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**ESRALE** - European Studies and Research in Adult Learning and Education

*Please note: Full details of ESRALE outputs are provided in the Final Project Report on the ESRALE website [www.esrale.org](http://www.esrale.org)*

# *Interactive Transfer Guide: Sharing Knowledge from the ESRALE Project*

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# Interactive Transfer Guide: Sharing Knowledge from the ESRALE Project

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# 1. INTRODUCTION TO THE INTERACTIVE TRANSFER GUIDE (ITG)

The [Interactive Transfer Guide \(ITG\)](https://www.esrale.org/transfer-guide/) is an expert resource that summarizes and points users to **where they can find the full details** of the distinctive knowledge developed as part of the ESRALE project, including the key outputs and lessons learned. It is designed to be used by a range of parties interested in developing and innovating the professional provision of adult education across Europe. The ITG is available on the ESRALE website at <https://www.esrale.org/transfer-guide/>

## 1.1 Purposes of the Interactive Transfer Guide

- ✓ To provide a **signpost** for users to where they can find the **full details** of outputs and lessons learned from ESRALE, making them readily available for interested parties including: policy makers, academics, practitioners and researchers.
- ✓ To exploit and ensure both the sustainability and further development of the outcomes from ESRALE.
- ✓ To raise awareness of the potential benefits arising from collaborative European activities in the field of Adult Education and Learning (ALE).
- ✓ To support the development of learning and research communities in relation to the professionalization of ALE.



## 1.2 Target user groups

**The Interactive Transfer Guide** can be used:

- ✓ By policy makers, academics, researchers and practitioners in a variety of different areas of Adult Education and Learning (ALE).
- ✓ In seminars and workshops by partner universities and others across Europe.
- ✓ By all tutors engaged in postgraduate programmes in ALE at Masters and PhD levels.
- ✓ By higher education institutions committed to expanding European collaborative work in the field of ALE.

### 2.1 Introduction

Full details of the implementation and outcomes of this project are provided in the final report on the ESRALE website [www.esrale.org](http://www.esrale.org)

The purpose of this Interactive Transfer Guide is to highlight the key lessons learned and provide links to specific outputs that will be of relevance to potential users.

### 2.2 Overview

The **ESRALE project** was coordinated by Professor Ekkehard Nuisl at the Distance and Independent Studies Centre of the Technical University of Kaiserslautern. The network comprised 12 partners in ten countries selected for the **complementary expertise** they could bring to the work programme.

The ESRALE partners worked closely together, combining their knowledge and experience in developing new ALE teaching and learning materials. They also furthered research activity in the field, including **publications on comparative research, empirical research and research with a European dimension.**



### 2.3 ESRALE Partners

- Czech Republic** [Masarykova Univerzita – Department of Educational Science](#) (Lead on Summer Academies)
- Germany** [Technische Universität Kaiserslautern – Distance and Independent Studies Centre \(DISC\)](#) (Management and Coordination)  
[DIE/Deutsches Institut für Erwachsenenbildung](#) (Evaluation and Quality Assurance)  
[Universität Würzburg – Faculty of Arts II, Institute for Education](#)
- Hungary** [Pécsi Tudományegyetem – FEEK, Institute of Adult Education and HRD](#) (Lead on Dissemination)
- Ireland** [Dublin City University – Higher Education Research Centre](#) (Lead on Exploitation)
- Italy** [Università degli Studi di Firenze – Faculty of Educ. Sciences and Psychology](#) (Lead on European Doctorate Programme in ALE; Manuals and Anthologies)
- Lithuania** [Vytautas Magnus University – Department of Education](#)
- The Netherlands** [Foundation European Center Valuation of Prior Learning \(EC-VPL\)](#) (Lead on Validation of Prior Learning)
- Romania** [Universitatea de Vest din Timisoara, Department of Educational Sciences](#) (Lead on Masters Programme flexibilisation and labour market orientation)
- Serbia** [Univerzitet u Beogradu – Faculty of Philosophy, Department of Andragogy](#)
- Spain** [Universitat de Barcelona – Centre of Research on Theories+Practices](#)

### 2.4 Process

The ESRALE project built upon an **existing EMAE** (European Masters in Adult Education) programme. The overall aim was to update and redesign the Masters programme in the new context of a rapidly moving field and an expansion of e-learning opportunities, as well as developing a **joint research and PhD programme in Adult Learning and Education** in order to enhance the European dimension in the field at a time of significant change.

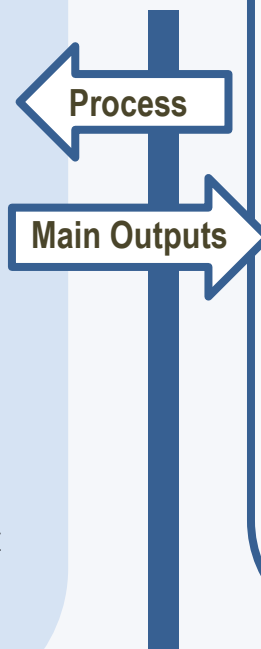
With the participation of 12 partners in ten countries, the project benefited from the **international mobility** of students and teachers, thus building bridges connecting different understandings of adult education from varying cultural backgrounds.

The project also benefited greatly from ongoing formative evaluation which was built in from the start and undertaken by the German Institute for Adult Education (DIE).

An **online learning and communication platform** to support exchange and collaboration (e.g. joint project work) among students and teachers across Europe was utilized. The platform uses the open OLAT software hosted by Kaiserslautern.

**Language support** was provided for students and staff to promote their proficiency in English and to develop an understanding of key terms of ALE in other languages.

DCU developed the **Exploitation strategy** tailored to the ESRALE project. The project's website [www.esrale.org](http://www.esrale.org) is maintained by the coordinating partner and has a blogging functionality. It is an overarching tool for the dissemination and exploitation of the outcomes.



### Summary of main ESRALE outputs:

- ✓ **Design of a new Masters Programme**
- ✓ **Doctoral Studies and Research**
- ✓ **Validation of Prior Learning (VPL)**
- ✓ **Summer Academy and Winter School**
- ✓ **Intellectual Outputs (Manuals)**
- ✓ **ESRALE website with blogging functionality**

### 2.5 ESRALE Partner Advisory Groups

As part of the exploitation strategy, partners established the ESRALE Partner Advisory Groups involving representatives from universities, the policy community and relevant NGOs. The composition of the ESRALE Partner Advisory Groups was tailored to suit the individual situation of each partner institution.

Partners were encouraged to submit regular reports with themes emerging from the group meetings. The ESRALE Partner Advisory Groups became an important mechanism for sustainability of the project outcomes in the future.

The types of themes taken up by these groups included:

- ✓ The potential, and also the barriers, to validation of prior learning in a higher education environment;
- ✓ The ways in which Summer Academies and project conferences could be opened to ALE professionals who may be studying on a part-time basis;
- ✓ The importance of involving representatives of employers with international experience for inclusion into ESRALE Partner Advisory Groups; and
- ✓ The contribution which members might make in dissemination and exploitation of ESRALE products and outcomes: internally, across higher education research communities, and externally, via national agencies, professional bodies, learned associations and NGOs.



### 2.6 Key challenges and lessons

Several aspects proved to be more challenging than initially anticipated, mostly due to the transnational nature of the project.

Some of the key challenges included:

- Coming to terms with differing terminologies used in each country such as: adult education, adult learning and education, andragogy, lifelong learning;
- Diversity of universities' autonomy levels in different countries in relation to introduction of new programmes, especially at the doctoral level;
- Country-specific regulations in relation to professional requirements of adult educators;
- Impact of continuing change in European higher education institutions - for example, mergers and internal reorganisations.

### 2.7 Lessons learned

- ✓ The importance of taking time to select partners which are fully committed to a project - the careful selection of partners with high degrees of shared respect in relevant areas of expertise and trust are invaluable not only in getting the projects off to a quick start, but also in helping resolve the (inevitable) unforeseen challenges which arise;
- ✓ The value of openness and dialogue of face-to-face and virtual project meetings;
- ✓ A proactive approach and flexibility in responding to related new opportunities which might arise;
- ✓ The importance of taking time and effort to support capacity building of next generations of researchers and professionals, supporting the development of junior team members;
- ✓ The enormous value to be gained by building in some form of on-going, independent formative evaluation;
- ✓ The benefits of adopting a partnership approach to strengthening links to associated European and global networks of national agencies, professional bodies and learned associations.

Please do visit the ESRALE project website for further information  
<https://www.esrale.org/>



# 3. OUTPUT: MASTERS PROGRAMME (EMAE)

ESRALE website: [Masters Programme](#)

## 3.1 Process

The West University of Timisoara, the ESRALE partner in Romania, was the lead partner in organising the development of the new European Masters in Adult Learning and Education (EMAE) curriculum.

- ✓ The new **European Masters Programme in Adult Learning and Education (EMAE)** developed under ESRALE drew on the former EMAE programme developed in 2006. It was significantly revised in order to meet: (a) changed European circumstances, (b) changed professional requirements, and (c) new e-learning opportunities.
- ✓ The guidelines for curriculum redesign were presented to partners, and following extensive engagements a new programme structure was developed, allowing for a **common European programme with flexibility**, which makes it attractive to international students and has direct labour market relevance.
- ✓ **The guidelines for flexible and cumulative studies** support students in choosing the tailored courses within the consortium of partner universities.
- ✓ The EMAE is designed within participating ESRALE partner universities as a **Joint Programme** consisting of 120 ECTS, with 70 ECTS representing the common core, and 50 ECTS reflecting the university-specific offering. All study plans indicate how they fit into the common core.



Please do visit the [Masters section](#) of ESRALE website for additional information about the Programme;

The description of courses can be found in the [Masters courses section](#) of the ESRALE website;

The ESRALE Partner contact for the Masters Programme is Professor Simona Sava, West University of Timisoara, Faculty of Sociology and Psychology, Department of Educational Sciences

email: [lidia.sava@e-uvt.ro](mailto:lidia.sava@e-uvt.ro)

Tel: [+\(40\) 256-592162](tel:+40256592162)

Website:

<http://fsp.uvt.ro/management-educational-si-dezvoltare-curriculara-medc/>





## 3.2 Content

The EMAE is a 120 ECTS study programme consisting of five parts:

**1. Core fields of Adult Education in Europe** (40 ECTS) – students are introduced to the common European ground in each of these areas, and, in addition, learn to recognize the existing differences and compare and assess the different approaches:

*Theoretical Framework (A1) – 5 ECTS*

*Learning and Teaching (A2) – 10 ECTS*

*Management and Public relations (A3) – 10 ECTS*

*Policy and Economy (A4) – 8 ECTS*

*Counselling and evaluation (A5) – 7 ECTS*

**2. Research in educational sciences/adult education** (10 ECTS)

This part provides an introduction to the most relevant fields and trends of AE research in Europe and to research methods. Students will develop an idea for a research project of their own and set up a research design.

**3. Specific courses of the university** (50 ECTS)

This part varies among the partner universities and reflects the individual universities' particular strengths and areas of interest.

**4. Transnational Project Work** (10 ECTS)

The Transnational Project Work/Practicum is carried out online in one of the topics from the Core fields of Adult Education. Groups of students from various partner universities work together in designing, realising and evaluating a common project. Students who spend a semester abroad at another university of the EMAE network may also choose to carry out an individual project/study or to undergo a traineeship in a relevant institution in the partner country.

**5. Masters Thesis** (10 ECTS)

The Masters Thesis is supervised by a Professor from a home or another ESRALE network university. Students will plan and carry out a research project with a European dimension (comparative research or research on a European topic) and present the results in a written report ([www.esrale.org](http://www.esrale.org)).

## 3.3 Key challenges and lessons

- ✓ Varying levels of professionalization in combination with the different labour market systems and educational systems created different requirements towards a common core curriculum among partner universities.
- ✓ Diversity of post-graduate students in ALE programmes among countries: mainly full-time new graduates in some countries versus part-time experienced students in others.
- ✓ Varying country-specific regulations and levels of autonomy, the methods of granting ECTS points, different term dates and accreditation rules, as well as the language and university culture of the local curricula (ESRALE Progress Reports).



### 4.1 Process

The Doctorate Programme was designed to promote research, research competence and scientific exchange in the field of Adult Learning and Education (ALE).

It was developed with a labour market orientation in order to facilitate employability of students through the curriculum.

**The University of Florence, the ESRALE partner in Italy, took the lead in developing the new Doctoral Programme in Adult Education Studies (see contact details).**

- ✓ Existing doctoral programmes were discussed and comparisons were made across partners;
- ✓ Important aspects for the ESRALE PhD include innovation, research, flexibility and labour market;
- ✓ Learning aims strategically developed;
- ✓ Integrating expertise;
- ✓ Intended as a joint doctorate degree;
- ✓ Offered through a) network of existing doctoral schools, followed by b) network of enlarged doctoral programmes (European level) and c) European consortium, common curriculum.



More information about the Doctoral Studies and Research can be found in the [PhD and Research section](#) on the ESRALE website;

The ESRALE partner contact for Doctoral Studies and Research is Dr. Vanna Boffo, University of Florence, Department of Education and Psychology  
E-mail: [vanna.boffo@unifi.it](mailto:vanna.boffo@unifi.it)

Research unit members were:

- Professor Paolo Federighi,
- Professor Francesca Torlone,
- Dr. Gaia Gioli.



### 4.2 Content

#### The ESRALE PhD programme at a glance:

- ✓ **The Field:** Adult Education Studies (with an International added value)
- ✓ **The Methodology of Research:** Evidence Based Approach
- ✓ **The Curriculum structure** (3 years): Process, Organisation, Contents

The model is based on a 3-year PhD course:

- **Year 1** – Definition of Research Topic and Methodology
- **Year 2** – Research implementation
- **Year 3** – Research results analysis, communication and follow up

The PhD programme integrates **workshops** focused on PhD candidates' research projects, and **lectures** presenting the empirical research methodologies in ALE.

The programme aims to empower PhD candidates to make decisions on pedagogy topics and contents of workshops (bottom-up approach to contents) (ESRALE Progress Report, 2015, p.10).

#### A. Theoretical Framework (A1)

Learning and Teaching (A2)

Management and Public relations (A3)

Policy and Economy (A4)

Counselling and Evaluation (A5)

**B.** Introduction to the most relevant fields and trends of AE research in Europe and to research methods.

**C.** Reflects the individual universities' particular strengths and areas of interest.

**D.** It is carried out online in one of the topics covered in the part Core fields of Adult Education by groups of students from various partner universities.

**E.** Students will plan and carry out a research project with a European dimension and present the results in a written report.

- ✓ The core component of Doctoral training is the **advancement of knowledge through original research**, while recognizing it must meet the needs of an employment market;
- ✓ **The training courses** offered by the Doctorate programmes are organised:
  - according to a model curriculum based on **competencies**;
  - through training activities aimed at the acquisition of **epistemological basis competencies, disciplinary expertise competencies** in the field of Education Sciences, Adult Education, Economics of Education, Management, Planning of Training and **transversal competencies** or soft skills.
- ✓ The curriculum of the Doctoral programme has a connection with the methodological approach and content of the EMAE Curriculum, and **closely linked to the world of work.**

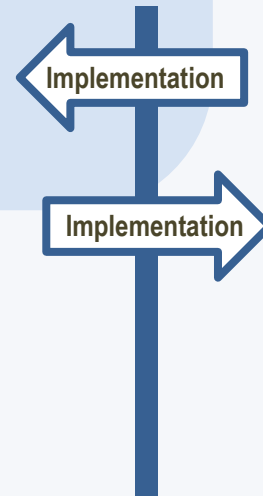
### 4.3 Implementation

- ✓ In order to achieve harmonization of PhD courses among the partner universities, the University of Florence developed a **workshop model** organised into three sessions: **morning session, afternoon session, and conclusions**, to ensure that international participants get the most out of the workshops in terms of knowledge, ability and soft skills. At the same time, the workshop model helped create innovative ideas and deepen the knowledge of a common methodology (bottom up approach, Grounded theory).
- ✓ The **workshop model** was later absorbed into the overall **PhD model** built on **didactics, employability, internationalization and institutional learning**.
- ✓ Under the ESRALE project, three models of collaborative doctorates in ALE were explored and implemented through a number of bilateral agreements:

#### 4.3.1 Cotutelle PhD

#### 4.3.2 PhD with International Mobility

#### 4.3.3 Doctor Europaeus



#### 4.3.1. Cotutelle PhD:

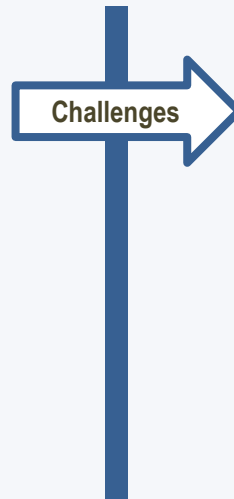
This requires a bilateral inter-institutional agreement on the implementation of a joint research PhD thesis; agreement on the establishment of double enrollment in the PhD courses of both universities; two supervisors and tutors (one from each university) for the PhD student; periods of mobility to the partner university for study and research (at least 6 months); a PhD thesis written in one of the two main languages; one common PhD thesis defense.

#### 4.3.2. PhD with international mobility:

Under this model, doctoral students from ESRALE partner universities will be issued a PhD title of the university where the candidates are enrolled, plus a certificate of recognition of international mobility.

#### 4.3.3. Doctor Europaeus (European Doctorate):

This requires at least 3 months of mobility in a partner university; Doctoral students from the participating ESRALE partner universities are issued a PhD title of the university where the candidates are enrolled, plus a certificate of recognition of international mobility.



### 4.4 Key challenges and lessons

- ✓ As with the Masters Programme, engaging with different local curricula proved to be a challenge for the Doctorate Programme - in terms of language, university cultures and regulations, and different orientations of the contents provided in the respective modules.
- ✓ In some aspects, the Doctorate programme faced even more obvious differences in the organisation and regulation of PhD pathways throughout the different countries and universities.
- ✓ The establishment of doctorate schools is something new in the field of adult education in some partner countries where the tradition had been that students decide very freely on the path they choose to acquire their PhD.
- ✓ The role of intensive Academies (Summer and Winter) proved a successful mechanism in fostering collaborate teaching at the doctoral level to the benefit of partner students.
- ✓ The development of transferable skills for doctoral students was a common interest across partners, and mutual learning from innovative developments in different countries carries considerable benefits.

# 5. OUTPUT: VALIDATION OF PRIOR LEARNING (VPL)

ESRALE website: [VPL](#)

## 5.1 Summary

The Foundation European Center Valuation of Prior Learning (EC-VPL), the ESRALE partner in the Netherlands, took the lead in organising the ESRALE VPL strategy (see contact details).

The project aimed at developing a VPL tool for identifying and documenting the relevant competencies for access to the study programme (European Masters) for practitioners in the field.

The summative and formative assessment validation of prior learning (formal, non-formal and informal) in intake/through-take procedures leads to the possibility to open the access to the programme for competent practitioners (partially) without the regular formal qualification requirements, within the limits of local legislatives (ESRALE Progress Report, 2015, p.6).

## 5.2 Process

- ✓ VPL to strategically offer mechanism for access for potential MA and PhD students with relevant work experience and knowledge who may not have conventional entry requirements;
- ✓ Curricula of the EMAE to be written in terms of modules and learning outcomes;
- ✓ Evaluation criteria for the selection of students (MA, PhD) to have coherence with the developed VPL-System;
- ✓ The VPL-systematics were developed through:
  - Desk research (literature review and consultation with partners and other stakeholders);
  - Gathering information from case studies at the national level (including SWOT analysis).

Summary

Contacts

Process

More information about the Validation of Prior Learning can be found in the [VPL section on ESRALE website](#)

The ESRALE partner contacts for the VPL are:

Dr. Ruud Duvekot,  
Foundation European Center  
Valuation of Prior Learning  
(EC-VPL), the Netherlands  
E-mail: [rduvekot@gmail.com](mailto:rduvekot@gmail.com)

Ir Kees Schuur, EC-VPL, the  
Netherlands  
E-mail: [keesschuur@gmail.com](mailto:keesschuur@gmail.com)

### 5.3 Outputs

- ✓ *List of criteria for VPL;*
- ✓ *Knowledge basis & Framework for VPL;*
- ✓ *Four VPL-modules (self-management, assessment, guidance, processes/ management of VPL) for staff involved and as part of the Joint-Masters ALE.*



### 5.4 Key challenges and lessons

- ✓ Participation of 12 partners and 10 countries in the ESRALE project uncovered different systems for the recognition and validation of prior learning and competences across Europe.
- ✓ Among other challenges, the lack of qualification standards, lack of mechanisms for determining the authenticity of certificates, the lack of a habit of documenting learning from, for example, work experience, were all listed as threats to further promotion.
- ✓ Some partner countries already practice a quite active recognition of prior learning, such as Ireland, whereas other partner countries did not have a strong practice in this field, particularly at the higher education level.
- ✓ Validation of prior learning has been regarded as a crucial part of ESRALE exploration and was closely connected to the redesigned Masters curriculum-emphasizing the importance of building in such opportunities from the start of any new programme.

# 6. OUTPUT: INTENSIVE SUMMER ACADEMY AND WINTER SCHOOL

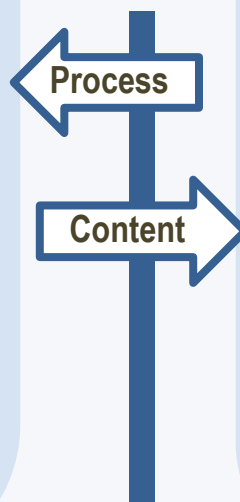
Esrale website: [Summer Academy](#)

The ESRALE partner Masaryk University in Brno, Czech Republic, took the lead in coordinating the Summer Academies. The Winter School is organised by the University of Wuerzburg, Germany.

## 6.1 Process (Summer Academy)

In order to involve EMAE and PhD students from different countries and different cultural backgrounds, an Intensive Summer School concept has been developed, including the organisation, implementation and evaluation. It is now referred to as a Summer Academy.

- ✓ The experiences of former summer camps were discussed and evaluated;
- ✓ The 'summer camp' title was updated to 'ESRALE Summer Academy' to reflect the comprehensive nature of the initiative;
- ✓ Would be held during the week prior to the Project meeting;
- ✓ Would be attended by approximately 2 Masters and 2 PhD students from each partner institution;
- ✓ Would require the following documentation for application: Resume, Application form & Motivation letter;
- ✓ The Academy hosts would cover a small part of costs of students' stay, while partners would try to find suitable sources of funding;
- ✓ Teaching staff are primarily selected from the partner institutions within ESRALE.



## 6.2 Content (Summer Academy)

4 common units (European added value, comparative research, empirical methods, scientific writing);

- ✓ **Content (a), content (b)** (both for PhD Students);
- ✓ **Transnational projects** (for MA Students);
- ✓ Individual or group consultancy;
- ✓ **Online support:** through openOLAT platform;
- ✓ **MA course & PhD course:** emphasis either on theory or on methodology, aiming at interconnecting the MA and PhD level students;
- ✓ **Project work (transnational projects):** taking into account the current environment, presenting data and studying relevant literature from several (partner) countries;
- ✓ **Adult educators' courses and expert conferences:** intended for practitioners who perform their professional activities in the field of adult education by carrying out highly complex tasks (e.g. VPL);
- ✓ **Mentoring:** for six months after the academy.



# 6. INTENSIVE SUMMER ACADEMY AND WINTER SCHOOL (continued)

Esrale website: [Summer Academy](#)

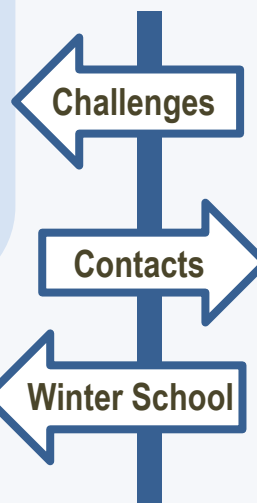
## 6.3 Key challenges and lessons

- ✓ Diversity of structures among countries;
- ✓ Varying levels of autonomy among countries;
- ✓ Diversity of post-graduate students in ALE programmes among countries: mainly full-time new graduates in some countries versus part-time experienced students in others;
- ✓ Varying methods of granting ECTS points;
- ✓ Different term dates and accreditation rules;
- ✓ Language and university culture of the local curricula (ESRALE Progress Report, 2015, pp.3,9).

## 6.4 Winter School

The ESRALE project has established a connection with the Winter School at the University of Wuerzburg in Germany. This annual Winter School focuses on “Comparative Studies on Adult and Lifelong Learning”.

The Summer Academy and Winter School proved to have a mutual benefit from each other’s activities and international expertise.



More information about the Summer Academy can be found on [ESRALE website](#).

Additional information on Winter School is available on the [ESRALE website](#) and on the designated [Winter School](#) and [COMPALL project](#) websites.

The ESRALE partner contacts for the Summer Academy:

Dr. Petr Novotny, Department of Educational Sciences, Masaryk University, Brno, Czech Republic

E-mail: [novotny@phil.muni.cz](mailto:novotny@phil.muni.cz)

Dr. Aleksandra Pejatović, Department for Pedagogy and Andragogy, Faculty of Philosophy, University of Belgrade, Serbia

E-mail: [apeatov@f.bg.ac.rs](mailto:apeatov@f.bg.ac.rs)

Dr. Balázs Németh, Institute of Adult Education and HRD, University of Pécs, Hungary

E-mail: [nemeth.balazs@feek.pte.hu](mailto:nemeth.balazs@feek.pte.hu)

The ESRALE contact for the Winter School:

Professor Dr. Regina Egetenmeyer, Institute for Education, University of Wuerzburg, Germany

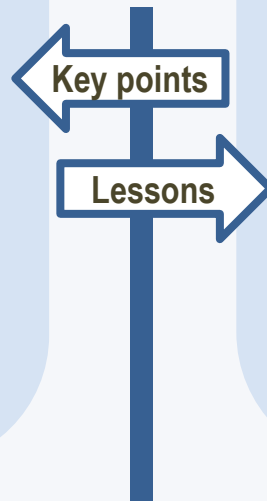
E-mail: [regina.egetenmeyer@uni-wuerzburg.de](mailto:regina.egetenmeyer@uni-wuerzburg.de)

Tel.: +49 (0) 931 31 83898

# 7. OUTPUT: VALUE ADDED OF INTERNATIONAL COLLABORATIONS

## 7.1 Key points

- ✓ With 12 partners in ten countries (Czech Republic, Germany, Hungary, Ireland, Italy, Lithuania, Netherlands, Romania, Serbia and Spain), the ESRALÉ project benefited from the international mobility of students and teachers, thus building bridges connecting different understandings of adult education from varying cultural backgrounds;
- ✓ An online learning and communication platform (openOLAT) proved beneficial in supporting exchange and collaboration (e.g. joint project work) among students and teachers across Europe;
- ✓ Collaborating with partners in different countries of the European Union facilitated project work (transnational projects): taking into account the current state of affairs, presenting data and studying relevant literature from several (partner) countries;
- ✓ Reflecting and working on European research questions like EU-Statistics, EU-Benchmarks, best practices, common questions like aging, literacy, etc;
- ✓ Bringing together research partners from various European countries to carry out common work and internationalizing scientific literature and findings in ALE.



## 7.2 Lessons learned:

- ✓ The importance of taking time to select partners which are fully committed to a project - the careful selection of partners with high degrees of shared respect in relevant areas of expertise and trust are invaluable not only in getting the projects off to a quick start, but also in helping resolve the (inevitable) unforeseen challenges which arise;
- ✓ The value of openness and dialogue of face-to-face and virtual project meetings;
- ✓ A proactive approach and flexibility in responding to related new opportunities which might arise;
- ✓ The importance of taking time and effort to support capacity building of next generations of researchers and professionals, supporting the development of junior team members;
- ✓ The enormous value to be gained by building in some form of on-going, independent formative evaluation;
- ✓ The benefits of adopting a partnership approach to strengthening links to associated European and global networks of national agencies, professional bodies and learned associations.

# 8. OUTPUT: GUIDE TO INTELLECTUAL CONTRIBUTION TO EUROPEAN ALE: RESEARCH PUBLICATIONS, MANUALS AND ANTHOLOGIES

## 8.1 Process

Given the ESRALE's focus on underpinning professional development and postgraduate levels with research, academic publications form a core output from the project, and are central to its exploitation.

A number of these publications arise from papers presented at ESRALE seminars and academies. Others take the form of manuals (anthologies) which draw on the knowledge generated by ESRALE partners and are designed to contribute to knowledge in the field of Adult Learning and Education (ALE) to be widely disseminated and used by teachers, researchers and practitioners.

### Different partners took the lead for each of the publications:

- ✓ University of Florence, Italy: **Manual on Empirical ALE Research (Vanna Boffo, Paolo Federighi, Ekkehard Nuissl);**
- ✓ Dublin City University, Ireland: **Manual on Comparative ALE Research (Maria Slowey);**
- ✓ West University of Timisoara, Romania and Masaryk University, Czech Republic: **Manual on research in ALE with a European Dimension (Simona Sava);**
- ✓ University of Belgrade, publication of papers from ESRALE conference: **Contribution of Research to Improvement of Adult Education Quality (Aleksandra Pejatović, Regina Egetenmeyer, Maria Slowey (Eds.)).**

In order to ensure academic quality of these publications, they were subject to an independent peer review process.

Process

Content

Full details of the publications can be found on the [ESRALE website](#).

The ESRALE partner contact for the Manuals:

Dr. Vanna Boffo,  
University of Florence, Department of  
Education and Psychology  
E-mail: [vanna.boffo@unifi.it](mailto:vanna.boffo@unifi.it)

## 8.2 Content

Three 'Manuals' form an important intellectual output from the ESRALE project. These materials address three distinct areas of ALE (Adult Learning and Education):

- ✓ Manual on Comparative ALE Research
- ✓ Manual on Empirical ALE Research
- ✓ Manual on research in ALE with a European Dimension

The anthologies analyze the field of study, offer a historical perspective and examine different transnational study programmes presented by experts from within the core ESRALE group and also from wider research networks.

# 9. WE INVITE YOU TO MAKE FULL USE OF ALL ESRALE RESOURCES AND REFERENCES AND WELCOME CONTACT AND ENQUIRIES

## 9.1 Other resources

[ESRALE Project website](#)

[General Purpose Information about ESRALE project](#)

[Links to websites with useful and interesting information on adult education and learning within the EU \(from ESRALE website\):](#)

- ✓ <http://www.infonet-ae.eu/>
- ✓ <https://ec.europa.eu/epale/en>
- ✓ <http://pascalobservatory.org/>

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## 9.2 References

ESRALE Progress and Final Reports: [www.esrale.org](http://www.esrale.org)

[www.esrale.org](http://www.esrale.org)