

# Evaluation Report

## **INTALL** **International & Comparative Studies in Adult** **Education & Lifelong Learning**

### **Report 5: Short-term Survey on the** **Adult Education Academy 2021**

1 to 12 February 2021, Online Event

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## 1 Introduction

This document reports on the results of the external evaluation of the Adult Education Academy (AEA) 2021 within the project ‘INTALL - International & Comparative Studies in Adult Education & Lifelong Learning’ (2018-2021). The yearly programme – until 2020 referred to as the “INTALL Winter School” – is part of a set of training opportunities for students and practitioners in adult education and lifelong learning with an interest in international aspects of the field.

The programme is organized by the INTALL consortium<sup>1</sup>, a group of eight European universities and two practice associations of adult and continuing education, coordinated by the professorship for adult and continuing education at the Julius-Maximilian-University Wuerzburg (Germany). It addresses the continuing internationalisation of the field and intends to improve knowledge and skills needed in the respective working environments. For more information on the INTALL project and the AEA please see the annex of this document or the introduction to this evaluation’s first report (short-term report 2019).

The report at hand is the fifth piece of the external evaluation and addresses the programme held from 1 to 12 February 2021. The evaluation step asks about the participants’ immediate assessment of the AEA 2021 at the end of the two week’s programme. It informs about the participants’ profile before attending the programme and their opinion regarding this year’s lectures and working groups. Also, the short-term report depicts how participants assessed the AEA’s effects on their future interest in adult education and lifelong learning (especially its international dimensions), their study prospects, their professional career prospects, and their motivation to undertake study and working mobilities.

The external evaluation will end with a sixth and last report in summer 2021. Then, again it will evaluate the effects of the programme in a mid-term perspective.

## 2 The Adult Education Academy 2021

The AEA 2021 was the third run-through within the INTALL project. Due to the coronavirus pandemic and the respective travel and contact restrictions the AEA had to be transferred from a blended learning module to a fully virtual programme. All participants and all staff attended the AEA via their digital devices at home. All lectures and group work were realized via video chatting services and further online collaboration tools.

Despite the different situation the programme underwent no major changes. Merely the session “Employability in adult education” was adapted again. At this, the organizers followed the evaluation results of 2020, where participants had wishes for more time at this topic. As a result, the organizers expanded the module. The former “Employability Day” during the in-class phase in Wuerzburg was transferred into four separate sessions during the preparation phase in December 2020 and January 2021.

Surely, the virtual settings had a strong effect on the socializing aspects of the programme. All accompanying parts such as the city tour in Wuerzburg or the “Franconian evening” – meant to foster exchange, informal contacts and networking among the participants – had to be transferred into the virtual setting. For example, virtual coffee breaks were offered on a separate platform.

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<sup>1</sup> Julius-Maximilians-University Wuerzburg (Germany) (Coordination), Università degli Studi di Firenze (Italy), Helmut-Schmidt-Universität Hamburg (Germany), Universidade de Lisboa (Portugal), Università di Padova (Italy), Pécsi Tudományegyetem (Hungary), University of Ljubljana (Slovenia), Dublin City University (Ireland), European Association for the Education of Adults, DVV International

### 3 Approach of the Mid-Term Evaluation 2021

#### 3.1 Data Collection and Data Basis

For data collection we continued to work with the questionnaire developed by the organizers in previous years. The questions each year undergo a short revision and are adapted to the actual AEA programme. However, the main interests and sets of questions continue to be the same. The questionnaire was implemented at the very end of the AEA on 12 of February 2021 as an online survey.

In 2021, the data cleansing process (see figure 1) left 61 cases for analysis. On average the respondents spent 17 minutes on the questionnaire. However, not all of them finished the questionnaire until its last page. In order to exploit the data best and due to the fact that the items do not relate to each other, we have decided (as in the years before) to keep all valid questionnaires in the data set. This means, all data available per item will be taken into analysis. As a result, the sample size varies between the questions and is indicated for each item.

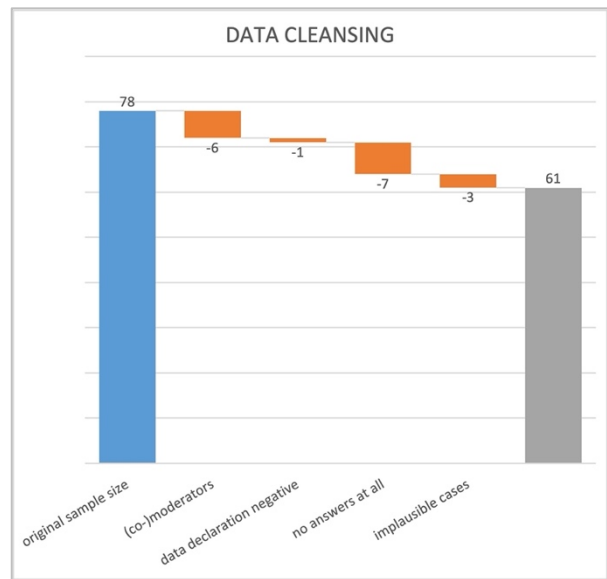


Figure 1: Data Cleansing

#### 3.2 Data Analysis and Presentation

In order to maintain a certain continuity and comparability, this report follows the same outline as the years before. It intends to give a picture as detailed as possible on the questions asked and invites the organizers and readers to draw their conclusions.

When presenting the data, again we will use (1) mean values (calculated from the answering options 1 to 5 on the 5-point scales respectively in some cases 3-point scales), (2) added shares of those respondents who have answered questions by rating a 4 or 5 on the 5-point scale, or (3) the absolute number of respondents. In some cases, we will provide the results for the different subgroups (master students, doctoral students and practitioners), which at some points vary significantly.

## 4 Findings of the Short-Term Evaluation on the Adult Education Academy 2021

### 4.1 Sample/Group Characteristics

The report again starts off with some information on the survey's population.

Regarding the respondents' **current field of activity**, the population again splits into three main groups. At the time of the AEA 46% (28 respondents) were studying for a master's degree, 29% (18 respondents) were doctoral students, and 23% (14 respondents) had finished their studies and were working (in the field of adult education and lifelong learning). Among the latter most of the respondents worked as practitioners (71%). 29% ascribed themselves to the category "staff of a university". This data distribution corresponds to the one of the previous year more or less.

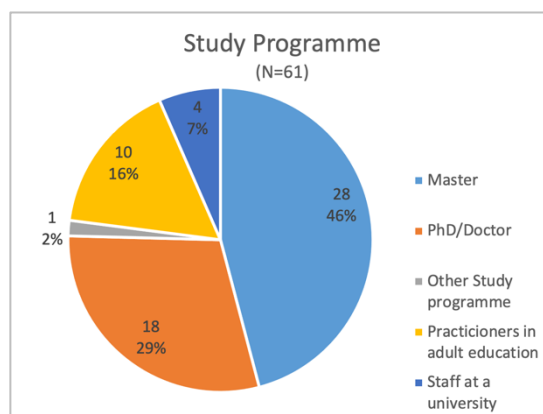


Figure 2: Study programme

Again, the AEA impresses with its broad **internationality**. In total, according to the registration data participants of 21 different countries of origin<sup>2</sup> joined the programme. At the time of the AEA these students were studying in 15 different countries. These included the countries of the INTALL consortium as well as others, a fact that again reveals the internationality of students studying at the INTALL partner universities. In detail, the registration data lists the following countries beginning with the INTALL partner universities: Italy (10), Hungary (8), Germany (3), Portugal and Slovenia (3 each). Apart from that larger groups of participants came from Nigeria (21), India (4), Georgia (4) and Palestine (3). Further countries in the study with only one or two participants each were Austria, Belgium, Kosovo, Russia, Turkey and Ukraine.

In the evaluation, unfortunately quite a large share of the participants decided not to indicate their country. The list below provides the data available. This year, the table indicates where the respondents had or will earn their degrees instead as in 2019 and 2020 the country of their home university or employer.

Question: In which country did (or will) you earn your degree(s)?				
	Master's degree		PhD degree (only doctoral students and practitioner)	
	Quantity	Percentage	Quantity	Percentage
<b>Brazil</b>	1	1,6	-	-
<b>Germany</b>	5	8,2	2	6,3
<b>Hungary</b>	4	6,6	1	3,1
<b>India</b>	2	3,6	3	9,4
<b>Italy</b>	11	18,0	3	9,4
<b>Nigeria</b>	5	8,2	8	25,0
<b>Palestine</b>	2	3,3	-	-

<sup>2</sup> Austria (1), Bangladesh (1), Belgium (1), Brazil (4), Georgia (5), Germany (3), Hungary (2), India (4), Italy (11), Jordan (1), Kosovo (2), Nigeria (21), Palestine (3), Portugal (3), Russia (2), Slovenia (3), South Africa (2), Taiwan (1), Tunisia (1), Turkey (1), Ukraine (2)

<b>Russia</b>	1	1,6	-	-
<b>Serbia</b>	1	1,6	-	-
<b>Slovenia</b>	3	4,9	1	3,1
<b>Turkey</b>	1	1,6	-	-
<b>Ukraine</b>	1	1,6	-	-
<b>international</b>	1	1,6	-	-
Unclear answer / no answer	24	38,7	14	43,8
<b>Total</b>	<b>61</b>	<b>100%</b>	<b>32</b>	<b>100%</b>

Table 1: Countries where the respondents have or will earn their degrees

Summarizing the data, 26 respondents (43%, N=61) indicated European countries as the places where they had or will earn their degree(s). 21 persons (34%, N=61) obviously had studied or study in non-European countries. One person indicated to have studied at universities in and outside of Europe. For the rest of the group this information unfortunately remained unclear.

Regarding the **gender distribution**, in 2021 a little more male participants joined the AEA than in the two years before (38%, N=61) (2% in 2020, 24% in 2019).

## 4.2 Starting Conditions and Starting Points

The following chapters focus on the participants' motivation and run-up to the AEA. It deals with the support provided by the home universities to attend the AEA, previous study mobilities, previous interests, competencies and career plans.

### 4.2.1 Motivation

Regarding the motives that lead the respondents to participate the questionnaire asks about content-related reasons, the wish to meet student/lecturers/practitioners from other countries, career-related motives and reasons of language improvement. The results in 2021 turn out rather similar than those of the previous year. The mean values at all items suggested are at least 4,2 and rise till the highest ratings of 4,94 (on the 5-point scale). All in all, the respondents differentiate only slightly between the motives. Only the item "improving one's English language skills" was ranked on a lower level (mean values 3,15 to 3,41).

Master students especially confirmed that the idea to improve their career chances as well as the wish to meet students and lecturers from other countries were very strong motives. Among the doctoral students the idea to learn from and work with foreign groups and lecturers strikes out as well as the interest in the topic "comparative studies". The group of practitioners finally laid special focus on the contact to lecturers from other countries, the content level of the AEA as well as the hope to boost their career.

	Total		Master students		Doctoral students		Practitioners	
	N=58		N=27		N=18		N=13	
	Mean	STD	Mean	STD	Mean	STD	Mean	STD
Meeting lecturers from other countries	<b>4,71</b>	0,676	<b>4,59</b>	0,747	<b>4,89</b>	0,323	<b>4,69</b>	0,855

Meeting students from other countries	<b>4,55</b>	0,921	<b>4,59</b>	0,797	<b>4,83</b>	0,383	<b>4,08</b>	1,441
Meeting practitioners	<b>4,33</b>	1,082	<b>4,04</b>	1,160	<b>4,83</b>	0,383	<b>4,23</b>	1,363
Interest in the topic “Comparative Studies?” (in Adult Education and Lifelong Learning)	<b>4,48</b>	0,922	<b>4,15</b>	1,099	<b>4,94</b>	0,236	<b>4,54</b>	0,877
Interest in the topic “European Lifelong Learning Strategies”?	<b>4,29</b>	0,124	<b>4,07</b>	1,328	<b>4,61</b>	0,850	<b>4,31</b>	0,947
Improving my career perspectives	<b>4,50</b>	0,800	<b>4,41</b>	0,931	<b>4,67</b>	0,686	<b>4,46</b>	0,660
Improving my English language skills	<b>3,33</b>	1,572	<b>3,41</b>	1,575	<b>3,33</b>	1,572	<b>3,15</b>	1,676

Table 2: Motivation to attend the AEA

Besides, half of the doctoral students (50% / N=18) and around one third of the practitioners (31% / N=13) indicated to have registered in the AEA 2021 because they had attended it before (respectively the predecessor winter schools). This applies to none of the master students. (see also number of participations in 4.2.3)

Most of the respondents still in academic training stated they had applied for the AEA because their lecturer had recommended it (master students: 77% / N=26, doctoral students: 89% / N=18). Half of the practitioners followed recommendations of practice associations (53% / N=13).

Also, recommendations of former participants seem to be a strong inducement to participate. Among the master and doctoral students this applies for roughly half of the group (master students: 46% / N=26, doctoral students: 56% / N=18). Also, 30% of the practitioners agreed to that (N=13).

Advertisement and announcements of any kind on the other hand obviously play a minor role in acquiring participants for the AEA. Only 11% of the master and doctoral students agreed to have learnt about the AEA through flyers or the like. Among the practitioners on the other hand 39% (N=13) did so.

When being asked if the respondents had actively been looking for an international study mobility option, more or less half of all subgroups agreed (master students: 46% / N=26, doctoral students: 56% / N=8, practitioners: 46% / N=13).

#### 4.2.2 Support by the Home Universities

The evaluation also provides information on the support the respondents were offered by their home universities when applying and preparing for the AEA.

59% (26 respondents / N=44) (2020: 70% / N=56) of the master and doctoral students indicated that they had received some kind of support by their home universities. 95% of them agreed that this support had been helpful (4 or 5 on the 5-point-scale, mean value 4,77 / STD 0,528 / N=22).

This year, the evaluation took a closer look at the types of support the universities offered their candidates (see chart below). At this, “motivational support” (mean values 4,79 / STD 0,675 / N=29) and “support with the application procedure” (mean value 4,74 / STD 0,656 / N=27) were rated highest.



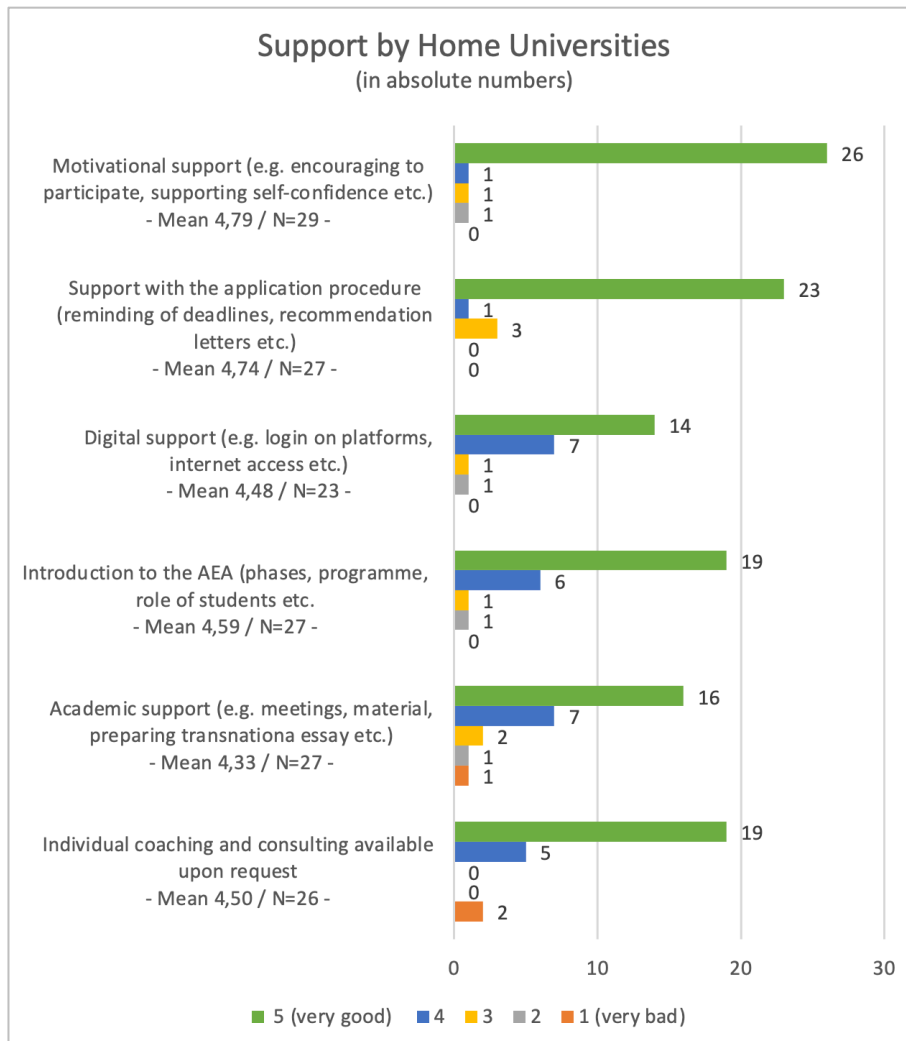


Figure 3: Support by home university

#### 4.2.3 Previous International Study Mobility

Almost half of the group had not undertaken any international study mobilities before attending the AEA (49% / N=61). 38% indicated they did so once. Obviously, these shares differ between the sub-groups. While for 61% of the master students (N=28) the AEA was their first study mobility, this is true for 44% of the doctoral students (N=18) and for 36% of the practitioners (N=14).

The ranking of types of international mobilities was: other international programmes (winter or summer schools) (25% / 15 respondents), conferences (16% / 10 respondents), exchange semesters (12% / 7 respondents), study excursions abroad (8% / 5 respondents) and intensive courses abroad (7% / 4 respondents) (N=61). Three participants indicated they had done their master studies abroad.

Previous international study mobility	Total	Master students	Doctoral students	Practitioners
	N=61	N=28	N=18	N=14
0	49%	61%	44%	36%
1	38%	36%	39%	36%

2	5%	-	6%	14%
3	3%	-	-	14%
4	5%	4%	11%	-

Table 3: Previous study mobilities

Regarding the AEA / Winter School in Wuerzburg, 2 out of 29 master students had attended the programme already in 2020. Among the doctoral students the respondents indicated 11 participations since 2018. In the group of practitioners, we have found 5 previous participations since 2017.

#### 4.2.4 Previous Knowledge and Interests

The evaluation also takes an interest in the participants previous knowledge and interest in international aspects of adult education and lifelong learning.

In 2021, the share of participants who had never or only little been in touch with trans- or international topics in their study or work before was bigger than in 2020. The mean value at the question “How intensively have you dealt with trans-/international topics in your previous studies or your work before the Adult Education Academy” was 3,18 with a rather large spread of data (STD 1,466) (2020: 3,44 / STD 0,958). To put it another way, on the 5-point-scale (1=not at all, 5=very intensively) 30% (17 respondents / N=56) rated a 1 or 2 at this question, while 45% chose the high ratings 4 or 5. When comparing the subgroups at this question, obviously doctoral students and practitioners had dealt with the topic the most (practitioners: 3,69 / STD 1,251, doctoral students: 3,59 / STD 1,417), whereas the master students mean value was 2,65 (STD 1,468). Compared to 2020 the especially the results of the master students turned out lower (2020: mean value 3,29 / STD 0,902). A possible explanation might be that due to the pandemic situations international study offers have been available less during in 2020.

All the same, 70% (N=54) of those respondents who decided to answer the question agreed they already had been highly interested in trans-/international and comparative adult education/lifelong learning in particular before the AEA. This value differs a little among the subgroups with doctoral students reaching the highest results (doctoral students: 82% / N=17, master students: 68% / N=25, practitioners: 58% / N=12).

Also, 73% (N=51) had been highly interested in focussing on trans-/international aspects in their further studies and even 81% (N=52) in their future professional activities. 93% (N=43) of the master and doctoral stated that they had been highly interested in undertaking further mobilities abroad in the context of their studies.

#### 4.2.5 Competencies

The AEA intends to strengthen its participants’ competence profile. Therefore, the evaluation also tried to capture how the students assessed their content-related competencies before participating in the AEA.

At this, the respondents especially agreed that their intercultural competencies and their English language skills had been “on a high level”. In detail, 81% (N=52) respectively 88% (N=50) ticked “yes” to these questions. All partial language skills were also ranked with rather high mean values from 2,45 to 2,58 on a 3-point scale (1 = not really, 2 = a bit, 3 = quite much) (N=55). These included: following

lectures on adult education and lifelong learning, discussing specific issues in this field, giving oral presentations on adult education and lifelong learning issues, reading specialised literature, writing essays on related topics as well as everyday communication.

Also, we find rather high approval rates regarding “analytical competencies” (72% / N=50), however the results differ among the subgroups (master students: 71% / N=24, doctoral students: 64% / N=14, practitioner: 83% / N=12).

Further, a little more than half of the group agreed that their “ability to see adult education and lifelong learning in their own country from different perspectives” had been high (58% / N=52) before the AEA. The same applies to “professional network competencies” (61% / N=51), however at this especially the practitioners strike out with a share of 100% (N=12) ticking “yes” (master students: 54% / N=24, doctoral students: 40% / N=15).

#### 4.2.6 Career Plans and Aspirations

Finally, we will give some information on the respondents plans for the time after their participation in the AEA in regard to their future career. The pie charts show the plans of master and doctoral students.

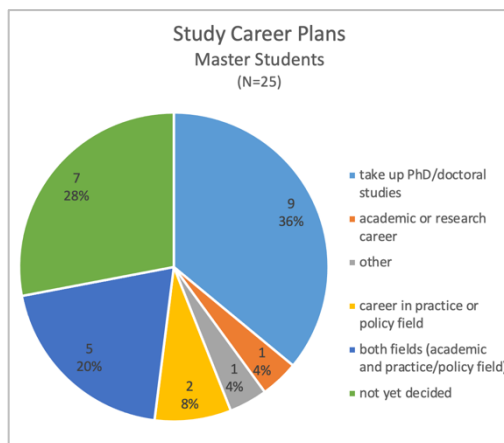


Figure 5: Study Career Plans - Master Students

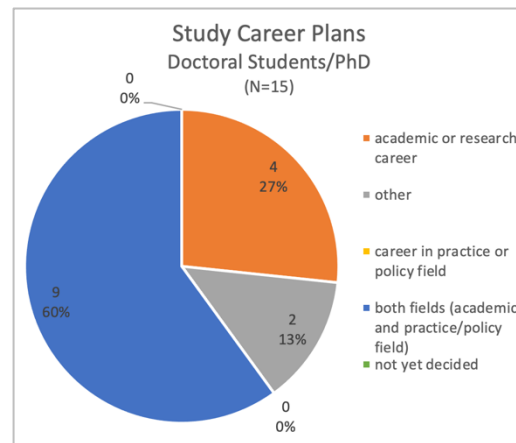


Figure 4: Study Career Plans - Doctoral Students

Further, 70% of the master students (N=23) and 75% of the practitioners (N=8) stated they were highly motivated to take up PhD studies before the AEA. 81% of the doctoral students (N=16) were highly motivated to take up postdoc studies after their graduation.

### 4.3 Assessment of the Adult Education Academy

The following chapters focus on the short-term evaluation’s core interest, i.e. the participants’ impressions and assessment of the AEA. We will summarize their opinions regarding the quality of the different modules as well as regarding the usefulness of the sessions for their own development. Also, the chapter summarises the highlights and recommendations shared by the participants.

#### 4.3.1 Student’s Overall Satisfaction with the Adult Education Academy

In 2021, the overall assessment of the AEA turned out exceptionally well. The mean value for the question “What is your overall evaluation of the AEA?” is 4,68 (STD 0,831 / N=47). The subgroup of doctoral

students even rated with the highest possible rating (mean value 5,00 / STD 0 / N=15). The practitioners' ratings were almost as high (mean value 4,70 / STD 0,675 / N=10). Only master students voted a little lower than the other subgroups and also slightly lower than in the year before (mean value 4,45 / STD 1,101 / N=22) (2020: mean value 4,65, 2019: mean value 4,42).

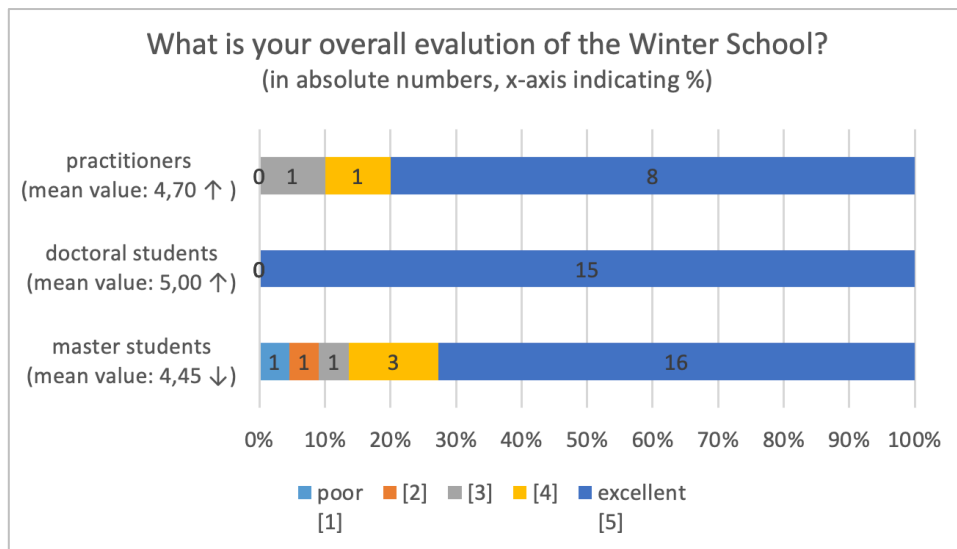


Figure 6: Overall Evaluation

For a more detailed picture the evaluation asked about the respondents' opinion regarding the organizational, academical and didactical quality of the different programme modules. The results confirm the high ratings presented before. None of the questions resulted in a mean value lower than 4,20. Looking closer at the subgroups, again we see that doctoral students were most satisfied with the quality of the programme. Their mean values often range around 4,80 up to 5,0. The ratings of the master students and practitioners on the other hand mostly lie between 4,40 and 4,60. However, of course both results are to be considered exceptionally high.

Compared to the evaluation in 2020 and also 2019, the results keep rising. 13 out of 15 values turned out to be higher than in 2020. This especially applies to the module "Employability in Adult Education" (2021: mean values from 4,51 to 4,66; 2020: mean values from 3,80 to 4,04) and the programme in week 2 (2021: mean values from 4,53 to 4,67; 2020: mean values from 4,06 to 4,20). Also, the results for "Week 1: Theories of International Adult Education" (module for doctoral students only) strike out with mean values of 5,00 in respect of its organizational, academic and didactical quality.

	N	Organizational Quality		Academic Quality		Didactical Quality	
		(mean / STD)	(mean / STD)	(mean / STD)	(mean / STD)		
Preparatory Phase on Wue Campus	49/49/49	4,59	0,888	4,63	0,782	4,59	0,814
Week 1: Theories of International Adult Education	10/9/10	5,00	0,000	5,00	0,000	5,00	0,000
Week 1: Lifelong Learning Strategies in Europe	36/36/36	4,67	0,793	4,61	0,871	4,53	1,028
Online Sessions: Employability in Adult Education	41/41/43	4,66	0,762	4,66	0,794	4,51	1,032
Week 2: Comparing Lifelong Learning	45/46/45	4,71	0,727	4,65	0,849	4,73	0,780

Table 4: Satisfaction with Programme Modules

### 4.3.2 Usefulness of the Programme Components

The questionnaire further asked the participants how useful they assessed the different programme components for their own development (Question: “How useful do you estimate the various components of the Adult Education Academy for your own development?”). The figure and also the table below visualize and list the mean values calculated from the results 1 to 5 on the 5-point-scale (1 = not useful, 5 = very useful).

Again, the participants considered almost all components fairly useful for their own development. Except for one component all mean values lie above 4,00 and mostly range around 4,50. Compared to 2020, most of the results turn out higher.

At this point we would like to draw the reader’s attention to some aspects:

The extension of the Employability Module obviously improved its usefulness to the participants. The results are remarkably higher than in the years before (2021: mean values from 4,42 to 4,53; 2020: mean values from 3,61 to 4,11; 2019: mean values from 3,40 to 3,95).

The results for the components of the module “Week 1: Paulo Freire – Theories for international adult education” for doctoral students have risen. For example, the discussion with international stakeholders in adult and continuing education and lifelong learning was rated around 0,7 points higher than in 2020.

At the free-text-question which components were of little or very little use, some participants referred to the exchange and networking opportunity on the platform “Wonder” during the breaks. Considering the extensive screen-time during the AEA, they preferred to relax offline during break times.

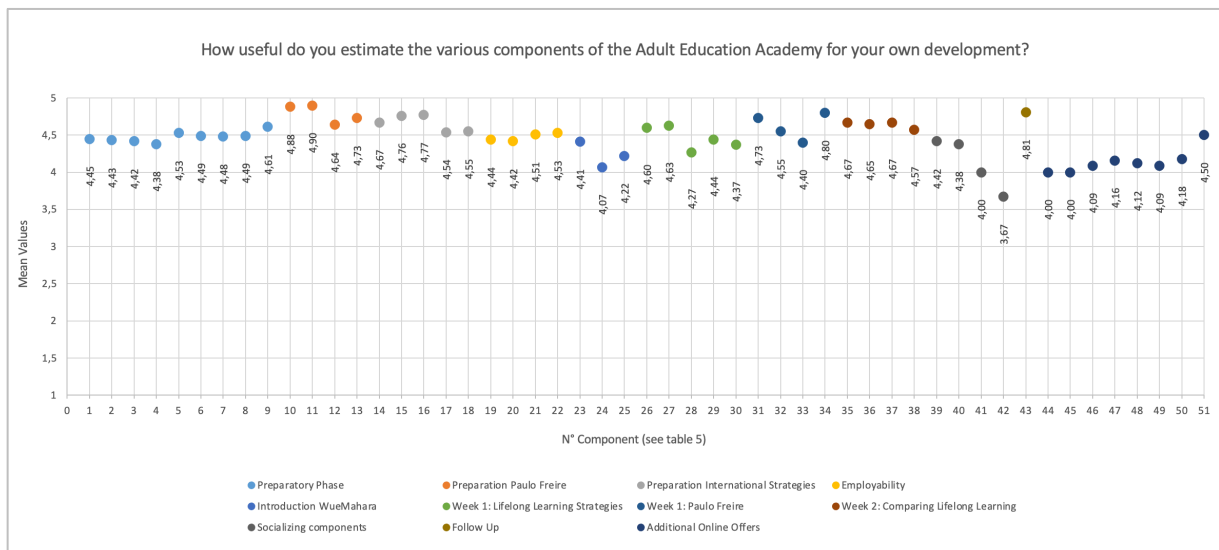


Figure 7: Usefulness of Programme Components

#### Programme Components:

N°	Preparatory Phase	N	Mean	STD
1	I. Introduction into the AEA	49	<b>4,45</b>	1,001
2	II. Introduction to strategies and educational policy analysis reflection & online discussion	47	<b>4,43</b>	0,927
3	III. Introduction to European policies in adult education and lifelong learning	48	<b>4,42</b>	1,007

4	IV. Critical overview of international organizations in the development of adult learning and education, reflection and online discussion	47	<b>4,38</b>	1,033
5	V. Introduction to comparative adult education & reflection	49	<b>4,53</b>	0,793
6	VI. Two examples of comparative studies in adult education and life-long learning	45	<b>4,49</b>	0,815
7	VII. How to write a transnational essay	48	<b>4,48</b>	0,967
8	Preparatory Reading	49	<b>4,49</b>	0,893
9	Participants Guide and Transnational Essay Guide	49	<b>4,61</b>	0,759

	<b>Preparation for Doctoral Students “Theories for international adult education: Paulo Freire” from November 2020 to February 2021</b>	<b>N</b>	<b>Mean</b>	<b>STD</b>
10	Welcome and introduction to the Adult Education Academy (Prof. Regina Egetenmeyer, 02.11.2020)	8	<b>4,88</b>	0,354
11	Introduction to Paulo Freire Preparation (Prof. Licino Lima, 09.11.2020)	10	<b>4,90</b>	0,316
12	Self-study reading	11	<b>4,64</b>	0,674
13	Zoom-meetings in comparative groups	11	<b>4,73</b>	0,647

	<b>Preparation plan for master students, doctoral students &amp; practitioners “International strategies in adult education” from November 2020 to January 2021</b>	<b>N</b>	<b>Mean</b>	<b>STD</b>
14	Welcome and introduction to the Adult Education Academy (Prof. Regina Egetenmeyer, 02.11.2020)	36	<b>4,67</b>	0,717
15	Discussion in week 2 + 3 with Prof. Paula Guimaraes (23.11.2020)	33	<b>4,76</b>	0,663
16	Discussion in week 4 with Prof. Balazs Nemeth (30.11.2020)	31	<b>4,77</b>	0,425
17	Self-study reading	35	<b>4,54</b>	0,886
18	Zoom-meetings in comparative groups	38	<b>4,55</b>	0,950

	<b>Online Sessions: Employability in adult education</b>	<b>N</b>	<b>Mean</b>	<b>STD</b>
19	14.12.2020: ePortfolio for Employability on WueMahara (Lisa Donaldson)	41	<b>4,44</b>	0,923
20	21.12.2020: Employability Policies, International Large Scale Learning Assessment and the Global Alliance to Monitor Learning (Dr. Shalini Singh)	43	<b>4,42</b>	1,029
21	15.01.2021: Employability Stories: How to read own Professional Story (Prof. Vanna Boffo)	41	<b>4,51</b>	0,870
22	22.01.2021: Employability Competences: Jobs and Transversal Skills (Prof. Vanna Boffo)	38	<b>4,53</b>	0,893

	<b>Online session on Introduction to WueMahara (14.12.2020: Lisa Donaldson): How useful do you estimate the introduction to WueMahara...</b>	<b>N</b>	<b>Mean</b>	<b>STD</b>
23	...for working with it (technical application)	46	<b>4,41</b>	0,933

24	...for developing your professional profile (professional application)?	45	<b>4,07</b>	1,250
25	...for your future applications (further use)?	45	<b>4,22</b>	1,146

	<b>Week 1: Lifelong learning strategies in Europe (master students, doctoral students and practitioners)</b>	<b>N</b>	<b>Mean</b>	<b>STD</b>
26	International classes on social policy and analytical models	35	<b>4,60</b>	0,736
27	Lecture on policies of international organizations and strategies	35	<b>4,63</b>	0,808
28	Field visits of providers of adult and continuing education in Germany (South German Kunststoffzentrum, Public Fire Fighting Academy, Rudolf-Alexander Schröder Haus, VHS Gerolzhofen, Robert-Kümmert Academy)	33	<b>4,27</b>	1,153
29	Reflection of field visits and role play	32	<b>4,44</b>	1,076
30	Discussion with international stakeholders in adult and continuing education and lifelong learning (DVV International, EAEA, ICAE)	35	<b>4,37</b>	1,114

	<b>Week 1: Paulo Freire – Theories for international adult education (doctoral students)</b>	<b>N</b>	<b>Mean</b>	<b>STD</b>
31	Studying Freire today, opus magnum, popular adult education	11	<b>4,73</b>	0,647
32	Field visits of providers of adult and continuing education in Germany (South German Kunststoffzentrum, Public Fire Fighting Academy, Rudolf-Alexander Schröder Haus, VHS Gerolzhofen, Robert-Kümmert Academy)	11	<b>4,55</b>	1,036
33	Reflection of field visits and role play	10	<b>4,40</b>	1,265
34	Discussion with international stakeholders in adult and continuing education and lifelong learning (DVV International, EAEA, ICAE)	10	<b>4,80</b>	0,422

	<b>Week 2: Comparing lifelong learning</b>	<b>N</b>	<b>Mean</b>	<b>STD</b>
35	Introduction to comparative research and to the group work	45	<b>4,67</b>	0,769
36	Work in comparative groups	46	<b>4,65</b>	0,795
37	Presentation of results of comparative group work	46	<b>4,67</b>	0,845
38	Presentation of international good practices in adult education	46	<b>4,57</b>	0,981

	<b>Socializing components of the AEA</b>	<b>N</b>	<b>Mean</b>	<b>STD</b>
39	Get to know each other	45	<b>4,42</b>	1,033
40	Virtual Guided-Würzburg-Tour	37	<b>4,38</b>	1,089
41	Cultural event	34	<b>4,00</b>	1,497
42	Exchange and networking during the breaks (via wonder)	36	<b>3,67</b>	1,454

	<b>Follow up</b>	<b>N</b>	<b>Mean</b>	<b>STD</b>
43	Opportunity to publish a research paper/ good practice example	21	<b>4,81</b>	0,512

	<b>Additional Online offers</b>	<b>N</b>	<b>Mean</b>	<b>STD</b>
44	LinkedIn network (only for participants of the AEA): Adult Education Academy participant network “Adult Education Academy 2021)	42	<b>4,00</b>	1,148
45	LinkedIn network (public) “Professional Network for Adult Education and Lifelong Learning ”	41	<b>4,00</b>	1,118
46	INTALL Information Tool (Website): Country reports in adult education	45	<b>4,09</b>	1,083
47	INTALL Information Tool (Website): Dataset: Comparative Research in adult and lifelong learning	44	<b>4,16</b>	1,077
48	INTALL Information Tool (Website): INTALL@home material	43	<b>4,12</b>	1,074
49	INTALL Information Tool (Website): International study offers in adult and lifelong learning	44	<b>4,09</b>	1,117
50	INTALL Information Tool (Website): Online networking opportunities	44	<b>4,18</b>	1,063
51	INTALL Information Tool (Website): Preparation material for Adult Education Academy	48	<b>4,50</b>	0,825

Table 5: Usefulness of Programme Components

### 4.3.3 Highlights

A set of open-ended questions complements the evaluation’s mainly quantitative data. The following chapters summarize the participants’ answers to the questions, what they appreciated most about the AEA and what recommendations and suggestions they have. The answers are presented in a summarized and clustered manner. The approximate number of mentions intends to give an idea about the items’ relevance.

Quite some participants seized the opportunity to express their generally high contentment with the AEA. Around 20 mentions imply very positive statements that for example describe the AEA as an “enlightening”, “impactful”, “unforgettable”, “amazing”, “wonderful”, “interesting” or “fantastic” experience. Further the respondents highlighted the following aspects:

- Quite a lot of statements referred to the content of the AEA (13 mentions), for example highlighting the opportunity to intensively deal with theoretical aspects of adult education and lifelong learning.
- Also, the chance to deal with different perspectives on adult education and lifelong learning arising from the programme as well as from the heterogenous staff and participants were mentioned as a highlight of the AEA (14 mentions).
- 9 mentions referred to the AEA as a valuable networking opportunity – on a professional level as well as on the personal.
- 8 answers highlighted the motivated and competent lecturers and the committed team.
- 6 comments mentioned the strong focus on group work which enabled various and fruitful discussions and exchange of perspectives.
- 4 mentions referred to the virtual setting of the AEA assessing it as rather successful.
- Further single comments addressed the didactical quality of the programme, the AEA’s good organization and the friendly and professional environment, the variety of online learning applications, and the field visits as their personal highlights.



#### 4.3.4 Criticism and Recommendations

Further, the respondents were asked for critical statements respectively recommendations to improve the AEA. The following list includes all suggestions and comments given.

##### **Programme in general**

- more time for socializing
- avoid repeating certain contents
- more time to work on the presentation and comparison
- shorten the programme
- avoid information overload
- add a case method as an activity

##### **Virtual Setting**

- use less different digital tools/platforms
- the online environment requires more moderation in group works
- the online setting requires a shorter programme (maximum 4 hours per day) and more breaks
- the differing knowledge and competences with digital platforms and tools should be acknowledged more
- organize a live follow-up in Wuerzburg for this year's group or enable to participate in next year's programme
- organize as a live event

##### **Preparatory Phase**

- the preparation should include more basic concepts (policies of adult education etc.) and a broader variety of examples in order to better level the participants' state of knowledge

##### **Field visits**

- more international field visits; the online setting enables to visit also other countries than Germany

##### **Practitioners**

- provide more opportunities to learn from peers and to network for the practitioners
- increase the variety of practitioners (different institutions and backgrounds)
- provide access to the sessions of the doctoral programme, e.g. the sessions on Paulo Freire

##### **Publication / Post doc**

- include master students in the paper writing mentorship
- the AEA should facilitate the opportunity for doctoral students to participate in post-doc studies in Wuerzburg

##### **Miscellaneous**

- the level of English language competences among students and coordinators should be improved
- simplify the enrollment part

#### 4.4 Effects and Benefits of the Adult Education Academy according to the Participants

The evaluation keeps track of the effects and benefits of the AEA as assessed by its participants. At this, the short-term evaluation lays focus on the respondents' interest in the issues discussed and on competences related to the field of adult education and lifelong learning.

It seems, that this year the strongest effects were achieved with the group of doctoral students, followed by the practitioners and then the group of master students. The following chapters go into more detail.

##### 4.4.1 Credits

First, we will focus on the formal benefits of participating in the AEA. Among the participants still in academic training (master and doctoral students) 51% received credits from their home university for participating in the AEA, 32% did not, and 6% stated that they did not know (N=37). In the group of practitioners 4 out of 9 agreed they got some kind of recognition from their employer (44%), 2 denied and 3 were not sure about that fact. When asked if they had participated without this kind of recognition 66% agreed, 16% said no, and 19% were not sure (N=32).

Practitioners also were asked how important it was for them to receive a formal certificate for participating. Regarding a certificate of attendance 78% ticked a 4 or 5 (1 = not at all, 5 = very much). Regarding a certificate of the module completion 89% rated this way. 75% of the practitioners would consider taking an exam in order to receive a formal university certificate (ratings 4 or 5).

Additional free-text answers illustrate that the practitioners appreciate a formal and especially a credible certificate and consider it as important for further job-related promotions or for applications to doctoral programmes.

##### 4.4.2 Effects on Interest in Adult Education and Lifelong Learning

Regarding the effects on the respondents' interest in the AEA's thematic focus, in 2021 all results turned out to be higher than in the previous years. All mean values increased and ranged between 4,31 and 4,56 (N=55) on the 5-point-scale (2020: 4,04 to 4,29, 2019: 4,16 to 4,31).

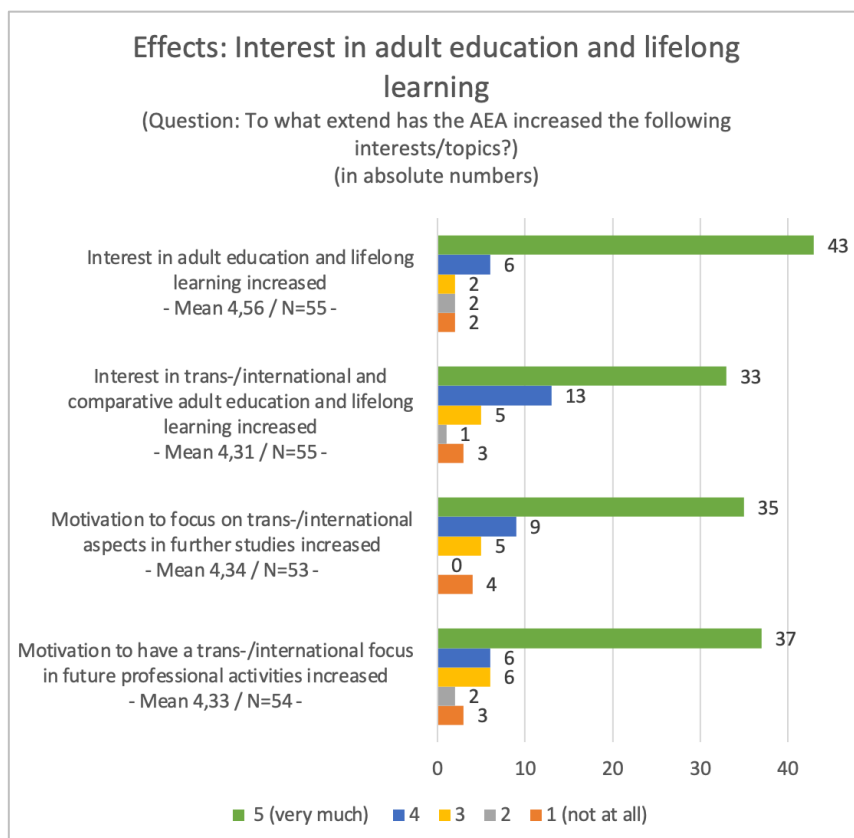


Figure 8: Effects - Interest in adult education and lifelong learning

Taking a closer look at the subgroups, we see that this year the doctoral students rated exceptionally high at these questions. Their mean values range between 4,81 to 5,00. Also, the practitioners obviously felt a very large increase of interest in the topics of the AEA (mean values from 4,42 to 4,85). The master students on the other hand rated the lowest, however the results also are still rather high (mean values from 3,88 to 4,23).

	Total			Master students			Doctoral students			Practitioners		
	N	Mean	STD	N	Mean	STD	N	Mean	STD	N	Mean	STD
Interest in adult education and lifelong learning increased	55	<b>4,56</b>	0,996	26	<b>4,23</b>	1,306	16	<b>4,88</b>	0,342	13	<b>4,85</b>	0,555
Interest in trans-/international and comparative adult education and lifelong learning increased	55	<b>4,31</b>	1,086	26	<b>3,88</b>	1,366	16	<b>4,81</b>	0,403	13	<b>4,54</b>	0,660
Motivation to focus on trans-/international aspects in your further studies increased	53	<b>4,34</b>	1,159	25	<b>3,88</b>	1,453	16	<b>5,00</b>	0,000	12	<b>4,42</b>	0,793
Motivation to have a trans-/international focus in future professional activities increased	54	<b>4,33</b>	1,166	26	<b>3,92</b>	1,468	16	<b>4,88</b>	0,342	12	<b>4,50</b>	0,798

Table 6: Effects - Interest in adult education and lifelong learning

#### 4.4.3 Effects on Further Studies and Mobilities

The effects on the motivation to undertake further study mobilities continued to be high. 90% (N=41) of the master and doctoral students ticked a 4 or 5 when being asked, if they felt motivated to undertake further study mobilities abroad by the AEA. Among the doctoral students all respondents decided for a 5 on the scale.

With regard to further study plans 63% (N=32) of the master students and practitioners stated that the AEA had increased their motivation to pick up doctoral studies (4 or 5 on the 5-point-scale). 87% (N=15) of the doctoral students agreed to that with regard to post-doc research after their graduation (4 or 5 on the 5-point-scale).

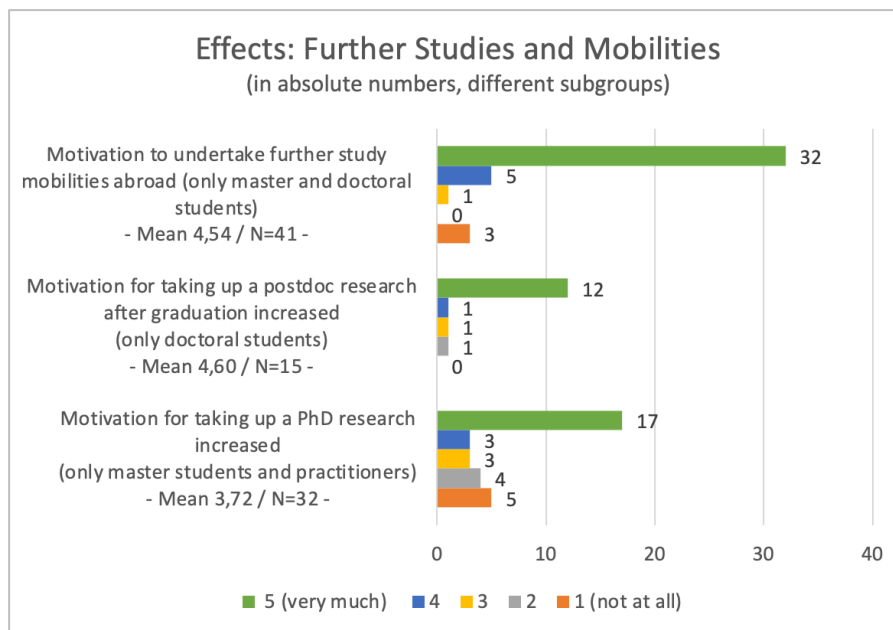


Figure 9: Effects - Further Study Plans and Mobilities

#### 4.4.4 Development of Competencies

Further, the AEA intends to strengthen competences related to international work contexts in adult education and lifelong learning. The figures at the respective questions in 2021 also resulted very high and exceeded the values of the previous year as well.

In detail, the data confirm the largest effects with regard to the respondents' perspective on adult education and lifelong learning in their own country (87% ticking 4 or 5 / N=53) and with regard to competences in interacting with people from other cultural backgrounds (83% ticking 4 or 5 / N=54). All other items asked were rated slightly lower and with a larger spread of data points.

Again, the ratings given by the doctoral students turned out to be the highest among the subgroups (mean values between 4,31 to 4,75 with a relatively low spread of data points). The results of the master students on the other hand again are the lowest (mean values from 3,54 to 4,27).

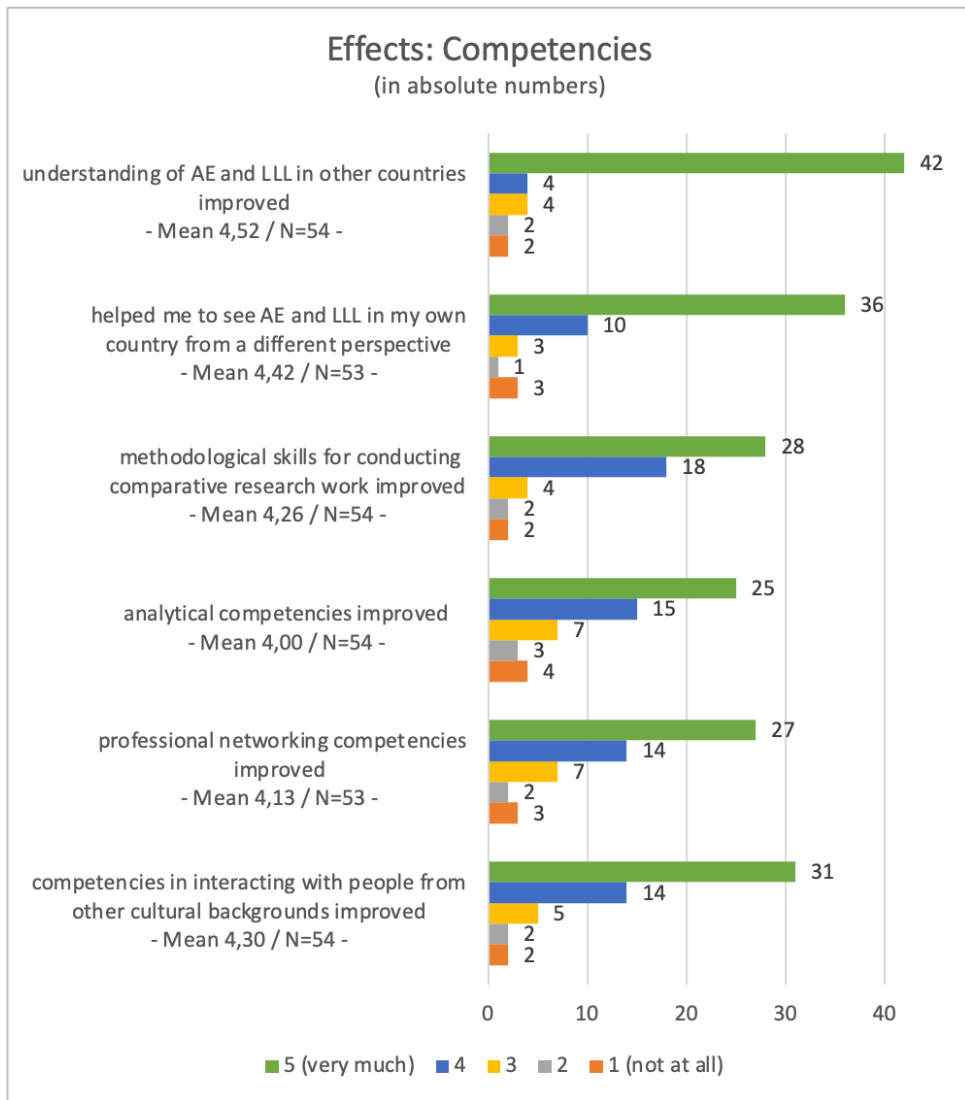


Figure 10: Effects - Competences

	Total			Master students			Doctoral Students			Practitioners		
	N	Mean	STD	N	Mean	STD	N	Mean	STD	N	Mean	STD
understanding of AE and LLL in other countries improved	54	<b>4,52</b>	1,041	26	<b>4,27</b>	1,343	16	<b>4,75</b>	0,577	12	<b>4,75</b>	0,622
helped me to see AE and LLL in my own country from a different perspective	53	<b>4,42</b>	1,082	24	<b>4,21</b>	1,414	16	<b>4,75</b>	0,447	13	<b>4,38</b>	0,870
methodological skills for conducting comparative research work improved	54	<b>4,26</b>	1,013	25	<b>4,08</b>	1,320	16	<b>4,56</b>	0,512	13	<b>3,85</b>	0,725
analytical competencies improved	54	<b>4,00</b>	1,229	25	<b>3,88</b>	1,453	16	<b>4,31</b>	0,704	13	<b>3,85</b>	1,281
professional networking competencies improved	53	<b>4,13</b>	1,144	24	<b>3,92</b>	1,283	16	<b>4,56</b>	0,727	13	<b>4,00</b>	1,225
competencies in interacting with people from other cultural backgrounds improved	54	<b>4,30</b>	1,039	25	<b>4,08</b>	1,222	16	<b>4,75</b>	0,447	13	<b>4,15</b>	1,068

Table 7: Effects - Competences (by subgroups)

#### 4.4.5 Outcomes

Finally, we will summarize the answers on how the participants assessed the academic and personal outcome of the AEA. Practitioners were also asked about the outcomes regarding their employment.

At this, master students often highlighted the fact to have grown in knowledge on adult education and lifelong learning in general as well as regarding international aspects.

Doctoral students focussed a lot on the fact that the AEA had strengthened a variety of competences. This included subject-specific competences like analytical and comparative competences and further professional competences as they are listed below. Also, the virtual setting of the AEA resulted in an increase of knowledge about digital applications for adult education.

And finally, the group of practitioners especially stressed the chances of networking and also an increase in various competences.

Below we will present the participants answers clustered in categories very close to the original text and illustrated with some of the free-text answers. The number of mentions (in brackets) intends to give an idea about the relevance of the respective aspects.

##### 4.4.5.1 Outcomes for Master Students

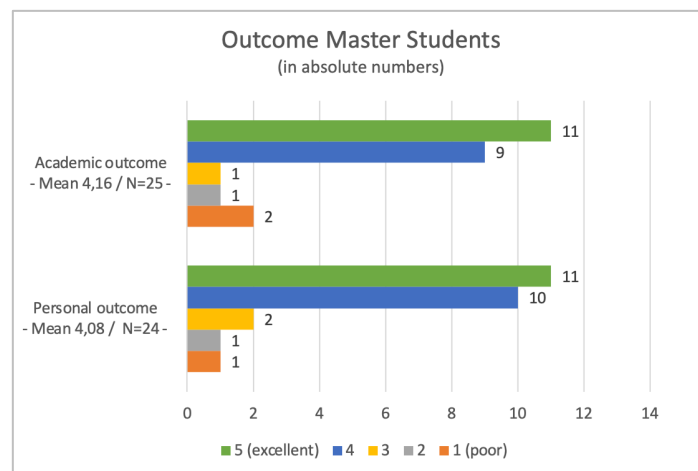


Figure 11: Outcomes Master Students

**Skills for comparative research** (10 mentions): concepts and methodologies for comparison; building categories; process of comparative analysis

**Knowledge related to adult education and lifelong learning** (8 mentions): understanding different aspects of adult education and lifelong learning; oversight and a broader understanding of the role and aims of adult education and lifelong learning; theoretical frameworks; conceptualization of adult education and lifelong learning; new/other theoretical perspectives for policy analysis

**Knowledge related to trans-/international adult education** (6 mentions): different/new perspectives on the own and other countries; similarities between countries

**Analytical and research skills** (5 mentions): necessity of profound information; analytical skills; ability to quickly search for information

**Intercultural competence** (6 mention): learnt to appreciate cultural differences of persons from other countries; awareness of pluralism of perspectives; reflective attitude

**Interpersonal/communication skills** (5 mention): creating relationships and connections with other students; being cooperative and friendly and cooperate with the others

**General professional skills** (7 mention): presentation skills; to be more focussed; to take leadership in situations; to discuss on ideas; teamwork

**Didactical knowledge and competencies** (2 mentions): didactical approaches; recognition of prior learning

**Digital skills** (1 mention)

**English language competencies** (3 mentions): written English skills; improved English proficiency in general

**Input on own research** (2 mention): improved research work in the lifelong learning; inspiration for possible research topics

**Network** (2 mention): contact with brilliant colleagues all around the world; new contacts

**Personal growth** (1 mention): simply grown as person; self-confidence

**Insights in good practices** (1 mention)

**No outcome** (2 mentions)

#### 4.4.5.2 Outcomes for Doctoral Students

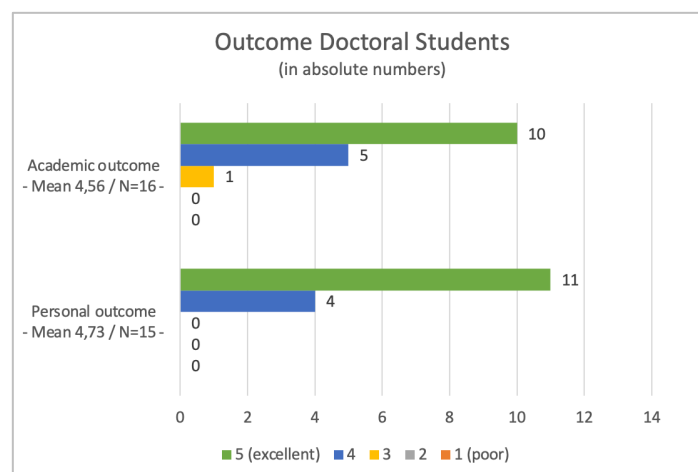


Figure 12: Outcomes Doctoral Students

**Knowledge and awareness related to adult education and lifelong learning** (2 mentions): better understanding on formulation of policies; theories of Paulo Freire

**Knowledge and awareness related to trans-/international adult education** (5 mentions): learnt about different policies addressing adult education and lifelong learning in different countries and how these policies could be analyzed; country reports on adult education and lifelong learning; how different trending issues and problems in the field of adult education are addressed in different countries; how to appreciate different viewpoints in another perspective; learnt a lot about Germany and other cultures.

**Professional competences** (14 mentions): improved teamwork ability; resilience in academic work; writing skills; presentation skills; reflective attitude; intercultural competences; learnt to manage the anxiety of group presentations with professionals, professors and other students; communication skills; interpersonal skills; how to stand up to a task; time management; how to work independently; that all challenges are surmountable through adequate planning; how to make comments in a discussion

**Network/ access to a high-quality lectures and lecturers** (2 mentions): highly qualified moderators; encouraging speeches from professors with vast knowledge and of various countries

**Digital competences** (5 mentions): different interactive online platforms/applications for teaching and learning (MURAL, Padlet, Mentimeter etc.)

**Academic/ research competences** (8 mentions): how to reflect in depth on literature; looking for links to own research path

**Analytical and comparative competences** (7 mentions): comparative and analytical methodologies to solve questions; international comparison; analytical skills

**Insights in good practices** (1 mention): learnt about adult education practices around the world

**Specific topics/ thematic inspirations** (2 mentions): challenges and benefits of offering adult and higher education to refugees that can bring development to the host country; brought a lot of questions

**Self-reflection/ reflection on professional attitude** (4 mention): learnt to be more humanistic in own approach to adult education and lifelong learning; self-reflection on personal processes as a researcher; tested oneself

#### 4.4.5.3 Outcomes for Practitioners

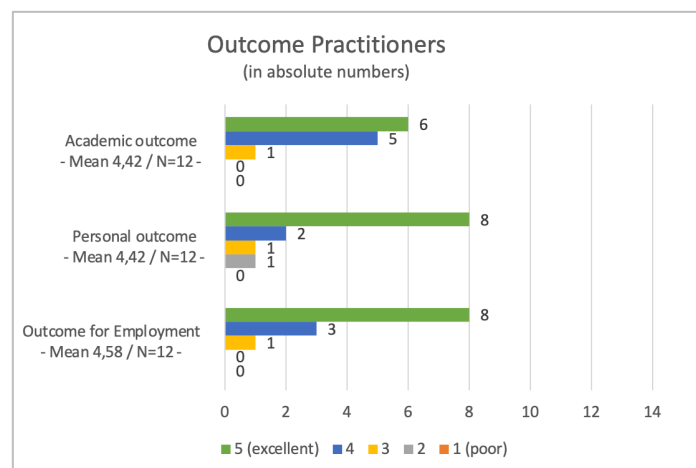


Figure 13: Outcomes Practitioners

**Network** (8 mentions): got to know moderators of the group and a few students; to share experiences with other people; meeting friends; strengthened relationship with academics and experts in the field

**Analytical / comparative skills** (6 mentions): analytical thinking; comparative research, juxtaposition and interpretations; macro, meso and micro level of analysis

**Professional skills** (5 mentions): communication skills; confidence in speaking; network competences

**Knowledge and awareness related to trans-/international adult education** (5 mentions): adult education in other countries; more information on lifelong learning practices in other countries; global perspective on adult education and lifelong learning; international strategies about adult education; understanding other countries' strategies and policies

**Digital competences** (4 mentions): capacities in online programmes and presentations; I learnt several new interesting and nice digital tools that I can use in my work; competencies to guide my students through online facilities



**Intercultural competencies** (3 mentions): dialogue among cultures; developed a better understanding of how people think in different perspectives and how to make peace with that

**Reflection on own work** (3 mentions): deep and reflective discussions about the main topic of own work

**Critical attitude** (2 mention): to be more critical and make analyses of different aspects; critical thinking and analyses

**Connection practice – academic** (2 mentions): appreciate more the connection between academic work and professional work in adult education and lifelong learning; to learn also from doctoral and master students and their country

**Knowledge related to adult education and lifelong learning** (1 mention): new perspectives on research in adult education and lifelong learning

**Inspiration for own research** (1 mention): learnt about many topics for further research

**Professional/ personal competences** (5 mentions): learnt to be patient; time management, motivation; eagerness to grow; English language skills

**Possibility to publish** (1 mention)

## 5 Conclusions

In 2021, due to the pandemic situation all parts of the AEA took place in virtual modus. Quite some participants expressed their regret about this fact in the evaluation. Nevertheless, the findings drew a very positive picture of the AEA, and it seems that the organizers successfully transferred the programme into an online concept.

Since the evaluation in 2019, we see a rising tendency in the participants' feedback on the AEA. This regards the general contentment, the assessment of the usefulness of the programme components and the effects on a content level as well as on the development of competencies related. The results are very high throughout all questions asked. Slight variations seem to derive rather from single opinions than from a generalizable assessment of the group. All in all, this feedback confirms the programme to be successful in its goals and well geared to its target groups.

It catches one's eye that other than in 2020, when master students tended to rate highest, in 2021 the doctoral students seemed to be most satisfied with the AEA. At the question on their overall evaluation of the AEA they answered with the highest rating possible. This bottom line is also confirmed by the further questions regarding the different components and also the effects of the AEA. Practitioners seem to be only minimally less content with the programme. Master students close the list of subgroups, still being very pleased with the AEA.

In 2021 the AEA's funding within the project 'INTALL - International & Comparative Studies in Adult Education & Lifelong Learning' will come to an end. Also, considering the current pandemic situation, it continues to be uncertain if the AEA – in case of further funding – will return to the face-to-face event in Wuerzburg next year. Nevertheless, before closing this report, we would like to highlight some final aspects worth mentioning or worth considering for future programmes.

**Employability module:** As in the reports 2019 and 2020, at this point we will pick out the employability module. This module underwent several changes over the last years. In 2021 now, it was extended, split up in several sessions and shifted to the preparation phase. Along with these changes the participants feedback has improved since 2019 remarkably. The results in this year's evaluation finally are on par with those of the other modules. All subgroups seem to have benefitted more than in the years before.

**Networking:** In the past evaluations, respondents often highlighted the connecting and networking effect of the Winter School/AEA. At this of course the informal parts of the programme and the socializing components did their bit. Within the virtual setting of course it was hard to compensate these parts. According to the organizers, for example the offer to meet during the breaks on a separate video platform was hardly used (probably due to a general “overload” of screen times). The ratings in the evaluation for this component confirm this fact. Nevertheless, the AEA obviously succeeded in its goal to foster networking among its participants. The findings show that the respondents felt significantly strengthened in their networking competences. Also, quite some comments positively addressed the networking effect of the AEA.

**Digital learning:** On the other hand, the virtual setting also implied a number of learning opportunities. Various comments positively referred to the variety of online applications for digital teaching and learning introduced by the AEA. However, some participants also felt that this variety was too vast.

**Possibilities of the virtual setting:** Some comments finally suggested to further exploit the chances of the online modus. For example, field visits to practice institutions could be extended to institutions in other countries than just Germany.

## ANNEX I: Information on the Programme and the External Evaluation

### The INTALL Programme

The INTALL programme was launched at the University of Wuerzburg in 2018 and answers to the advancing internationalisation in the field of adult education and lifelong learning. It addresses the need for highly qualified researchers and practitioners who are motivated and able to work in international environments and seek to adequately deal with international issues in their work. To this end different learning opportunities for master and doctoral students, practitioners and professionals as well as for teachers in adult education and lifelong learning have been designed. These include (1) a blended-learning module consisting of an online preparation phase and a two-week face-to-face event Wuerzburg; (2) a joint learning community for international teaching and learning settings; (3) a portfolio method for strengthening employability in adult education; and (4) the digital learning environment “International and comparative studies @ home”. INTALL builds on the results developed in previous projects within the ERASMUS+ programme. This mainly includes the ERASMUS+ strategic partnership COMPALL (2016 - 2018), the ERASMUS multilateral project ESRAL (2013-2016) and the ERASMUS Intensive Programme Comparative Studies in European and International Strategies of Lifelong Learning (2013-2014). The programme is realised by a strategic partnership of eight European universities and two associations for adult education and lifelong learning<sup>3</sup> and coordinated by the Julius-Maximilian-University Wuerzburg, professorship for Adult and Continuing Education.

### INTALL Adult Education Academy / Winter Schools

The heart of the INTALL project is the Winter School ‘International and Comparative Studies for Students and Practitioners in Adult Education and Lifelong Learning’ which in 2021 was renamed to Adult Education Academy (AEA). This joint module is designed to be an international learning opportunity for students of adult education and lifelong learning as well as for practitioners working in this field. It introduces its participants to international issues and comparative aspects within adult education and lifelong learning. Also, it provides them with the respective competencies and skills required in international or internationally influenced working fields. This way the programme intends to strengthen the participants’ interest in international aspects of adult education and lifelong learning. It seeks to motivate students to focus on international issues in their studies (master and doctoral studies) and encourages them for more international study mobility.

The AEA usually takes a blended learning approach. It consists of an online based preparatory phase and a two-week intensive phase at the University of Wuerzburg. In 2021 the coronavirus pandemic with its travel and contact restrictions forced the organizers to realize also the intensive phase as an online event. During the preparatory phase the participants are provided with online tutorials and reading materials and are requested to prepare transnational essays on subjects of adult education and lifelong learning. The intensive phase then includes a more theoretical oriented week dealing with lifelong learning strategies in Europe (master students), respectively international theories in adult education and lifelong learning (doctoral students), and a second week focussing on comparative group work. Since 2020 the group Winter School / AEA is open for practitioners in both of its weeks.

The INTALL programme comprises three Winter Schools / AEA which have and will be realised in February 2019, 2020 and 2021.

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<sup>3</sup> Julius-Maximilians-University Wuerzburg (Germany) (Coordination), Università degli Studi di Firenze (Italy), Helmut-Schmidt-Universität Hamburg (Germany), Universidade de Lisboa (Portugal), Università di Padova (Italy), Pécsi Tudományegyetem (Hungary), University of Ljubljana (Slovenia), Dublin City University (Ireland), European Association for the Education of Adults, DVV International

## External Evaluation of INTALL

The Winter Schools / AEA 2019, 2020 and 2021 will be accompanied and monitored by an external evaluation. The evaluation is conducted as a contract research aiming at the particular targets of the INTALL project and answering to the organizers' questions in this regard. It combines assumptive and formative aspects. This means the evaluation intends to give evidence of the outcomes of the programme and also seeks to support its effectiveness by providing relevant information on modifications required throughout the three years' process. The evaluation concept involves a short-term perspective and a mid-term perspective on the programme following two different objectives.

- (1) **The short-term evaluation:** This part of the evaluation mainly is about quality management. It focusses on the students' assessment of the programme: First, it will cast a light on the participants' motivation for attending the Winter School / AEA, ask about the support provided by the students' home universities to enable and back their participation and give some information about their content-related knowledge and competencies before the Winter School / AEA. Second, the survey will outline how participants assess the quality of the different programme modules as well as how relevant they consider the different components for their own development. And third, the evaluation addresses the effects of the Winter School / AEA. This concerns effects on the students' competence development and their interest in adult education and lifelong learning (especially regarding the international focus), study prospects, professional career prospects, and study mobility.
- (2) **The mid-term evaluation:** This second part of the evaluation lays emphasis mainly on the effects of the Winter School / AEA. It asks how the international focus in the participants' studies and professional practice has developed over the course of the programme. Also, it will address the question to what extent the participation has influenced the participants' further study aspirations (taking up a PhD or post-doc research) as well as the motivation to undertake further study mobilities. And finally, the mid-term evaluation deals with the competences gained or enhanced by attending the Winter School / AEA.

In order to produce relevant information to these questions, six surveys are conducted addressing the participants or former participants of the Winter Schools / AEA. At the end of each Winter School / AEA (February 2019, 2020, and 2021) three mainly quantitative surveys will compile information regarding the participants' immediate assessment of the joint module (short-term). Three surveys with some distance of time after each Winter School / AEA will keep track later on (mid-term).

The evaluation concept mainly builds on the COMPALL evaluation conducted by Susanne Lattke of the German Institute for Adult Education in Bonn. Retaining the overall concept as well as large parts of the evaluation instruments will ensure a long-term perspective on the Winter Schools / AEA in Wuerzburg since their beginning in 2016.

The findings of the surveys have been and will be summarised in six different reports.

## Annex II: Free-text Answers (separate document)