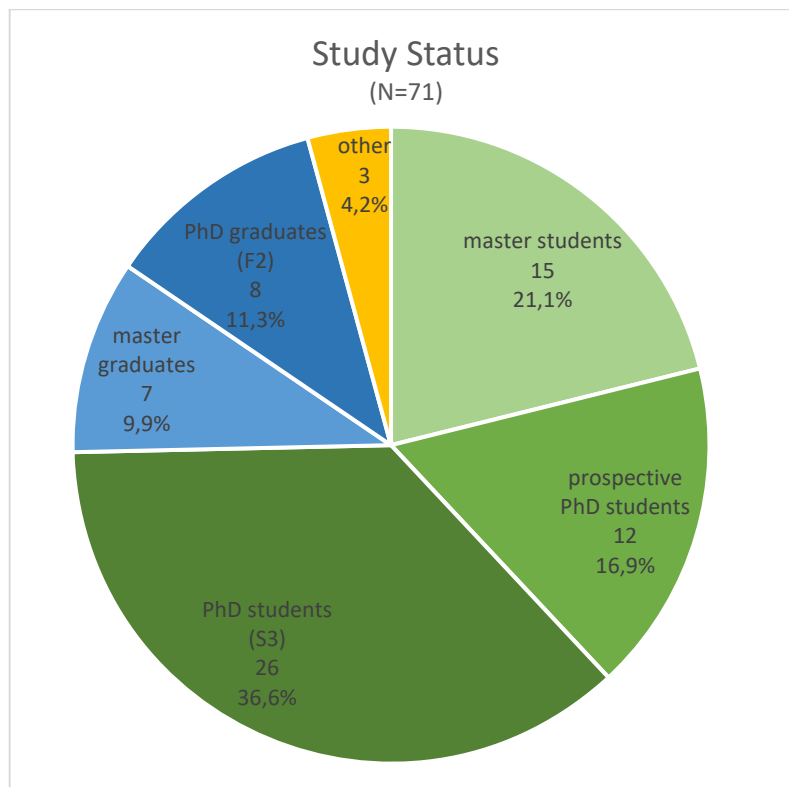


Figure: Study Status

Results

Like in the years before during the COMPALL evaluation¹ the mid-term survey shows that – apart from being a very memorable and valued event – there are verifiable effects the Winter School has on its participants' further study and work careers.

Firstly, regarding their **further studies** the great majority of the respondents felt quite encouraged to take up next steps of studies (PhD). Also, the Winter School obviously succeeded in its intention to motivate and encourage students to deal with international or comparative perspectives in their studies respectively their theses.

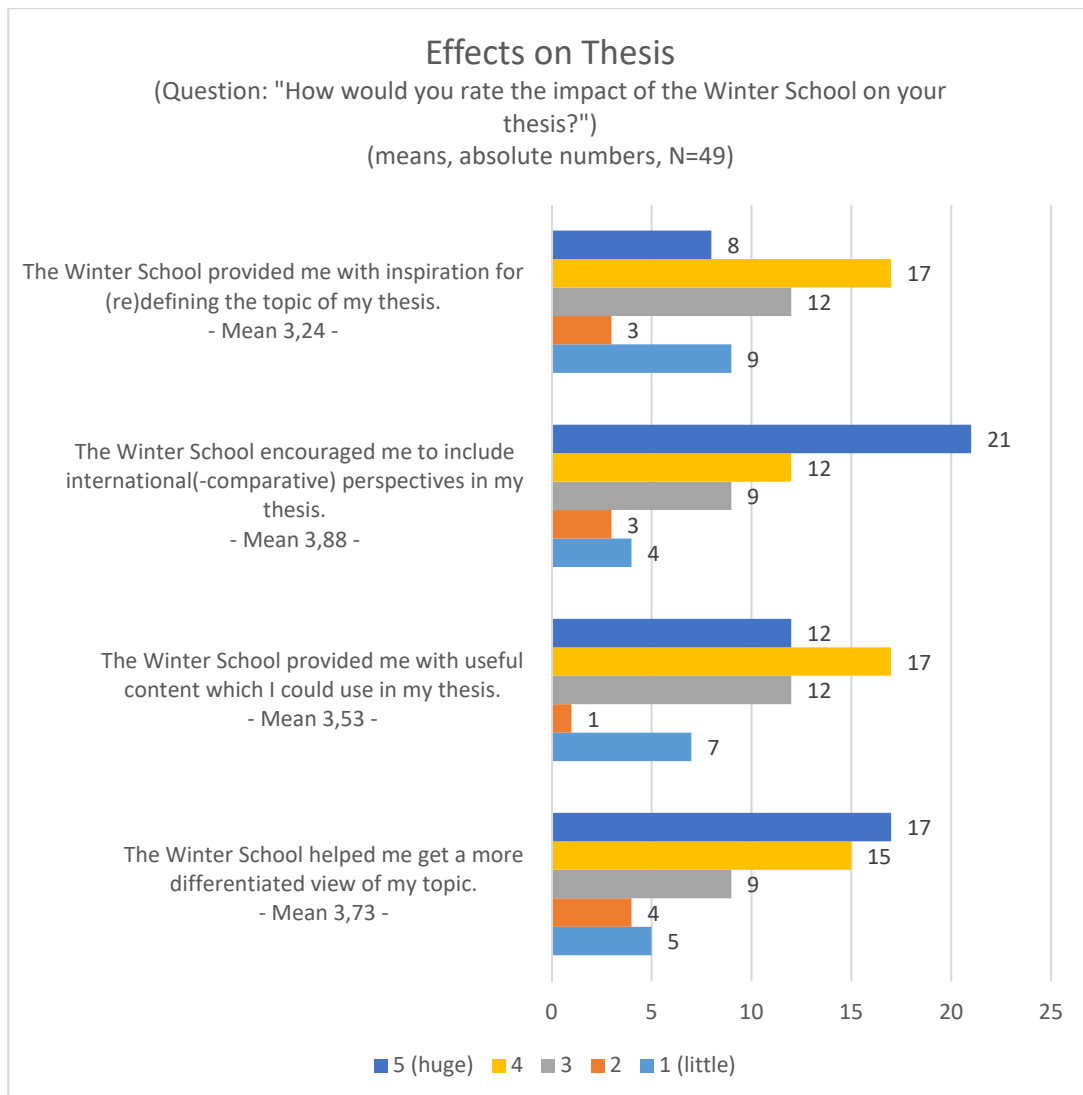


Figure: Effects on Thesis

¹ As mentioned before the Winter School of the predecessor programme COMPALL also was monitored by an extern evaluation. In the years 2017 and 2018 a mid-term survey kept track of the effects of the programme.

Secondly, the respondents confirm considerable effects on their **qualification profile**. All competencies the questionnaire referred to – including intercultural competencies, network competencies, methodological competencies for comparative research, language competencies, analytical competencies and knowledge on adult education and lifelong learning in other countries – achieved very high ratings.

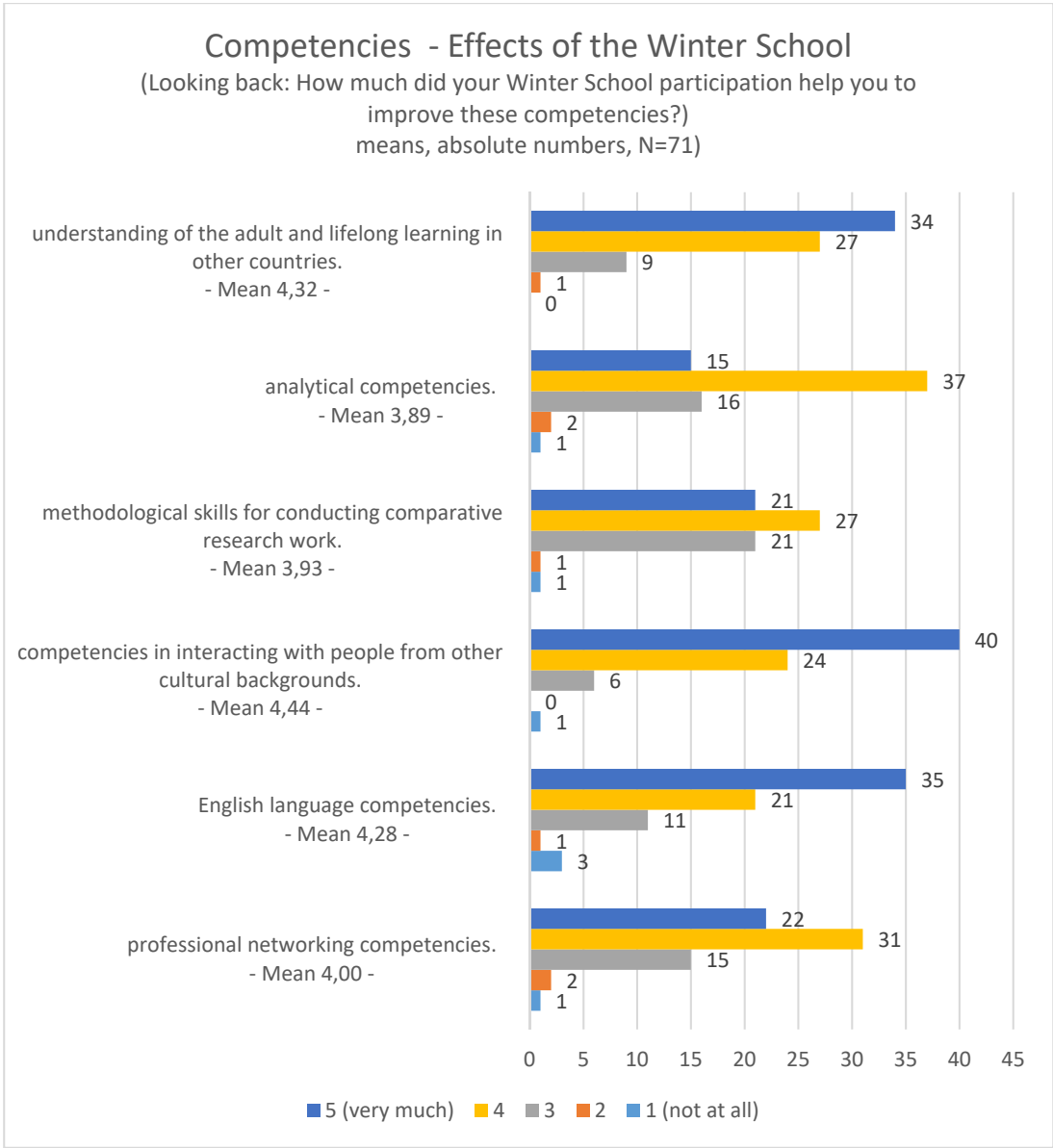


Figure: Competencies - Effects of the Winter School

Thirdly, the survey shows that the Winter School indeed works as a platform that establishes lasting professional and personal contacts and **networks** among its participants. Even if the respective ratings turn out to be a little lower compared to other findings, the very big majority felt to be part of an international network they can use according to their needs.

And fourthly, according to the large majority the Winter School has a noticeable influence on the respondents' interest and motivation to **work** in international contexts or on international issues. At the time of the survey about two third of the respondents being employed dealt with international aspects

in their work (considering that the total number of respondents at the time was rather low). Nevertheless, the fact that the very big majority of the respondents not yet employed also hoped to deal with international aspects in their work one day supports the finding that the international dimension continues to be a relevant factor to the students. Further, a considerable number of the respondents felt that the Winter School was able to enhance their (future) chances on the labour market. Almost two third felt it could have enhanced their chances for an academic career.

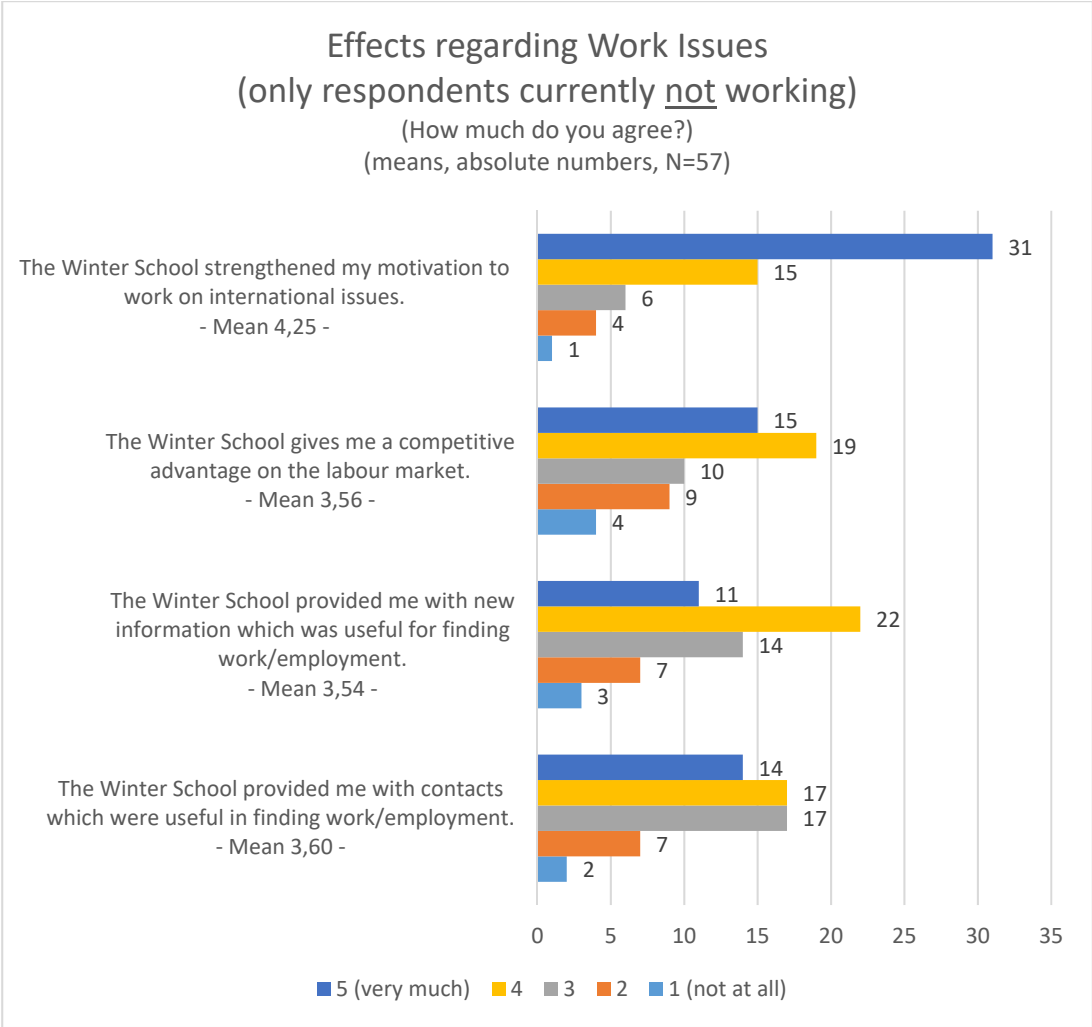


Figure: Effects regarding Work Issues (Respondents currently not working)

Finally, the open-ended answers also support the impression that the Winter School seems to be able to offer an effective mix of knowledge transfer, training opportunities for several research, professional and personal competencies and also chances of networking. Summarizing all these facts, one can state that – according to the participants – the Winter School provides an effective learning setting which offers significant inspirations regarding the respondents’ vision of their own development and career and also regarding their competence profile.

An aspect interesting to follow in the further evaluations might be the question whether there are any differences between the students coming from different countries of study. However, the limited num-

ber of cases does not allow such analysis at the moment. Also, a closer look on the group of practitioners, who were included in 2019 for the first time, might be of interest in the mid-term surveys scheduled for 2020 and 2021. This will depend on the number participants and thus potential respondents in the Winter Schools to come.



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