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Final Report
Volume III – Desk phase analysis

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The opinions expressed in this document represent the authors' points of view which are not necessarily shared by the European Commission or by the authorities of the concerned countries.

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Evaluation of the EU development co-operation support to higher education in partner countries (2007-2014)

Final Report

The report consists of five volumes:

VOLUME I: MAIN REPORT

1. Introduction
2. Key methodological steps
3. Overall policy framework
4. Intervention logic analysis
5. Inventory analysis
6. Answers to the evaluation questions
7. Conclusions by evaluation criteria
8. Overall conclusions
9. Recommendations

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1. EQ1 on relevance/strategic orientation
2. EQ2 on alignment
3. EQ3 on management, teaching, learning and research
4. EQ4 on reform of higher education policy
5. EQ5 on inclusiveness
6. EQ6 on responsiveness to labour market needs and brain circulation
7. EQ7 on intra-regional harmonisation
8. EQ8 on modalities and instruments
9. EQ9 on coherence and synergies

VOLUME III – DESK PHASE ANALYSIS – ELECTRONIC DATA

1. Desk programme and country case studies
2. CSP/RSP/RSE/MTR analysis
3. Tracer study
4. Survey to Higher Education Institutions (methodology, analysis, questionnaire)

VOLUME IV – FIELD PHASE ANALYSIS - COUNTRY NOTES – ELECTRONIC DATA

1. Synthesis Note presenting findings and conclusions of the field country notes
2. Cameroon
3. Dominican Republic
4. Egypt
5. Guatemala
6. Kenya
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8. Moldova
9. South Africa

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Desk phase case study – ALFA III

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List of acronyms and abbreviations

| | |
|-----------------|---|
| ACP | African, Caribbean and Pacific Group of States |
| ALFA | América Latina Formación Académica |
| CCL | Local CID Centres |
| CEDER | Centro de estudos e demonstração de energias renováveis) at University UNISUL (Florianopolis) |
| CELA | ALFA III Project: Network of Climate Change Technology Transfer Centres in Europe and Latin America |
| CfP | Call for Proposal |
| CID | ALFA III Project: Conocimiento, Inclusión, Desarrollo |
| CINDA | ALFA III Project: Aseguramiento de la calidad: políticas públicas y gestión universitaria |
| CLAR | Latin American Reference Credit |
| CRIS | Common RELEX Information System |
| CSUCA | Consejo Superior Universitario Centroamericano |
| DCI | Development Co-operation Instrument |
| DEVCO | EU Commission's Directorate-General for Development Co-operation |
| DG | Directorate General |
| EACEA | Education, Audiovisual and Culture Executive Agency |
| EC | European Commission |
| ECTS | European Credit Transfer and Accumulation System |
| EQ | Evaluation Question |
| EQF | European Qualifications Framework for Life Long Education |
| EQUALITY | ALFA III Project: Strengthening women leadership in Latin American HEIs and society |
| ESIINE | Estudios en Inclusión, Interseccionalidad y Equidad |
| EU | European Union |
| EUR | Euro |
| HDI | Human Development Index |
| HE | Higher Education |
| HEI | Higher Education Institution |
| INNOVA CESAL | ALFA III Project: Proyecto Innova |
| JC | Judgment Criterion |
| JELARE | ALFA III Project: Joint European-Latin American Universities Renewable Energy Project |
| LA | Latin America |
| LF | Logframe |
| LLL | Life Long Learning |
| MACA | Movilidad Académica Colombia Argentina |

| | |
|-------------|---|
| MISEAL | ALFA III Project: Medidas para la inclusión social y equidad en instituciones de educación superior en América Latina |
| MS | Member State |
| NARIC | National Academic Recognition Information Centre |
| NGO | Non-Governmental Organisation |
| OEP | Open Educational Practices |
| OIE | Observatory of Social Inclusion and Equity |
| OportUnidad | ALFA III Project: Open Education practices: a bottom-up approach |
| PAC | Pacto para el Aprendizaje y el Conocimiento – Learning and Knowledge Agreement |
| PARAGUAS | ALFA III Project: Red Andina de postgrados en gestión integrada de los recursos hídricos |
| PhD | Doctor of Philosophy |
| QA | Quality Assurance |
| TELESCOPI | ALFA III Project: Red de Observatorios de Buenas Prácticas de Dirección Estratégica Universitaria en LA y Europa |
| TRALL | ALFA III Project: Transatlantic Lifelong Learning: Rebalancing Relations |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |

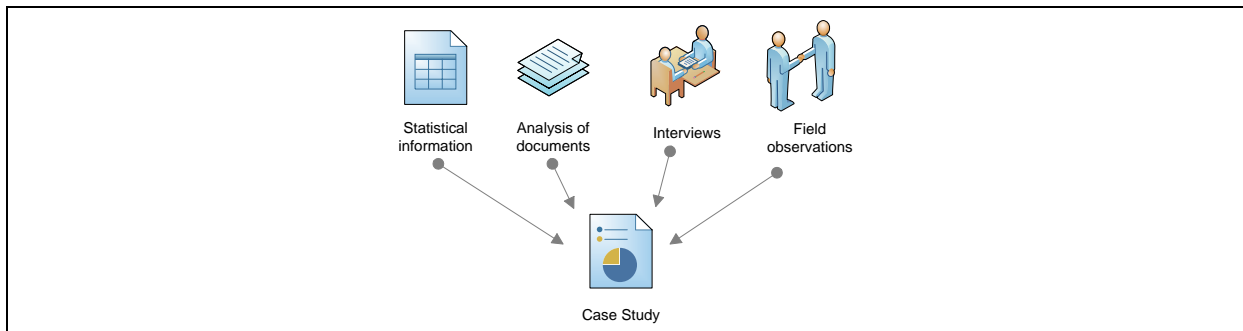
1 Introduction

As part of the desk phase of the Evaluation of the EU development co-operation support to higher education in partner countries, ten programme case studies and three bilateral country case studies have been selected as in-depth case studies. In line with the EU methodological guidelines, case studies allow a detailed examination of certain elements and should provide a picture of the EU support in different contexts.

The programme case studies are related to the major higher education programmes (ALFA, Tempus, Edulink, Intra-ACP, and Erasmus Mundus). Due to the large number of individual projects implemented within a programme, a number of projects have been selected for more in-depth analyses. The country case studies are related to bilateral support in the area of higher education. The case studies have the main focus on the bilateral support provided in a given country, but also assess the complementarity and coherence with the major higher education programmes taking place in this country.

The case studies include the analysis of various types of documents and statistical information, and for the case studies further investigated in the field will also include field observations and interviews with people directly involved in the programme.

Figure 1 Components of the case study



The outline of the case studies follows the structure of the evaluation matrix, to ensure a consistent and harmonised data collection approach. However, as projects implemented under major HE programmes cover a huge variety of different topics, not every project is relevant for all the evaluation questions. This tailored case study approach ensures that resources are spent in an efficient way.

2 Context of EU support

2.1 Background of ALFA III

The ALFA programme started in 1994¹ to foster EU co-operation with Latin America in the field of HE. The first phase (ALFA I) covered the period from 1994 to 1999; phase 2 (ALFA II) from 2000 to 2006; and phase 3 (ALFA III) from 2007 to 2013². Only ALFA III is in the scope of this evaluation.

In 2014, several regional EU co-operation programmes in HE merged into a single comprehensive Programme: Erasmus+. “Since 2014, co-operation with partner countries in the field of higher education [in Latin America] is supported through the new Erasmus+ programme”³. In particular, the capacity building actions in Latin America that used to be conducted through the ALFA programme are implemented through a specific component of Erasmus+. At the same time, ALFA III has not yet disappeared and it is still running as an independent programme. At the time of writing projects continue being managed by DEVCO G2.⁴

¹Decision of the EEC No. 443/92.

²ALFA III (2007-2013) – Regulation of Parliament and CE No. 1905/06 (December 18, 2006) (DCI).

³https://ec.europa.eu/europeaid/regions/latin-america/alfa_en.

⁴Written information provided by DEVCO G 2.

Though each of the three phases of ALFA had its own specific programme profile⁵, the overarching objective of ALFA as academic co-operation programmes remained the same, i.e. to promote HE in Latin America as a means to contribute to a more equitable socio-economic development in the region as well as enhance mutual understanding between LA and the EU. In addition, ALFA III has explicitly focused on institutional reforms in HE primarily through university network co-operation. The three Calls for Proposals of ALFA III (published in 2008, 2010 and 2011 respectively) show an increasing tendency to strengthen development goals, such as social cohesion, promote inclusion of disadvantaged or vulnerable groups and to highlight support to the poorest countries in the region.

The Programme's specific objectives are, according to its Guidelines⁶:

- To help improve the quality and relevance and accessibility of HE in LA, particularly for the most vulnerable groups⁷;
- To contribute to strengthening the process of regional integration in the area of HE in LA, fostering progress towards the creation of a Common HE Area in the region and promoting its synergies with the EU System.⁸

To implement the specific objectives, ALFA III had a three-tiered structure in the first Call for Proposals: Joint Projects (Lot 1), Structural Projects (Lot 2) and Accompanying Measures (Lot 3). In the second and third Call, only Joint and Structural Projects were proposed.

In Lot 1 – Joint Projects – financial support was given to university networks with the goal of co-operation at the institutional level with the aim to improve **social cohesion**, mainly in two fields, according to the Second and Third CfP:

1. "Access to HEIs for less privileged social groups, and measures to ensure they complete their study there. (Fostering the participation of HEIs from areas with a low HDI, related to minority groups"⁹;
2. "Links with the labour market and business and public sector (HEI-business-public institutions); promotion of entrepreneurship; applied research in relation to business and the public sector, etc."¹⁰

Lot 2 – Structural Projects – focused on a more **systemic** and/or **regional** impact, and aimed at contributing to reforming processes at the level of HE systems.

1. "Modernisation of HE systems in Latin America (strategic and structural plans);
 - o Governance of HEIs and systems in the LA region with a view to contributing to the process of consolidation of a LA-EU Common HE Area;
 - o Curricular convergence at regional scale;
 - o Common practices at regional scale for quality evaluation, accreditation and academic credits;
2. Social cohesion
 - o Measures at regional level to promote equitable access to HE and social integration for the most underprivileged groups;
 - o University and society: links between universities and their surrounding environment (business, government, civil society, etc.)."¹¹

Lot 3 – Accompanying Measures – targeted "to create synergies between the projects of components I and II, provide methodological support for these projects, and ensure the collection, centralisation and dissemination of the results and best practices from each of

⁵For instance, the budget increased substantially from phase to phase: from EUR 32 million for ALFA I (1994-1999), EUR 54,6 million for ALFA II (2000-2006), it grew to EUR 75 million for ALFA III (2007-2013) The average amount of the 846 approved proposals in ALFA I was of EUR 36,600, in ALFA II (225 approved proposals) of EUR 242,800, and in ALFA III it was raised to an average of EUR 1,500,000 for 51 financed projects.

⁶Cited following the Guidelines 2010 and 2011 (Second and Third CfP). The First CfP differed slightly.

⁷The specific reference to the most disadvantaged or vulnerable groups and to the poorest countries in the region was introduced in the Calls 2010 and 2011. The CfP 2008 did not contain it.

⁸The First CfP had a slightly different wording.

⁹Third CfP, p. 12 (similar, Second CfP, p. 11).

¹⁰Third CfP, p 11. The first CfP was slightly different.

¹¹CfP 3 (p.12f); CfP 1 and CfP 2 have slightly different wordings.

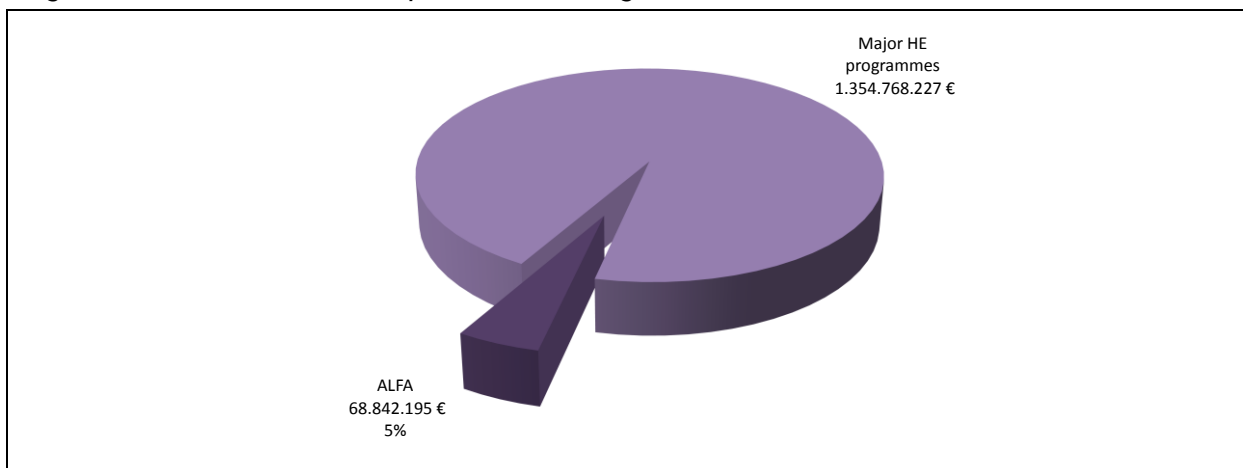
these projects”¹². ALFA III has been administered as a centralised programme by the EU Commission, through DG DEVCO, Regional Unit B2 (with the help of Unit B3 – responsible for financial affairs).

2.2 Overview of financial support

The following presents the key findings of the inventory with regard to the ALFA case study:

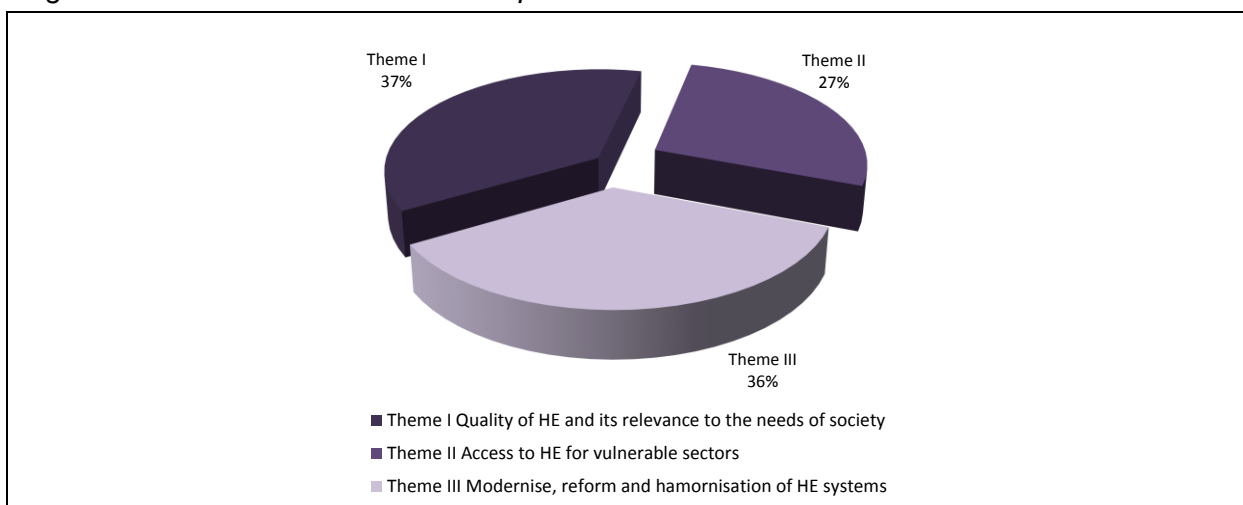
- During the evaluation period, a total of EUR 68.84 million was contracted for ALFA, making out 5% of all of the EU’s support to major higher education programmes.
- By the time of completion of the inventory, a total of EUR 55.98 million of the above-mentioned amount (81%) was already paid out.
- Support was mainly contracted in the years 2008 (23%), 2010 (39%) and 2011 (38%).
- The support was entirely financed by the DCI-ALA instrument.
- Support through ALFA III was divided into three different themes. 37% of all ALFA III support was targeted at Theme I (Quality of HE and its relevance to the needs of society), 27% at Theme II (Access to HE for vulnerable sectors) and 36% at Theme III (Modernise, reform and harmonisation of HE systems).

Figure 2 ALFA III – Proportion of funding



Source: CRIS & EACEA database, Particip analysis

Figure 3 ALFA III – Distribution per theme



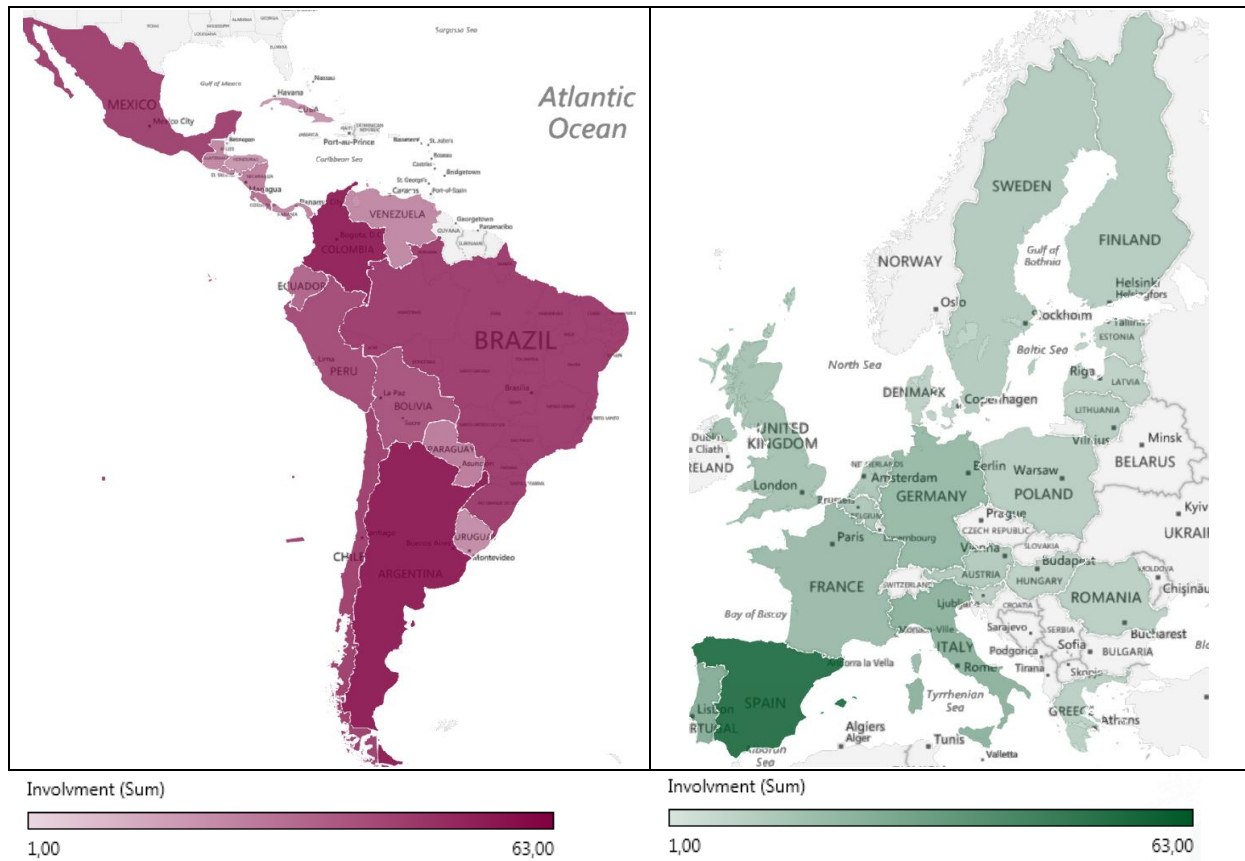
Source: CRIS & EACEA database, Particip analysis

¹²The only project selected (1st CfP), ALFA Observatory, was prematurely closed in 2011.

2.3 Involvements of HEI as participants and co-ordinating institutions

The implementation modality of ALFA III involves a co-ordinating HEI (EU MS or partner country) and several participants (EU MS and partner country). In total involvements of partner country HEIs amount to 612, with Argentine and Colombian HEIs being the most frequently involved. In Europe, Spanish HEIs participated the most often in ALFA III projects, which can be explained partially by having the same official language than 17 out of 18 eligible Latin American countries (the exception is Brazil).

Figure 4 ALFA III – Involvements of HEI in Latin America and the EU



3 Overview of case study selection

For the ALFA III case study the following rules and selection criteria have been applied:

- **Amount of aid:** projects with the highest contracted amounts
- **Temporal coverage:** projects from each of the three ALFA III calls
- **Themes:** at least one project per theme for each ALFA III call.¹³

Based on the above, the following projects have been analysed more in-depth within the case study:

¹³ To achieve sustainable social change, ALFA III projects are relatively evenly distributed along three major themes: Theme I: Quality of higher education and its relevance to the needs of society, creating links between higher education institutions and the job market. Theme II: Enduring access to higher education institutions for the most vulnerable sectors of society. Theme III: Modernise, reform and harmonise higher education systems in Latin America. Both, theme I and III have two sub-topics divided in category a and b.

Table 1 ALFA III – selection of projects

| Title | Theme | Duration | EU contribution € | Focus of case study | | | | | | | | |
|--|-------|-------------------------|-------------------|---------------------|------|------|------|------|------|------|------|------|
| | | | | EQ 1 | EQ 2 | EQ 3 | EQ 4 | EQ 5 | EQ 6 | EQ 7 | EQ 8 | EQ 9 |
| ALFA III 1st Call¹⁴ | | | | | | | | | | | | |
| INNOVA CESAL: Proyecto Innova | Ia | 26/11/2008 - 25/11/2012 | 799,951 | | | ✓ | ✓ | | ✓ | | | |
| JELARE: Joint European-Latin American Universities Renewable Energy Project | Ib | 27/11/2009 - 26/11/2011 | 1,199,997 | | | ✓ | | | ✓ | | | |
| CINDA: Aseguramiento de la calidad: políticas públicas y gestión universitaria | IIIa | 02/12/2008-01/12/2012 | 1,610,542 | | | ✓ | ✓ | | | ✓ | | |
| TELESCOPI: Red de Observatorios de Buenas Prácticas de Dirección Estratégica Universitaria en LA y Europa | IIIa | 05/12/2008 - 04/12/2011 | 2,267,507 | | | ✓ | ✓ | | | ✓ | | |
| ALFA III 2nd Call¹⁵ | | | | | | | | | | | | |
| TRALL: Transatlantic Lifelong Learning: Rebalancing Relations | Ia | 17/01/2011 - 16/01/2014 | 2,473,196 | | | ✓ | ✓ | ✓ | ✓ | | | |
| CELA - Network of Climate Change Technology Transfer Centres in Europe and Latin America | Ib | 16/12/2010 - 15/12/2013 | 1,249,112 | | | ✓ | | | ✓ | | | |
| CID - Conocimiento, Inclusion, Desarrollo | II | 17/01/2011 - 16/01/2014 | 2,062,507 | | | ✓ | ✓ | ✓ | ✓ | | | |
| Tuning: Innovación Educativa y Social | IIIb | 03/01/2011 - 02/01/2014 | 2,574,338 | | | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| ALFA III 3rd Call | | | | | | | | | | | | |
| PARAGUAS: Red Andina de postgrados en gestión integrada de los recursos hídricos | Ib | 22/12/2011 - 21/12/2014 | 1,249,180 | | | ✓ | | ✓ | ✓ | | | |
| MISEAL: Medidas para la inclusión social y equidad en instituciones de educación superior en América Latina | II | 01/01/2012 - 31/12/2014 | 2,448,921 | | | ✓ | | ✓ | | ✓ | | |
| EQUALITY Strengthening women leadership in Latin American HEIs and society | II | 20/12/2011– 19/12/2014 | 1,848,460 | | | ✓ | | ✓ | ✓ | | | |
| Vinculaentorno: Vinculación de las universidades con su entorno para el desarrollo social y económico sostenible | IIIa | 19/12/2011 - 18/12/2014 | 1,230,000 | | | ✓ | | ✓ | ✓ | | | |
| Oportunidad - Open Education practices: a bottom-up approach | IIIb | 01/01/2012 - 30/06/2014 | 864,300 | | | | | ✓ | ✓ | | | |

¹⁴ It should be noted that for Theme II, no project was implemented during the first call for proposals. We have thus included two Theme II projects under the third call for proposals. The projects INNOVA CESAL, CINDA and EQUALITY were co-ordinated by a Latin American institution.

¹⁵ For Theme IIIb, it is suggested to include “Tuning: Innovación Educativa y Social” under the 2nd call for proposals due to the high number of participating institutions involved (156 participating institutions).

4 Information matrix

4.1 EQ 1 on relevance

Not a case study focus

4.2 EQ 2 on alignment

Not a case study focus

4.3 EQ 3 on management, learning, teaching and research

4.3.1 JC 31 Improved management practices

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff | No specific evidence was found in the case study projects. An example of indirect evidence is <i>TELESCOPI</i> , which aimed at establishing a Network of so called Observatories of Best Practices concerning “Dirección Estratégica Universitaria” (Strategic University Leadership) at the network HEIs. First, an operational guideline with the procedures and criteria for the selection of best practices was elaborated and agreed, and, second, a national committee for the evaluation of Best Practices was established. At the end of the ALFA project’s lifetime a co-operation agreement between the participating HEI’s was signed, which established the Telescopi Network of (virtual) national Observatories of best practices (in Strategic University Leadership). They would function as a country-specific website. To assure the quality of the best practices published, every best practices example has to pass an evaluation of a national council of best practices experts (these national councils were established during the ALFA project’s lifetime, but are supposed to work indefinitely without external financial aid. (INFORME DESCRIPTIVO FINAL; P:4) |
| Internal guidelines, rules and procedures to ensure compliance with HE policies are in place and regularly updated | No evidence in project documentation |
| A performance monitoring and assessment system is in place, with adequate resourcing | No evidence in project documentation |
| Application of Bologna process management guidelines to HEIs | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

No direct evidence about improved management practices with defined strategic goals and related objectives was found in the selected case study projects.

An indirect evidence seems to be the (virtual) **observatories of best practices concerning Strategic University Leadership** created at the end (and as one of the results) of *TELESCOPI*. Moreover, some of the analysed ALFA case study projects established internal

guidelines, rules and procedures related to the topic of the specific project, such as fostering access of vulnerable groups to HEIs; installing a unit for gender issues or other special goals. To sum up, only one of the 12 case study projects dealt with HEI management as such (*TELESCOPI*), however the aim of the project was more focused on benchmarking and dissemination of good practices than on direct changes in the government of the network universities.

4.3.2 JC 32 - Improved quality of teaching and learning

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Evidence of efficient M&E instruments for continuous assessment of quality teaching | <p>The reviewed project documentation provided some evidence on ALFA's contribution regarding efficient M&E instruments:</p> <ul style="list-style-type: none"> • A methodology and instruments to collect information about the perceptions of impact of the processes of quality assurance was elaborated and applied, first in a pilot phase, then as definitive application, in <i>CINDA</i>. 25 HEIs of 17 countries participated -13 of Latin America, 4 from the EU (CINDA Project (2012), Informe Descriptivo Final, p.9). • Life Long Learning (LLL) as a new subject of teaching and learning was introduced by <i>TRALL</i>. Pilot projects and courses on this topic were created and quality assurance tools elaborated (See Final Narrative Report Project ALFA TRALL, p. 30) |
| Alternative and flexible learning pathways (including e-learning) offered to undergraduate and graduate students | <p>There is ample evidence in the project documentation which confirms that ALFA projects have addressed alternative and flexible learning pathways in their projects. To illustrate some examples:</p> <ul style="list-style-type: none"> • A main goal of <i>Tuning América Latina</i> was to elaborate study profiles based on (professional) competences of the students. Following the Final Report (p. 15), a survey conducted between the participating HEIs of the project stated that 64% of the participating HEIs have realised changes and reforms of curricula and/or study plans in that sense. • In the <i>INNOVA-CESAL</i>, project guidelines (which include e-learning) to improve the teaching capacity of the academic staff were elaborated. Pilot courses started during the project phase. The step of expanding the new teaching and learning methods into the whole HEI was not taken up during the project lifetime. The report mentions it as a longer lasting process, which would start after the ALFA project's end: "<i>The institutions, their administrative personnel/managers and their academics can compare the benefits of counting on an enriched teaching experience (...) and have the opportunity to extent its benefits to the whole academic staff</i>". (INNOVA-CESAL, Informe Descriptivo Final (2012), p. 9). • <i>JELARE</i> developed and implemented (in a pilot phase) innovative labour market-oriented research and education approaches at participating HEIs in the field of Renewable Energies (Final Narrative Report, p.8, 26f. 29f.). • <i>OportUnidad</i> aimed at fostering an "OEP Agenda": Open Educational Practices and Open Educational Resources as a means to enhance the academic quality of teaching through e-learning (Final Narrative Report, inter alia, p.40). |

| Indicators | Evidence |
|--|---|
| | <ul style="list-style-type: none"> In <i>PARAGUAS</i> five postgraduate courses were established or reformed/modernised, two of them in less developed countries of Latin America. The project elaborated common core subjects and trained staff members from the participating universities. Digital learning materials are available at the project's website, which remains active beyond the EU-funding (Informe Descriptivo Final, p. 3, 9f., 24f.) |
| Evidence of increase in number and academic value of degrees achieved by 1st and 2nd cycle students | <p>During the ALFA III projects' lifetime, improvements in teaching and learning were mainly tested in pilot courses. Therefore, it is difficult to find evidence about an increase in number and academic value of students degrees (1st and 2nd cycle), in the project documents.</p> <ul style="list-style-type: none"> JELARE: A postgraduate programme "Sustainability, Environment and Renewable Energies", which has been developed by the JELARE partners, is implemented at the Bolivian Catholic University. Also in Guatemala a new postgraduate course was created (JELARE Final Report, p. 29 f.). PARAGUAS: The postgraduate courses in water resources created or reformed thanks to the projects does not only evidence an increase in the number of study courses in a very important subject for the Andean region, but also, through the elaboration of up to date learning materials, in academic value. The postgraduate courses focuses explicitly on the problems of water supply and use for vulnerable or marginalised groups (see Informe Descriptivo Final, p. 24f., inter alia). |
| Application of Bologna process guidelines to HEIs teaching and learning organisation, modalities and practices | <p>Some ALFA projects explicitly mention the European experience, although making clear that an adaption to the Latin American environment is necessary (INNOVA-CESAL (2012) Informe Descriptivo Final, p. 9): "<i>The INNOVA-CESAL experience will constitute a reference for the construction of a new paradigm of teaching practice in higher education in Latin America, with reference to, but not replication, of the European experience</i>".</p> <p>The big <i>Tuning América Latina</i> (155 participating HEIs, 144 of LA) which mainly fostered the elaboration of study profiles based on competences, worked out the proposal of a Latin American Reference Credit (CLAR) which is inspired in the European model (but by no means a direct copy of the European Credit Transfer System, ECTS). A dialogue of best practices took place between EU and LA HEIs (Informe Descriptivo Final, p. 5, 9, 14, inter alia).</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Some of the ALFA III case study projects evidenced **innovative improvements in the quality of learning and teaching of the participating HEIs**, due to curricula reforms based on professional competences of the students (*Tuning América Latina*, *INNOVA-CESAL*) on the one hand and enhanced quality assurance methods on the other.

None of the reviewed projects intended a direct application of Bologna process guidelines to HEIs' teaching and learning organization, modalities and practices. However there is sound evidence that the European example (Bologna process) **inspired reform processes in Latin American HEIs** as an example of best practices. The almost

enthusiastic participation of 144 Latin American HEIs in the *Tuning América Latina* (Tuning has been also a prominent project in the predecessor programme ALFA II, 2000 to 2006) clearly illustrates that credit systems, learning centred in students' competences, quality assurance systems etc. are on the agenda of Latin American HEIs. This can also be confirmed looking at the publications of Latin American senior experts and researchers in HE¹⁶. Another example is *CINDA*, Santiago de Chile which co-ordinated the ALFA III Project "Aseguramiento de la calidad: políticas públicas y gestión universitaria", about Quality Assurance in HE. It is difficult to assess an increase in number and academic value of degrees achieved by 1st and 2nd cycle students as it is too early for such kind of results. However, in some of the ALFA projects **innovative pilot courses were established**. It can be expected that these pilot courses will trigger some improvements in teaching and learning (i.e. *MISEAL*, *JELARE* and others).

PARAGUAS should be mentioned as an exceptional case, which achieved to establish respectively to modernise five regular postgraduate courses in water resources in Andean countries.

4.3.3 JC 33 - Enhanced institutional and human capacity and conditions for academic research

| Indicators | Evidence |
|--|---|
| Evidence for adequate resources allocation (equipment and academic/ technical staff) to undertake relevant research | <p>In a number of cases, the reviewed project documentation confirms that ALFA projects addressed the capacities of teaching staff to undertake research.</p> <ul style="list-style-type: none"> In <i>JELARE</i>, a strategic concept for applied research and Technology Transfer in the field of renewable energies was put into practice. The research capacity of the academic and technical staffs of participating universities trained, and the management capacity was also enhanced (See Results in Final Narrative Report, p. 29ff.). In <i>CELA</i>, Climate Change Technology Transfer Centres were established at the LA partner HEIs. Academic and technical staff was trained and thanks to special workshops and training courses the research management skills were enhanced (Final Narrative Report ALFA CELA Project, p.10ff.). <i>PARAGUAS</i> trained staff members of the participating universities in applied research in order to enrich the newly created / reformed postgraduate courses with research components (Informe Descriptivo Final, p.25) <p>There was no direct evidence in the project documentation about adequate equipment due to the ALFA projects. However, it can be assumed that the creation of Technology Transfer Centres (<i>JELARE</i>) or Climate Change Technology Transfer Centres (<i>CELA</i>) at the participating HEIs included the necessary infrastructure and equipment.</p> |
| Increased number of research outputs and outcomes produced by research-active academic staff of partner countries HEIs | <p><i>JELARE</i> developed a strategic concept for applied research (and technology transfer) in the field of renewable energies and implemented pilot modules for research and technology transfer. Yet, it will need some time before measurable outputs (increased number of research outputs) will be achieved.</p> <p><i>PARAGUAS</i> trained staff members of the new / reformed postgraduate courses and enhanced specific common research</p> |

¹⁶ José Joaquín Brunner, Andrés Bernasconi, María José Lemaitre, Norberto Fernández Lamarra, Simon Schwartzman, et al. see bibliography in the annex-

| Indicators | Evidence |
|--|---|
| | activities of the participating universities (Informe Descriptivo Final, p. 5f., 7f. 12f.) |
| Evidence of national and international recognition of improved research capacities of partner countries HEIs | As part of <i>JELARE</i> , a Renewable Energy Technology Demonstrative Centre was inaugurated at the Bolivian Catholic University, which is one of the project partner HEIs, which soon gained a good reputation (JELARE final narrative report, p. 11). In Brazil, the CEDER Centre (Centro de estudos e demonstração de energias renováveis) ¹⁷ at University UNISUL (Florianopolis) was also implemented (ibid., p. 12). The final report informs that - as a spin-off effect of JELARE - nine research projects have been initiated, with a total budget of 3.500.000 € (JELARE Final Narrative Report, p. 26) |

Overall JC assessment with main achievements of the EU support and main lessons learnt

There is evidence that those ALFA III case study projects which aimed at strengthening **research capacity building in a specific subject** achieved their goals. For example, projects provided training on research capacity for staff members and a platform for establishing contacts to technology based companies. The latter allowed the HEI to focus on applied research, mainly in co-operation with the companies. Yet, the reviewed documents did not provide evidence of an increased number of research outputs and outcomes. It can be assumed that this occurred after the ALFA III projects' lifetime.

No direct evidence of national and international recognition of improved research capacities of partner countries HEIs was found, but it can be assumed that the postgraduate courses of *PARAGUAS* - thanks to their increase in applied research capacity - will play a growing role as scientific advisors in the respective national political debates related to water resources, water supply and water issues in general.

4.4 EQ 4 on reform of HE policy

4.4.1 JC 41 - HE policies and strategies reflect national priorities

Evidence at Indicator level

| Indicators | Evidence |
|--|--|
| The number and scope of policy reforms that address national priorities and challenges | <p>A national priority in almost all Latin American countries is social inclusion and especially reduction of poverty. Various ALFA case study projects worked in this field; poverty reduction, fostering vulnerable or disadvantaged groups, gender issues were goals in line with national priorities (e.g. <i>MISEAL, EQUALITY</i>).</p> <p>One important way to contribute to poverty reduction is creating new jobs based on new technologies. Some ALFA III case study projects tried to establish closer links between universities and the labour market needs (e.g. <i>JELARE, CELA</i> in the fields of Renewable Energies and Climate Change; and <i>CID</i> and <i>Vinculaentorno</i>), addressing national priorities and challenges.</p> <p>Moreover, quality assurance in HE is regarded as a national priority in almost all of the Latin American countries. <i>CINDA</i> with a significant number of LA HEIs meets this QA priority (the project includes about 17 Latin American and five European HEIs).</p> |

¹⁷ A documentary film about the CEDER has been produced, which is available at the following link: http://www.4shared.com/video/JOAnXIIS/Video_Final_-_CEDER_JELARE_Bra.html (JELARE Final Narrative Report, p.12).

| Indicators | Evidence |
|------------|--|
| | <p>Also, curricula reforms based on students' competences is a national HE priority in many LA states. <i>Tuning América Latina</i> and <i>INNOVA-CESAL</i> are aligned with this priority, and also aim at strengthening ties between university and labour market.¹⁸</p> <p><i>Tuning América Latina</i> also elaborated a model of social (and educative) innovation for HEIs, which is a new working line within the Tuning projects. The Final Report explains that social innovation is a tool for HEIs to evaluate four areas which are internationally considered as key areas by universities: teaching, research, management and extension. Each of these areas are analysed from the point of view of six dimensions (the curricular and pedagogical dimension, the organizational dimension, environment, internationalization, research and relationship with the neighbourhood). (Informe Descriptivo Final, p. 18, translation from the Spanish original version into English)</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

There is strong evidence that the **ALFA III programme is in line with national priorities in Latin America**. The main objectives of various ALFA III case study projects were focused on social inclusion and poverty reduction, and on removing barriers to HE for vulnerable and marginalized groups (incl. women's access).

In addition, some ALFA projects focused on technology based job creation to satisfy labour market needs, while others addressed national priorities in HE such as quality assurance or curricula reforms based on students' competences.

4.4.2 JC 42 - HE policies and strategies reflect international consensus on good practice

Evidence at Indicator level

| Indicators | Evidence |
|---|--|
| The number of policy reforms that learn from international consensus on good practice | <p>Whilst there are no figures available, there is strong evidence that a number of ALFA III projects engaged in reform processes inspired by international good practices.</p> <ul style="list-style-type: none"> • (Virtual) observatories of good practices and benchmarking between LA and EU were established at HEIs which are part of the network "Red Telescopi" (a result of <i>TELESCOPI</i> see Informe Descriptivo Final, p. 32, and www.telescopi.upc.edu) • Some projects worked on quality assurance in HE. <i>CINDA</i> elaborated a set of QA tools adapted to Latin America, but inspired by international consensus of good practices. (CINDA, Informe Descriptivo Final, p.3) • In <i>Tuning América Latina</i> 155 HEIs worked on a reform of the academic curricula, shifting to study profiles based on professional competences of the students. Workshops and the elaborated readers focussed also on the establishment of a Latin American Credit Reference system (CLAR), inspired from the ECTS (it's not a copy, it is the result of a genuine intra Latin American debate)¹⁹. The process of intra- |

¹⁸ Tuning: 144 Latin American HEIs and associated Institutions of HE policy; INNOVA-CESAL: five network LA HEIs and some associated universities.

¹⁹ Following the Informe Descriptivo Final of the ALFA_ III Project Tuning Latin America (p. 12), the Argentine and the Colombian Governments signed an agreement about binational mobility programme (MACA – Movilidad Académica Colombia Argentina), which refers to the CLAR-system of academic credits.

| Indicators | Evidence |
|------------|---|
| | <p>institutional reforms is still ongoing, therefore at this moment one only can point out that many Latin American HEIs are on the way to this kind of deep curricula reforms. In each country of LA, the respective national tuning centre which were created as a result of ALFA II, is accompanying the ongoing reform processes in the participating universities. In the national tuning centres not only the HEIs, but also the Education Ministries and other institutional key stakeholders are represented (Informe Descriptivo Final ALFA Tuning, p. 14f.).</p> <ul style="list-style-type: none"> • The ALFA projects dealing with Life Long Learning (<i>TRALL</i>), with the university's 3rd Mission (extension, i.e. opening to society –<i>Vinculaentorno</i>), and also with the issue of access to HE by vulnerable groups incl. gender questions (<i>MISEAL, EQUALITY</i>) during the project's lifetime included benchmarking and best practices in their work packages and put it also on their websites (see the final reports of the mentioned projects). |

Overall JC assessment with main achievements of the EU support and main lessons learnt

There is evidence in almost all reviewed ALFA III case study projects that **projects contributed to strengthening international consensus on good practice** in the national HE policies and strategies of Latin American countries.

The **EU-LA dialogue** within the ALFA III HEIs networks **fostered this international benchmarking exercise and inclusion of international good practice.**

4.4.3 JC 43 - National HE institutional framework is equipped to implement national policies and strategies

Evidence at Indicator level

| Indicators | Evidence |
|--|---|
| The number of new institutions established to implement national policies and strategies | Detailed evidence on the number of new institutions to implement policies and strategies due to the ALFA III programme is not available. This can partially be explained by the fact that the biggest ALFA III project, <i>Tuning América Latina</i> , could rely on the National Tuning Centres, which were already established at the end of the ALFA II Tuning project and continued under the successor project. Moreover, most of the quality assurance institutions in LA were established before ALFA III, although some ALFA III projects provided them with new instruments and strength, through benchmarking and best practices (LA and EU) (See <i>CINDA-Reports</i>). |
| The number of reforms in existing national institutions that better equip them to implement national policies and strategies | The ALFA III Programme had an strong impact especially on quality assessment (<i>CINDA</i>), in curricula reform and the creation of a credit point system (<i>INNOVA-CESAL</i>) and in gender issues and inclusion policy (<i>MISEAL, EQUALITY</i>), although it is quite difficult to find concrete evidence outside of the participating HEIs of the ALFA projects mentioned. One could say, the ALFA projects helped to establish or reinforced their topics on the policy agenda of the countries in which the partner universities are located. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

There is limited evidence on the extent to which the national HE institutional framework is equipped to implement national policies and strategies.

Yet it is noteworthy that many ALFA III projects addressed the objectives of national policies and strategies. In many cases the projects induced reforms within the participating HEIs (e.g. curricula reforms; creation of special units; also training of staff on a specific topic). Thus, the ALFA III Programme contributed to reform processes in the Latin American HEIs, fostering their capacity to implement national policies and strategies.

4.5 EQ 5 on inclusiveness

4.5.1 JC 51 - Enhanced equitable access to HE for all groups of society

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| The % of beneficiaries of EU mobility programmes and projects, which have access for vulnerable or under-represented groups as an objective, who are identified as coming from those groups | No evidence available in the project documentation ALFA III was not a programme for academic mobility. The staff mobility within the projects was related with the workshops and meetings of the participating HEIs to achieve the general and specific objectives of the respective project. |
| The number of HEIs that have taken steps to increase access to vulnerable and/or under-represented groups | Being one of ALFA III main objectives, there is <i>ample evidence in the project documentation that ALFA project addressed the issue of increased access to vulnerable groups:</i> <ul style="list-style-type: none"> • One of the main objectives of CID (one of the ALFA structural projects with 17 Latin American partner institutions) was to remove obstacles to access to the university, improving the learning conditions of vulnerable and/or under-represented groups. As the documentation available was not complete, it is not clear if the project managed to fill the bridge between the grass-root courses offered to vulnerable groups during the project's lifetime and eased access to HE (see NotiCID, Número especial, CID en resultados, p. 3ff.) and concrete steps to ease access to HE for those target groups. • MISEAL installed an "Observatorio de Inclusión Social y Equidad" (OIE - Observatory of Social Inclusion and Equity), set up staff training courses at the participating HEIs and established a pilot postgraduate study course: Estudios en Inclusión, Interseccionalidad y Equidad (ESIINE), which already started (MISEAL, Informe Descriptivo Final, p. 7, 23f.). In some of the participating HEIs legal dispositions tackling issues like equity and disability were introduced, first, to create awareness of the problem, second, to establish institutional mechanisms which ease access for disadvantaged people. (Informe Descriptivo Final, p. 41) • EQUALITY dealt with the gender issue, in general and also taking into consideration women as part of vulnerable groups. The project fostered the creation of gender units, of special equity offices or the inclusion of a specific gender subject in some study plans (curricula) at participating HEIs. (Final Narrative Report, p. 4) |

| Indicators | Evidence |
|--|--|
| | <ul style="list-style-type: none"> The postgraduate courses created or reformed through <i>PARAGUAS</i> took care of the issue of the access of vulnerable and/or under-represented groups. (Informe Descriptivo Final, p. 24) |
| The number and scope of HE policy reforms and strategies that promote access to vulnerable or under-represented groups | <p>Some of the ALFA III projects like <i>MISEAL</i>, <i>EQUALITY</i>, <i>OportUnidad</i> and to a certain extent <i>TRALL</i>, created a climate of dialogue focussed on policy reforms and strategies that promote access to vulnerable or marginalised groups.</p> <p><i>Vinculaentorno</i> deals with the relation between HEIs and Society. It aims at strengthening the so called 3rd mission of the university, i.e. services to society (extension), especially in favour of vulnerable groups, aiming at lowering the entrance obstacles to university studies of those groups.</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

One of the *main objectives* of the ALFA III programme was to **contribute to an enhanced equitable access to HE for all groups of society**. Various ALFA case study projects dealt with the obstacles to access to HE for vulnerable and disadvantaged groups. The participating HEIs of the network trained the academic and administrative staff and implemented reforms to remove obstacles and created a greater awareness of the access problems (e.g. *MISEAL*) The ALFA-triggered reform processes at Latin American HEIs evidence its impact, though in a more indirect way.

4.5.2 JC 52 - Equitable access to resources for HEIs, especially those suffering from former disadvantage

Evidence at Indicator level

| Indicators | Evidence |
|--|---|
| The number and scope of reforms taken in partner countries to support HEIs suffering former disadvantage | <p>No evidence in project documentation</p> <p>In Latin America it is difficult to identify HEIs suffering former disadvantage – although there is a bias between HEIs located in or near the capital or in prosperous regions and HEIs which are located in distant or less developed regions of the same country.</p> |
| The number of formerly disadvantaged HEIs that have improved their access to resources | <p>In a broader sense, the ALFA III programme encouraged less developed countries in LA – and also HEIs in less developed parts within a LA country – to participate in and benefit from the projects. This is illustrated by the significant number of smaller and less renowned HEIs (public or private) which participated with good results, as some of the final reports of the ALFA III case study projects reveal (e.g. <i>JELARE</i>, <i>CELA</i>, <i>CINDA</i>, <i>Equality</i>, <i>MISEAL</i> etc., including HEIs of Bolivia, Paraguay and Central American countries.).</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

In Latin America it is difficult to identify HEIs suffering from former disadvantages. There are poorer and less developed countries like most of the Central American Republics, and their HEIs suffer all kind of restrictions. The ALFA programme **contributed – in a broader sense – to foster disadvantaged HEIs of less developed countries** through special incentives to participate (a sort of positive discrimination established in the calls for proposals). Some of the ALFA III case study projects incorporated HEIs of the poorest countries in their networks, which benefited from the learning possibilities and the benchmarking opportunities of the

projects. Yet, it would need a special analysis, beyond the scope of this evaluation, to assess the efficiency of the ALFA programme's positive discrimination²⁰.

4.6 EQ 6 on responsiveness to labour market needs and brain circulation

4.6.1 JC 61 - Strengthened institutional set-up in the HEIs to respond to labour market needs in specific professional qualifications

Evidence at Indicator level

| Indicators | Evidence |
|--|---|
| Evidence for follow up of labour market trends by HEIs ad hoc set-up | <p>The project documentation of various ALFA case study projects provided evidence for follow up of labour market trends, e.g. through training of university staff, establishing or supporting specific centres and integrating certain issues of interest in study components:</p> <ul style="list-style-type: none"> • ALFA case study projects trained the university staff of the participating HEIs to develop and implement labour-market oriented research and teaching successfully (see <i>JELARE</i>, aiming at reinforcing links between universities and labour market in the field of renewable energies (S. Final Narrative Report, p.6ff.). • In a similar way, <i>CELA</i> created climate change technology transfer centres to enhance co-operation with specialized enterprises (s. Final Narrative Report, p. 12f. 35f.). • Strengthening the service and extension function of the participating HEIs, in <i>CID</i>, the local CID centres (CCL) were created, which established an intensive dialogue with labour market sectors in vulnerable situations, municipal institutions and NGOs to elaborate a consensus about the needs of this sector. In a second step, training courses on grass root level were set up. The central idea was to empower the direct beneficiaries through the PAC method (Pacto para el Aprendizaje y el Conocimiento – Learning and Knowledge Agreement) to compete better on the market (S. Número especial NotiCID, “CID en resultados”, p. 2ff). • Moreover, <i>PARAGUAS</i> through the component in applied research and through a broader systemic approach to the core issue water resources of the reformed (or newly created) postgraduate courses illustrate an approximation to national labour market needs (Informe Descriptivo Final, p. 25). |
| Evidence for exchange between employers and HEIs on teaching/learning process and outcomes | <p>As a result of <i>JELARE</i>, the Bolivian partner HEI (Universidad Católica Boliviana) decided to establish a bachelor programme in Engineering of Energy Resources and a master programme in Energy Planning and Management, and the Brazilian partner “promoted a number of seminars and meetings with entrepreneurs and local and state government authorities” (Final Narrative Report, p. 8). Other ALFA case study projects included similar actions.</p> <p><i>CID</i> established close links between the local CID centers at the participating universities or rector’s conferences and vulnerable sectors of labour market, followed by special training courses, mostly at grass root level (see NotiCID, número especial, CID en</p> |

²⁰ The ongoing final evaluation of the ALFA III Programme will certainly include this issue.

| Indicators | Evidence |
|---|--|
| | resultados, 3ff.) |
| Existence of mechanisms to reflect labour market needs in degree programmes and related curricula | <i>Tuning América Latina</i> aimed at study profiles based on competences related to labour market needs. About 64% of the participating universities answered in a questionnaire that they started the corresponding reform process within their institution (Informe Narrativo Final, p. 15). <i>Tuning América Latina</i> set up a methodology to incorporate the analysis of future scenarios of social needs and political, economic and cultural changes in the curricula reform (Informe Narrativo Final, p. 18), |
| Existence of mechanisms for interchange between universities and public and private sector production- and services-providing organisations | CID through its “Centros CID Locales” offered capacity building for micro-entrepreneurial women (mujeres microempresarias). (s. NotiCID, número especial, CID en resultados, 3ff) |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Responsiveness of HEIs to labour markets needs is one of the main objectives of the ALFA programme. The evidence of the analysed ALFA III case study projects which focused on this general objective shows that **in most of the cases important measures were undertaken** at the participating HEIs to establish **a closer relationship with the labour market**. Staff training programmes, curricula reforms based on student’s professional competences, among other reforms, were fostered, induced by the respective ALFA III project’s goal.

Some former ALFA networks evidence a high degree of success in establishing closer links to the market needs – i.e. through new study courses linked to market oriented technological issues (*JELARE*, *CELA*). Other networks engaged in university extension projects (some at the grass root level like *CID*) which do not seem to easily lead to improvements in the core activities of the institution (like the delivery of study courses).

4.6.2 JC 62 - Increased ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries

Evidence at Indicator level

| Indicators | Evidence |
|--|---|
| Institutionalised opportunities to students for gaining practical experiences (apprenticeships, internships) | As ALFA III is not a mobility programme, thus evidence in the analysed case study projects is quite weak. Nevertheless, some projects managed to provide opportunities of apprenticeships or internships for students (e.g. <i>JELARE</i> final report (2012), p, 24). <i>PARAGUAS</i> , Informe Descriptivo Final, p. 20ff.) |
| Evidence of relative match of HE learning outcomes with qualifications required by the labour market | Some of the ALFA case study projects showed evidence of a close co-operation between participating HEIs and the private sector (<i>JELARE</i> Project on Renewable Energies; <i>CELA</i> on Climate Change, also <i>PARAGUAS</i>). In a more general approach, <i>Tuning América Latina</i> in the context of study course reforms based on student centred professional competences aims, inter alia, to fit better with labour market requirements than the traditional academic teaching. The (smaller) <i>INNOVA-CESAL</i> had similar results with the curricula reforms based on competences (for both, see the respective Informe Descriptivo Final). |
| Employment rate of graduates (levels 6, 7, 8) | The ALFA III programme is not an academic mobility programme. The documents (mainly reports to the EU) of the |

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| from HEIs having participated in exchange programmes compared to non-participants | analysed ALFA III case study projects do not include evidence about results of tracer studies which compare graduates from HEIs having participated in exchange programmes with graduates who have not. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

As the ALFA III Programme is not a mobility programme, it is difficult to find evidence for the indicators related to study periods or degree studies abroad.

Yet, it is very likely that the study profile reforms based on the students' professional competences and other improvements related to labour market needs which ALFA III Projects promoted, will ease the access of HE graduates into the labour market.

4.6.3 JC 63 - Enhanced internationalisation of HEIs and individuals in partner countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Number and scope of academic co-operation networks and links | Each of the 12 analysed ALFA III case study projects confirmed in its (final) report that the university network established through the project will continue beyond the ALFA project's lifetime. The final reports explained in detail the measures taken to assure the continuity and sustainability of the co-operation network once financing through the ALFA programme had come to an end. To illustrate two examples: <ul style="list-style-type: none"> • The university partners of the <i>TELESCOPI</i> network will continue working on benchmarking and best practices within LA and also between the European and the LA members through the Network of Observatories (Informe Descriptivo Final, p. 32). • <i>MISEAL</i> – inter alia – also established mechanisms which should ensure sustainability of the network (see Informe Descriptivo Final MISEAL, inter alia, p. 15ff.). |
| Trends of postgraduate students returning to their home countries after their studies abroad | No evidence in project documentation (As ALFA III it is not a mobility programme). |
| Trends of exchange of academic personnel between HEIs at global and regional level | No evidence in project documentation The staff mobility within the programme was almost exclusively directed to achieve – through workshops, symposia and (national or international) conferences – the general and specific objectives of the respective project (between others, curricula reform; teaching and learning improvements, management reforms, quality assurance, etc.) |
| Trends in former grantees of partner countries having worked at EU HEIs | No evidence in project documentation (As ALFA III it is not a mobility programme). |

Overall JC assessment with main achievements of the EU support and main lessons learnt

There is sound evidence that the ALFA III programme **significantly increased the number and scope of academic co-operation networks and links**. More than 600 HEIs from Latin America participated in 51 academic networks. Most (almost all) of the ALFA III case study

projects analysed, created networks which function in an autonomous way after the project ends, that means without EU-ALFA financial support, and continue aiming to achieve the goals of the project (for instance, the former pilot study courses change to regular courses).

As ALFA III programme is not a mobility programme, no evidence was found for the other three indicators, related to results of academic mobility. The staff mobility in ALFA III was almost exclusively focused on workshops, meetings and conferences with the aim of achieving the project's objectives. But – and this can be considered an important collateral benefit. Yet, in many cases the participating staff members developed through these different meetings mutual confidence and trust among them (intra-LA, EU-LA, intra EU), laying the basis for future co-operation projects (i.e., some ALFA III projects – like *MISEAL* - applied for Erasmus+ funding).

4.7 EQ 7 on intra-regional harmonisation

4.7.1 JC 71 - Strengthened inclusive regional co-operation on harmonisation

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| Regional dialogues on HE established or supported | <p>There is ample evidence in the project documentation confirming that ALFA project strongly contributed to establishing regional dialogues. To illustrate some examples:</p> <ul style="list-style-type: none"> • In <i>CINDA</i> “Quality Assurance: public policies and university management”, more than 20 HEIs co-operated in improving the quality assurance management in HE through producing manuals, tools, guidelines etc. 13 countries of LA and five of the EU were involved in the regional and EU-LA dialogue on QA (Informe Descriptivo Final, 2012). • The Observatories on Strategic University Leadership (Dirección Estratégica Universitaria), a result <i>TELESCOPI</i>, are an example of strengthened regional co-operation. The HEIs of the Red Telescopi learn – through best practices and benchmarking – lessons from the experiences of their network partners (Informe Descriptivo Final, p. 16f.). • <i>Tuning América Latina</i> aiming at study profiles based on professional competences and also proposing a Latin American Reference Credit System (CLAR) – fostered a vivid regional dialogue on these issues. In some countries (e.g. Chile) first legal reforms regarding a standardised credit system will take place, probably in the near future (Informe Descriptivo Final, p. 9). • <i>MISEAL</i> fostered a regional dialogue on equality of access to university (vulnerable and other disadvantaged groups) and created an Observatory of Social Inclusion and Equity which disseminates best practices in the region (Informe Descriptivo Final 15f.). • <i>EQUALITY</i> fostered regional dialogue on gender issues and access for women to university (Final Narrative Report, p. 4f.). |
| Regional organisations have HE agenda and play active role towards harmonisation of national HE systems | <p>Quite an active role is played by the Consejo Superior Universitario Centroamericano (CSUCA), a regional association of state HEIs in Central America. CSUCA is partner in some of the HE networks created through ALFA III projects. However, evidence that these ALFA III projects induced the regional debate is weak, because issues like quality assurance and the creation of a Central American Accreditation and Evaluation Agency are on the policy agenda of CSUCA since more than 15</p> |

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| | <p>years and some EU MS played an important role at that moment.</p> <p>Something similar is valid for the “Mercosur Educativo”. Some harmonisation initiatives in quality assurance have been initiated to recognise diplomas and study semesters abroad, however in general the partner countries of Mercosur Educativo follow their own agenda.</p> <p>Nevertheless: in both cases it is true that the ALFA III programme as a whole has been a strong incentive, perhaps a trendsetter, for an intensified regional policy dialogue in HE in Latin America (at national and regional level, but also with European HEIs and HE organizations).</p> |
| Increased participation of non-state stakeholders (civil society, private sector etc.) in regional dialogues | <p>In most of the ALFA III projects links were established with non-state stakeholders in order to have closer inter-action and a broader dialogue on reform issues between HEIs and society (labour market, NGOs, marginalised groups, educational bodies etc.). This is for instance the case for <i>Tuning América Latina</i>; <i>CINDA</i>; <i>MISEAL</i>; <i>JELARE</i> and <i>CELA</i>.</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

One of the visible strengths of the ALFA III programme is its **role in facilitating and supporting regional dialogues on HE**. In fact, every ALFA III project was designed to facilitate a structured dialogue of the network partners (LA- and EU-HEIs) on HE themes. Harmonisation of the HE systems in LA was one of the most important issues:

- Benchmarking and good practices in quality assurance;
- Curricula reforms based on competences,
- Special actions to remove access obstacles to Higher Education for vulnerable / marginalised groups (incl. gender issues);
- Closer co-operation with labour market forces etc.

The ultimate goal of these project network dialogues was to pave the road to a harmonisation of regional HE policy and strategies.

4.7.2 JC 72 - Advanced standardisation of HE at regional level

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Number and scope of partnerships among HEIs at regional level | <p>Each of the analysed ALFA III case study projects created, widened or strengthened the partnerships with all or most of the other HEIs involved in the Project (e.g. <i>INNOVA-CESAL</i>, <i>CINDA</i>, <i>Tuning América Latina</i>, <i>TELESCOPI</i>, <i>MISEAL</i>, <i>EQUALITY</i>)</p> <p>In some cases, after finishing the ALFA III project, new Latin American partners entered the former ALFA university network, consolidating it at a regional level.</p> <p>Some of the HEIs networks established or consolidated thanks to ALFA projects made great efforts to keep the network alive when financing through ALFA finished. They continued working with own or new external funding on the targets and objectives of the former ALFA III project.</p> |
| Number and scope of agreements on mutual recognition of qualifications | <p>Some ALFA III projects paved the way to agreements on mutual recognition of qualifications through curricula harmonisation and reform of the learning and teaching approach in the participating HEIs (<i>INNOVA-CESAL</i>; <i>CINDA</i>, <i>Tuning América Latina</i>, <i>JELARE</i>, <i>MISEAL</i>, see their final reports).</p> |

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| | <p>However, it is difficult to assess the number and scope of agreements on mutual recognition of qualifications.</p> <p><i>Tuning América Latina</i> elaborated a proposal of a Latin American Reference Credit (Crédito Latinoamericano de Referencia - CLAR), inspired by the ECTS. The Argentine and the Columbian governments signed an academic mobility agreement (MACA – Movilidad Académica Colombia Argentina), in which the recognition of the credits acquired by the students at the guest university will be done using the mentioned Latin American Reference Credit (CLAR) (Informe Narrativo Final, p. 15).</p> |
| <p>Joint or collaborative degree programmes established</p> | <p>Although the reviewed project documentation do not mention the establishment of joint or collaborative degree programmes, some of the ALFA III case study projects aimed at a harmonisation of curricula and learning and teaching methods. The achievements make it significantly easier to establish a joint or double degree programme (e.g. <i>INNOVA-CESAL</i>, <i>Tuning América Latina</i>).</p> <p>As a result of <i>MISEAL</i>, a PhD-course (Inclusión, Interseccionalidad y Equidad) was created. Some of the network HEIs worked on the legal framework necessary for a collaborative degree. (Informe Descriptivo Final, p. 20ff.)</p> |
| <p>Strategic partnerships with a balanced involvement of business and HE established</p> | <p>In the analysed ALFA III case study projects evidence about strategic partnerships with a balanced involvement of business and HE established was weak. Some business and labour market oriented projects like <i>JELARE</i> and <i>CELA</i> went in closer contact with business. Their orientation was directed towards applied research, if possible with industries. However, to achieve a strategic partnership between business and HEIs seems to be something which more likely could happen in the future.</p> |

Overall JC assessment with main achievements of the EC support and main lessons learnt

With regard to an advanced standardisation of HE at regional level, there is **sound evidence about the great (and clearly increased) number and scope of partnerships among HEIs at regional level**, but it is far more difficult to assess the number and scope of agreements on mutual recognition of qualifications. Nevertheless, it seems that first concrete results were achieved. The academic mobility programme between Argentina and Columbia, agreed by the governments of these countries, will be based on the Latin American Reference Credit (CLAR), elaborated by *Tuning América Latina* (Informe Narrativo Final, p. 15).

Even more difficult is an assessment of the number of joint or collaborative degree programmes established as a result of the ALFA III programme. One is the PhD-course created by Latin American HEIs which participated in *MISEAL*, actually in a pilot phase. Perhaps in a few years more new joint or collaborative degree programmes will be visible and better known.

Various ALFA III case study projects aimed at creating closer links to labour market and business, but there is **little evidence that strategic partnerships with a balanced involvement of business and HE have been established**. This affirmation does not mean the failure of these projects, but sizes down a little bit the outputs and expected results of the projects. Again, possibly in a few years strategic partnerships between HE and business can be assessed, perhaps they need time to mature.

4.8 EQ 8 on modalities and instruments

4.8.1 JC 81 - Responsiveness of the instruments and aid modalities to the national and regional context in partner countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| Aid delivery methods, instruments ²¹ and channels are selected based on a thorough analysis of partner country needs | The documents at the individual ALFA III project level do not provide evidence about a thorough analysis of partner country needs. In view of the fact that the ALFA III programme is a successor of the successful ALFA I and ALFA II programme phases, it is highly probable that the delivery methods and channels were selected not only based on a thorough analysis of the needs of the Latin American partner countries, but also in a process of dialogue which included not only the respective governments, but also stakeholders of the civil societies. As ALFA III is a regional programme, covering 18 Latin American countries, it is difficult to assess the extent to which the EU could have taken into consideration the specific partner country needs of each of these countries. |
| Evidence of qualifying justification of intervention levels (region vs. country-level) | Although there is no direct evidence at the ALFA III case study level of a qualifying justification of intervention levels, the grounding documents of the programme clearly show the concern about these issues. Therefore, in accordance with prior phases of the programme (ALFA I and ALFA II), the programme was created establishing co-operation at a regional basis. Stakeholders in LA pointed out that the regional approach (intra-regional HEI networks) was one of the major assets of the programme, which made the difference compared to programmes of MS, which almost all work at the country level. |
| Evidence that aid delivery methods used to support HE were adapted to changing environments where relevant (e.g. geopolitical or socio-economic evolutions) | No evidence in project documentation |
| Evidence that the aid delivery methods and channels used have efficiently contributed to ownership of HE by national stakeholders | No direct evidence, but in general, the positive response and high number of applications to the CfPs of ALFA III show that there was a strong interest of HEIs in EU and Latin America to participate. The aid delivery methods – one lead HEI of the network administers the funds for the whole network – allowed a horizontal and consensus based management of the project funds, a method which basically was considered very appropriate by beneficiary HEIs. |

Overall JC assessment with main achievements of the EC support and main lessons learnt

At the ALFA III case study level no direct evidence could be found regarding the responsiveness of the instruments and aid modalities to the national and regional context in

²¹ The instruments include: The European Development Fund (EDF), The Development Co-operation Instrument – thematic and geographic components (DCI), and The European Neighbourhood and Partnership Instrument (ENPI).

partner countries. Moreover, no direct evidence of qualifying justification of intervention levels (region vs. country-level) could be found. Nevertheless, it is important to emphasise that the ALFA III phase represented the continuity of the predecessor phases (ALFA I and ALFA II), successful programmes also with a regional approach. It was specifically this **regional approach which distinguished the EU-support for HE through ALFA from co-operation programmes of EU member states operating on a bilateral basis.**

In the project reports the aid delivery methods are not mentioned specifically, however from the context of the reports it can be concluded that the methods were considered as being appropriate by beneficiary HEIs.

4.8.2 JC 82 - Mutual understanding of European and Partner Countries' HE promoted

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Evidence of a better understanding of European standards and tools (EQF, Tuning, ECTS, the Diploma Supplement, the National Academic Recognition Information Centre (NARIC) network) | Through various ALFA III projects like <i>CINDA</i> , <i>Tuning América Latina</i> , <i>INNOVA-CESAL</i> , <i>Telescopi</i> which worked on issues like quality assurance (especially <i>CINDA</i>), and standardised and therefore transferable credit points (<i>Tuning América</i>), the European standards and tools were used as examples of best practices in the intra-regional Latin American academic discussions. |
| Enhanced use of European instruments (as mentioned above) and their recognition as global standards | There is no evidence in the ALFA III case study projects of “enhanced use of European instruments (..) and their recognition as global standards”, but there is thorough evidence that these European instruments served as models or examples of best practices and inspired the reform discussions within the participating Latin American HEIs of the ALFA III projects (see e.g. JC42). |
| Europe's own standards and tools strengthened as the result of policy dialogues and knowledge of partner countries' education systems and instruments (for example through the Bologna process) | No direct evidence. But there is an important aspect to be taken into account: The intensive dialogue on academic standards and tools between EU und LA HEIs not only enriched the Latin American partners, but also the Europeans, who had the opportunity to reflect on their own standards and procedures, when explaining them to the partners. |

Overall JC assessment with main achievements of the EC support and main lessons learnt

Evidence that the ALFA III programme **promoted mutual understanding of European and partner countries' HE** is strong. Many of the analysed ALFA III case study projects used the European standards and tools (inter alia, quality assurance framework, ECTS) as models of best practices and fostered a dialogue on standardisation and tools in Latin American HEIs. These standards and tools are inspired by the European examples, but fully adapted to regional needs and not a simple copy from Europe. The ALFA III projects fostered the inter-regional policy dialogue between the EU and LA partner HEIs, a dialogue which strengthened the visibility of European standards.

4.8.3 JC 83 - EU support has been delivered in a timely fashion, minimising costs for all parties involved

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Disbursement rates by financing modalities and channel | In the majority of the ALFA case study projects, the reports (especially the Final Reports) illustrate a positive judgement about the disbursements and financing modalities. However, there are some occasions where the Final Reports provide some critical comments about delays of the disbursements which somehow affected the smooth development of the project. (<i>MISEAL</i> , Informe Descriptivo Final, p. 54); <i>CINDA</i> , Informe Descriptivo Final, p. 22, <i>TELESCOPI</i> , Informe Descriptivo Final, p. 33). |
| Frequency of delays in implemented interventions related to HE | In the ALFA case study projects, some of them suffered some delays in the payments, affecting the time schedule of the actions of the project. (<i>MISEAL</i> , <i>CINDA</i> , <i>TELESCOPI</i> ; and but due to delays of the project's audit, in <i>PARAGUAS</i> (S. Informe Descriptivo Final, p. 38) |
| Evidence that the implementing HEI and other stakeholders' capacity and experience were adequate to achieve the objectives of the support | The reports of the ALFA case study projects reflect the coordinator's adequate capacity and experience to achieve the objectives of the support. |
| Evidence of synergies between the different EU financial instruments used in the area of HE | No evidence in project documentation |

Overall JC assessment with main achievements of the EC support and main lessons learnt

At the ALFA III case study project level in general, the reports show a high degree of satisfaction with the administrative and financial procedures. Some projects complained about delays in disbursements due to bureaucratic reasons, which produced the necessity of new scheduling.

4.9 EQ 9 on coherence and synergies

Not a case study focus

5 Annex

5.1 Annex 1: Detailed overview of ALFA III projects

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|--|--------------------------|--------------------|
| 2008 | ALFA Observatory (component III-Accompanying Measures) | 512,912 € | 512,912 € |
| 2008 | ASEGURAMIENTO DE LA CALIDAD: POLÍTICAS PÚBLICAS Y GESTIÓN UNIVERSITARIA | 1,025,535 € | 1,025,535 € |
| 2008 | C - PRO - Intervenção na Promoção - Competências para o Progresso - Curricular e Empresarial | 545,021 € | 545,021 € |
| 2008 | El Gate-European Latin American University Cooperation Gate | 742,884 € | 742,884 € |
| 2008 | INCA: Promotion of Internationalisation in Central America | 807,397 € | 807,397 € |
| 2008 | INNOVA-CESAL | 719,956 € | 719,956 € |
| 2008 | Joint European-Latin American Universities Renewable Energy Project (JELARE) | 1,183,700 € | 1,183,700 € |
| 2008 | kick start II New ways to teach innovation | 818,778 € | 744,951 € |
| 2008 | Latin American Intellectual Property Network (PILA) | 2,168,395 € | 2,168,395 € |
| 2008 | Red de Observatorios de Buenas Prácticas de Dirección Estratégica Universitaria en América Latina y Europa” . | 1,896,445 € | 1,896,445 € |
| 2008 | Reform and Development of Masters programs "Animal Science" at 7 Universities in 4 Latin American countries | 864,531 € | 864,531 € |
| 2008 | THE SAPUVETNET III PROJECT: Contributing to the Millennium Development Goals through the One Health Concept | 714,269 € | 714,269 € |
| 2008 | USO+I: Universidad, Sociedad e Innovación. Mejora de la pertinencia de la educación en las Ingenierías de AL | 826,677 € | 826,677 € |
| 2008 | VERTEBRALCUE | 2,962,917 € | 2,962,917 € |
| 2010 | ALTER-NATIVA “ Referentes curriculares con incorporación tecnológica para facultades de educación en las áreas de lenguaje, matemáticas y ciencias, para atender poblaciones en contextos de diversidad” | 1,203,857 € | 1,087,958 € |
| 2010 | CapWEM - Capacity development in Water engineering and Environmental Management | 1,247,993 € | 1,015,839 € |
| 2010 | CELA - Network of Climate Change Technology Transfer Centres in Europe and Latin America | 1,249,113 € | 1,173,810 € |
| 2010 | CESAR: Contribución de la Educación Superior de América latina a las Relaciones con el entorno socioeconómico | 1,249,972 € | 1,124,975 € |
| 2010 | CID - Conocimiento, Inclusion, Desarrollo | 2,062,507 € | 1,856,256 € |
| 2010 | empty | 913,444 € | 816,513 € |

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|---|--------------------------|--------------------|
| 2010 | Generación de procesos de integración regional intercultural en Estudios Superiores en la región de Madre de Dios (Perú), Acre (Brasil) y Pando (Bolivia) | 321,953 € | 321,953 € |
| 2010 | GUIA. Gestión Universitaria Integral del Abandono | 1,118,561 € | 1,006,705 € |
| 2010 | IGUAL- Innovation for Equality in Latin American University (Innovación para la Igualdad en la Universidad de América Latina) | 790,737 € | 711,663 € |
| 2010 | La Universidad en el campo: Programa de Formación Superior Agropecuario para jóvenes rurales | 1,179,950 € | 1,061,494 € |
| 2010 | PROGRAMA MARCO INTERUNIVERSITARIO PARA UNA POLÍTICA DE EQUIDAD Y COHESIÓN SOCIAL EN LA EDUCACIÓN SUPERIOR | 2,836,148 € | 2,552,533 € |
| 2010 | RED EUROCENTROAMERICANA PARA LA MEJORA DE LA SOSTENIBILIDAD Y CALIDAD DE LAS MIPYMES: Área de conocimiento y Programa formativo común de postgrado – RED EURECA | 973,012 € | 875,711 € |
| 2010 | Red para el desarrollo de metodologías biofarmacéuticas racionales que incrementen la competencia y el impacto social de las Industrias Farmacéuticas Locales. (Red-Biofarma) | 1,017,034 € | 675,881 € |
| 2010 | SERIDAR Sociedad rural, economía y recursos naturales – Integrando competencias en el desarrollo rural | 1,248,756 € | 660,314 € |
| 2010 | Sistema Integral de Información sobre las Instituciones de Educación Superior de América Latina para el Área Común de Educación Superior con Europa (INFOACES) | 1,943,473 € | 1,535,449 € |
| 2010 | Towards Sustainable Financial Management of Universities in Latin America - SUMA | 2,330,288 € | 2,097,259 € |
| 2010 | Transatlantic Lifelong Learning: Rebalancing Relations (TRALL) | 2,473,195 € | 2,225,876 € |
| 2010 | TUNING AMÉRICA LATINA: INNOVACIÓN EDUCATIVA Y SOCIAL | 2,574,338 € | 2,316,904 € |
| 2011 | ADU_2020: The restructuring of Higher Education for the 21st century in the Expanded Field of Architecture, Design and Urbanism | 2,158,895 € | 1,364,415 € |
| 2011 | ALFA Coordination Event | 199,391 € | 199,391 € |
| 2011 | ALFA Coordination Event Buenos Aires 2012 | 184,450 € | 184,450 € |
| 2011 | ALFA Programme Communication and Visibility | 142,056 € | 85,234 € |
| 2011 | ALFA-PUENTES: Building Capacity of University Associations in fostering Latin-American regional integration | 2,753,241 € | 2,477,917 € |
| 2011 | BUILD: Boosting an Entrepreneurial Culture and University-Industry Linkages for Development in Central America | 983,744 € | 698,033 € |
| 2011 | Desarrollo de Programa para Líderes en | 904,126 € | 484,076 € |

| <i>Contract year</i> | <i>Contract Title</i> | <i>Contracted amount</i> | <i>Paid amount</i> |
|----------------------|--|--------------------------|---------------------|
| | Transferencia Tecnológica " d-PoLiTaTE" | | |
| 2011 | DevalSimWeb-Desarrollo de competencias profesionales a través de la evaluación participativa y la simulación utilizando herramientas web | 984,796 € | 739,762 € |
| 2011 | DHES – Red Derechos Humanos y Educación Superior | 992,362 € | 632,312 € |
| 2011 | El acceso y el éxito académico de colectivos vulnerables en entornos de riesgo en Latinoamérica | 899,062 € | 518,299 € |
| 2011 | Equality - Strengthening Women Leadership in Latin American HEIs and Society | 1,848,460 € | 1,171,643 € |
| 2011 | ESVI-AL (Educación Superior Virtual Inclusiva - América Latina): Mejora de la Accesibilidad en la Educación Superior Virtual en América Latina | 1,250,000 € | 796,483 € |
| 2011 | Fomento del emprendimiento en la educación superior para mejorar la inserción de los profesionales al mercado laboral del sector agroalimentario potenciando el desarrollo socioeconómico de la región Latinoamericana | 849,044 € | 533,676 € |
| 2011 | Formación Universitaria para la Profesionalización del Personal Auxiliar de Enfermería | 1,248,534 € | 750,106 € |
| 2011 | Latin American Open Book Initiative - LATIn | 993,202 € | 702,213 € |
| 2011 | Medidas para la inclusión social y equidad en Instituciones de Educación Superior en América Latina (MISEAL) | 2,448,922 € | 1,578,177 € |
| 2011 | OportUnidad - Open educational practices: a bottom-up approach in Latin America and Europe to develop a common Higher Education Area | 864,300 € | 563,056 € |
| 2011 | PARAGUAS-RAPGIRH: Red Andina de postgrados en gestión integrada de los recursos hídricos | 1,249,181 € | 303,418 € |
| 2011 | RELETRAN: Red Latinoamericana - Europea de Trabajo Social Transnacional | 965,409 € | 629,485 € |
| 2011 | SPRING (Social responsibility through PRosociality based INterventions to Generate equal opportunities) | 1,245,696 € | 816,013 € |
| 2011 | Universidades estratégicas: red de universidades para la promoción de la planificación estratégica participativa | 1,000,000 € | 611,793 € |
| 2011 | Vinculación de las universidades con su entorno para el desarrollo social y económico sostenible (VINCULAENTORNO) | 1,230,000 € | 737,786 € |
| 2011 | Virtual classroom of mathematics and mentoring | 904,717 € | 572,482 € |
| 2014 | TRALL Transatlantic Lifelong Learning: Rebalancing Relations | 18,860 € | 0 € |
| | Total | 68,842,195 € | 55,982,903 € |

5.2 Annex 2: List of documents and main sources of information consulted

5.2.1 List of documents

ALFA III INNOVA-CESAL CRIS 2008/161-350

- Grant contract signed
- INNOVA-CESAL informe descriptivo final
- PS. Sinopsis del Proyecto Innova-Cesal
- Ficha de recopilación de conclusiones
- Response sheet

ALFA III JELARE CRIS 160-938

- Description Jelare
- LF.JELARE
- III-17 JELARE Final narrative Report

ALFA III CINDA CRIS 161-104

- Grant contract CINDA
- III-42 CINDA Informe final

ALFA III TELESCOPI CRIS 161-211

- Anexo VI - Informe Descriptivo Final

ALFA III TRALL CRIS 245-361

- TRALL Final Narrative Report

ALFA III CELA CRIS 254-782

- DESCRIPTION CELA
- Final Narrative Report
- LF.CELA

ALFA III CID CRIS 245-484

- Noticiid
- CID Final report

ALFA III Tuning CRIS 254-963

- Project Application Tuning
- LF Tuning
- Grant contract appendix Tuning
- Tuning Informe Descriptivo Final

ALFA III PARAGUAS-RAPGIRH CRIS 264-919

- Description RAP GIRH
- Detailed Contract from RAP GIRH
- Grant Contract RAP GIRH
- Anexo I
- Contrato de subvención a proyectos 264-919
- Ficha CRIS
- PARAGUAS RAPGIRH Informe Descriptivo 2014 Final Report

ALFA III MISEAL – CRIS_279-049

- Description MISEAL
- LF.Miseal
- MISEAL Informe descriptivo final

ALFA III EQUAL CRIS 279-455

- Description EQUAL
- LF.EQUAL
- EQUALITY Final Narrative Report

ALFA III VINCUL – CRIS 264-923

- Project Application Vincul
- Vinculaentorno Informe Descriptivo Final

ALFA III OPORTUNIDAD CRIS 279-705

- Description Oportunidad
- LF.Oportunidad
- OPORTUNIDAD Final Narrative Report

5.1.1 5.2.2 Other main sources of information (website, etc)

Webpage Red INNOVA CESAL: www.innovacesal.org

Webpage JELARE: www.jelare-project.leu –link to follow up-project: www.regsa-prject.eu

Webpage CINDA: www.Cinda.cl

Webpage TELESCOPI: www.telescopi.upc.edu

Webpage TRALL: www.alfa-trall.eu/project

Webpage CELA: www.cela-project.net

Webpage CID: www.alfacid.fondazionecruis.it

Webpage Tuning: www.tuningal.org

Webpage PARAGUAS: www.redandina-paraguas.net

Webpage MISEAL: www.miseal.net

Webpage EQUALITY: www.equality-network.net

Webpage vinculaentorno: www.vinculaentorno.org²²

Webpage OportUnidad: www.oportunidad.project.eu

Mid-Term Evaluation ALFA III. Final Report, Project No. 2010/244887.

Aboites, Hugo: La medida de una nación. Los primeros años de la evaluación en México. Historia de poder, resistencia y alternativa (1982-2012) (2012). México: CLACSO-UAM-Editorial ITACA.

Audelo López, Carmen Beatriz (2013): La evaluación de la educación superior. Un estudio comparativo: México y Colombia México: Universidad de Sinaloa, Juan Pablos Editor.

Barro, Senén (CINDA) (2015): Informe de Educación Superior 2015: La Transferencia de Innovación y Desarrollo, la Innovación y el Emprendimiento en las Universidades. Santiago: RIL Editores.

Bernasconi, Andrés (ed.) (2015): La educación superior de Chile. Transformación, desarrollo y crisis Santiago de Chile: Ediciones Universidad Católica de Chile.

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Cardona Rodriguez (coord.) (2011): Calidad en la educación superior ¿Qué modelo y en qué condiciones? La opinión del profesorado en Argentina, España y México México: Editorial Pandora.

Fernández Lamarra, Norberto (2007): Educación superior y calidad en América Latina y Argentina: Los procesos de evaluación y acreditación. Caseros: EDUNTREF (Editorial de la Universidad de Tres de Febrero)

²² The webpage was not accessible at the time the case study was drafted.

- Fernández Lamarra, Norberto (ed.) (2009): Universidad, sociedad e innovación. Una perspectiva internacional. Caseros: EDUNTREF (Editorial de la Universidad de Tres de Febrero)
- Fernández Lamarra, Norberto (online) (2012): “La educación superior en América Latina. Aportes para la construcción de una nueva agenda”, in: Revista Debate Universitario, Revista Electrónica Semestral, Vol. 1, no. 1, nov. 2012, p. 1-29. Buenos Aires.
- Fernández Lamarra, Norberto, María de Fátima Costa de Paula (ed.) (2011): La democratización superior en América Latina: Límites y posibilidades. Caseros: EDUNTREF
- Fernández Lamarra, Norberto, Mónica Marquina (coord.)(2012): El futuro de la profesión académica: desafíos para los países emergentes. Sáenz Peña: EDUNTREF
- García Guadilla, Carmen (2010): Educación superior comparada. El protagonismo de la internacionalización Caracas: IEASALC-UNESCO/CENDES, bid & co. editor.
- Marquis, Carlos (ed.) (2015), La agenda universitaria II. Propuestas de políticas públicas. Buenos Aires: UP Editorial Universidad de Palermo. Colección de Educación Superior
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- Moreno-Brid, Juan Carlos y Pablo Ruiz-Nápoles (2009): La educación superior y el desarrollo económico en América Latina México: CEPAL, Serie estudios y perspectivas No. 106.
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Desk phase case study – Edulink Caribbean

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List of acronyms and abbreviations

| | |
|----------|--|
| ACP | African, Caribbean and Pacific Group of States |
| ALFA | América Latina Formación Académica |
| BSc | Bachelor of Science |
| CREATive | Coral reef education and training initiative (Edulink project) |
| CRIS | Common RELEX Information System |
| DCI | Development Co-operation Instrument |
| EC | European Commission |
| EDF/FED | European Development Fund |
| EQ | Evaluation Question |
| EU | European Union |
| FA | Financial Agreement |
| FAMV | Faculté d'Agronomie et Médecine Veterinaire de la Université d'Etat d'Haiti |
| HE | Higher Education |
| HEI | Higher Education Institution |
| JC | Judgment Criterion |
| MSc | Master of Science |
| PhD | Doctor of Philosophy |
| PROCEED | Promotion of Capacity and Energy Education Development in the Caribbean Region (Edulink project) |
| SUPAgro | Professionnalisation des formations agricoles en Haiti et République Dominicaine (Edulink project) |
| TA | Technical Assistance |
| UWI | University of the West Indies |

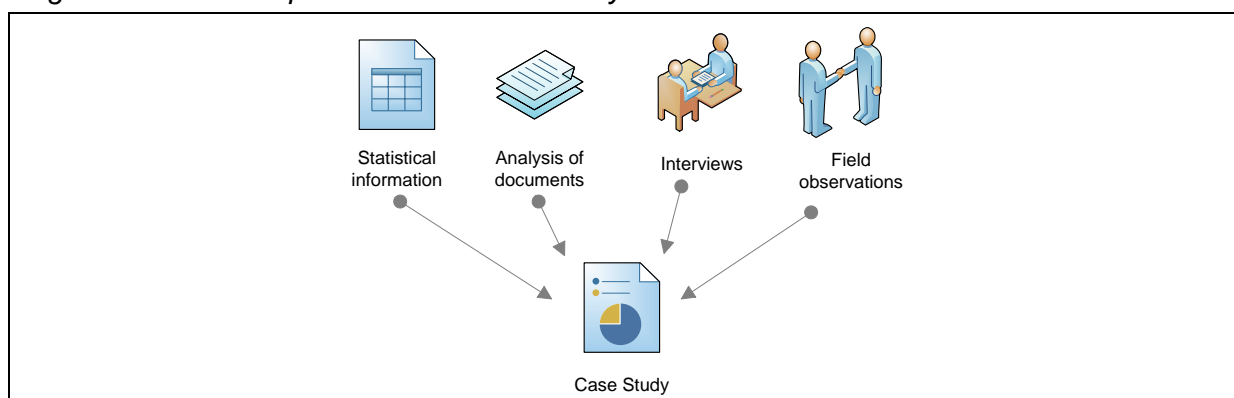
1 Introduction

As part of the desk phase of the Evaluation of the EU development co-operation support to higher education in partner countries, ten programme case studies and three bilateral country case studies have been selected as in-depth case studies. In line with the EU methodological guidelines, case studies allow a detailed examination of certain elements and should provide a picture of the EU support in different contexts.

The programme case studies are related to the major higher education programmes (ALFA, Tempus, Edulink, Intra-ACP, and Erasmus Mundus). Due to the large number of individual projects implemented within a programme, a number of projects have been selected for more in-depth analyses. The country case studies are related to bilateral support in the area of higher education. The case studies have the main focus on the bilateral support provided in a given country, but also assess the complementarity and coherence with the major higher education programmes taking place in this country.

The case studies include the analysis of various types of documents and statistical information, and for the case studies further investigated in the field will also include field observations and interviews with people directly involved in the programme.

Figure 1 Components of the case study



The outline of the case studies follows the structure of the evaluation matrix, to ensure a consistent and harmonised data collection approach. However, as projects implemented under major HE programmes cover a huge variety of different topics, not every project is relevant for all the evaluation questions. This tailored case study approach ensures that resources are spent in an efficient way.

2 Context of EU support

2.1 Background of Edulink

Edulink I started in 2006 with the launch of three calls for proposals financed under the 9th EDF. In total it led to the implementation of 66 grant projects during two phases. Edulink II started with the launch of a new call for proposal in 2012, resulting in 47 grant projects sourced from both, the 10th EDF and the DCI for South Africa.¹

The programme purpose is to strengthen the capacity of ACP HEIs at their three constitutive levels, Institutional/administrative, Academic and Research and Technology. The later purpose was no longer included under Edulink II.

The programme has been drawn up in a manner so that each level corresponds to one purpose:

- Purpose 1: Institutional capacity building of ACP HEIs in support of policy, management, planning and administrative capacity at national and regional levels.

¹ ACP Secretariat (2015) Investing in the knowledge economy within ACP states.

- Purpose 2: Institutional co-operation to maximize academic quality and relevance in the regional or sub-regional context.
- *Purpose 3: Capacity building in research and technology that would enable HEIs to:*
 - *Improve their academic and teaching excellence in priority sectors linked to the socio-economic development of ACP regions,*
 - *Consolidate their local research capacity,*
 - *Import, or adapt, scientific discoveries and innovations arising in various sectors of their domestic economies or originating outside their domestic economies.*²

The ACP Secretariat (representing the ACP Group of States) is the Contracting Authority for Edulink and they are assisted in their tasks by a Technical Assistance Unit. At the time of the signing of the Financing Agreement this was defined as Decentralised Management but the correct term now is Indirect Management.

HE has a vital role in the larger strategy for sustainable development, combating poverty and reducing inequalities. Yet the HE systems in ACP regions show a general lack of development and sustainability, impairing ACP countries' capacity to produce highly-qualified individuals, fostering brain drain, prolonging dependence on external know-how and hence reducing their ability to compete within the global knowledge-based economy. To counterbalance these negative trends, this programme aims to foster capacity building and regional integration in HE through institutional networking, and to support a HE system of quality, which is relevant to the needs of the labour market, and consistent with ACP socio-economic development priorities.

To accomplish this, the Edulink programme offers ACP HEIs “a joint systematic approach to influence education policy, underpin regional co-operation, and innovate while creating sustainability which has been missing from the EU-ACP dialogue in HE. It represents a harmonised approach for the implementation of EC-funded programmes in ACP countries with a view to improving the effectiveness, management, visibility and hence the impact of ACP-EU co-operation in the field of HE.”

Finally, one should highlight the innovative modality rationale which Edulink has applied since its launch: The “decentralised management” used by Edulink in the implementation of its partnerships ACP-EU HEIs has favoured the emergence of innovative implementation modalities; in particular, an approach based on thematic partnership initiatives taken by ACP and EU HEIs, without interventions of EU Delegations but with a simple co-ordination role played by a TA unit, may aid in innovative impact effects such as:

- More local relevance and outreach to local ACP communities;
- More relevance to local community initiatives;
- Capacity building and transfers of know-how from EU to ACP HEIs responding to real, local needs without any limitations by “programming” documents and/or financial agreements which, although “must” reference documents, do not extend to response generation of the programme to local ACP needs.

Capacity building and transfers of know-how from EU to ACP HEIs responding to real local needs without any limitations by “programming” documents and/or financial agreements which, although “must” reference documents, do not extend to response generation of the programme to local ACP needs.

From 66 Edulink I Projects, six (9 %) were granted to networks of Caribbean HEIs (mostly associated with EU partner universities³) In eight other projects, Caribbean HEIs participated in networks together with African and/or Pacific universities.

In Edulink II, the Caribbean universities and their EU-partners received a larger share than in Edulink I as from 47 approved projects, eight (17 %) were granted to the Caribbean region.

² Due to the existence of the Science and Technology programme the third purpose was no longer included under Edulink II.

³ Following the Synopsis of the EDULINK I programme, 75 % of the projects went to Africa; 12 % to Africa and the Caribbean and 6 % to Africa & Caribbean & Pacific.

In only one project a Caribbean HEI integrated a network with other ACP regions (i.e. with African universities).

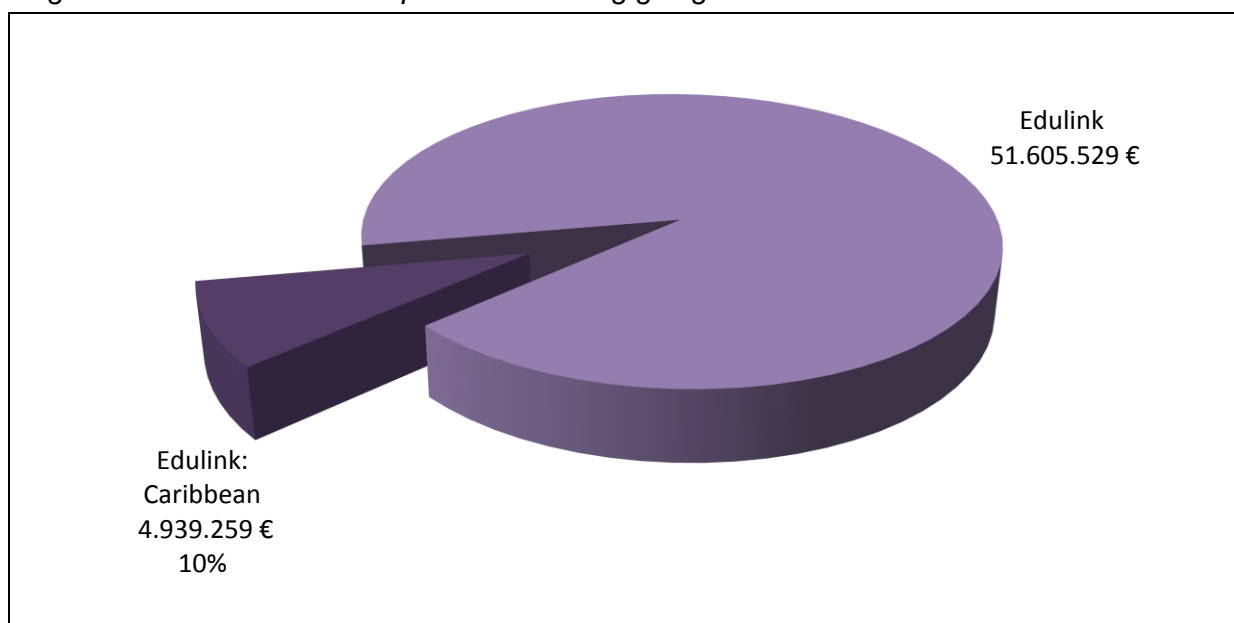
Edulink II had clear thematic priorities: Agriculture and Food Security (three Caribbean projects) on the one hand and Energy Access and Efficiency (with five Caribbean projects)⁴.

2.2 Overview of financial support

The following presents the key findings of the inventory with regard to the Edulink Caribbean case study:

- During the evaluation period, a total of EUR 51.61 million was contracted for Edulink, making out 4% of all of the EU's support to major higher education programmes.
- Within Edulink, the Caribbean region received a total of EUR 4.94 million, which represents 10% of all Edulink support.
- By the time of completion of the inventory, a total of EUR 2.27 million of the above-mentioned amount (46%) was already paid out.
- The Edulink support to the Caribbean was contracted in 2007 (13%), 2008 (18%) and 2013 (69%).
- In total, 11 projects were supported by Edulink in the Caribbean, each receiving between EUR 0.2 and EUR 0.5 million.
- The support was entirely financed by the EDF instrument.

Figure 2 Edulink – Proportion of funding going to the Caribbean



Source: CRIS & EACEA database, Particip analysis

2.3 Involvements of HEI as participants and co-ordinating institutions

The implementation modality for Edulink usually involves a co-ordinator (EU MS or partner country) and several participating institutions (EU MS and partner country).

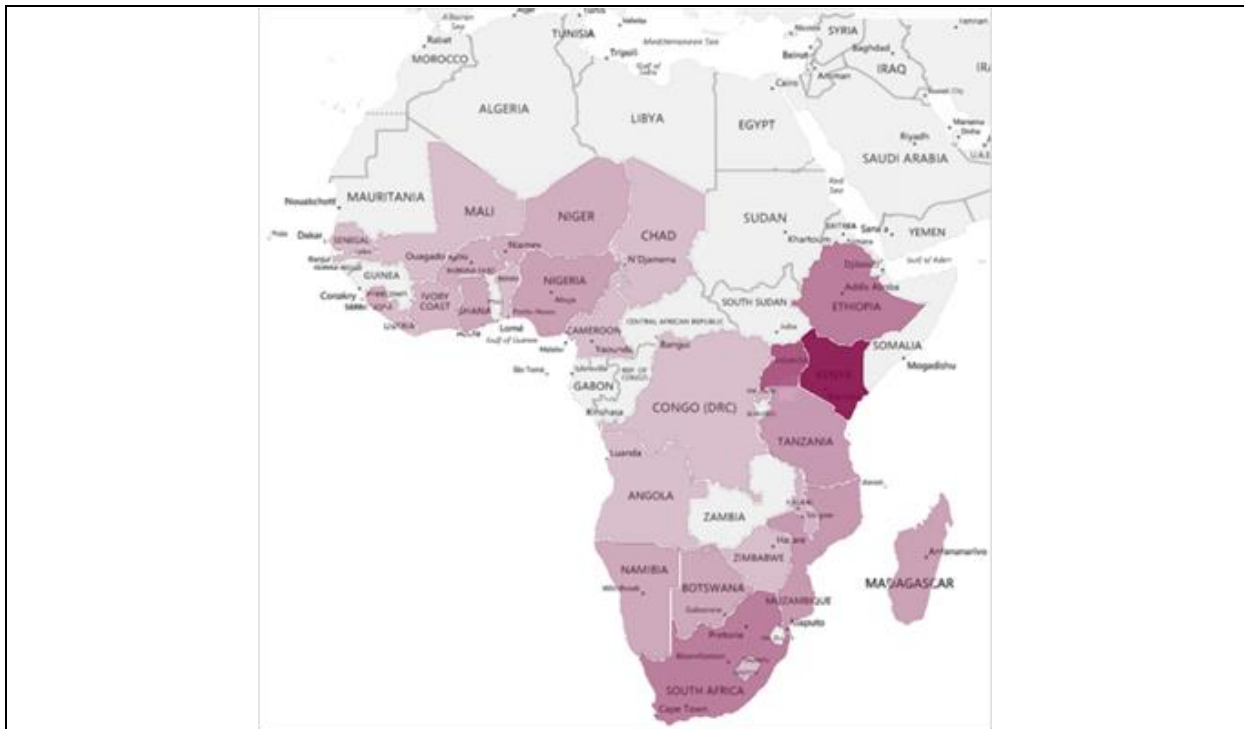
In total, involvements of non EU-MS participants amount to 153. From the Caribbean, institutions from Cuba and the Dominican Republic were the most frequently involved (both 5).

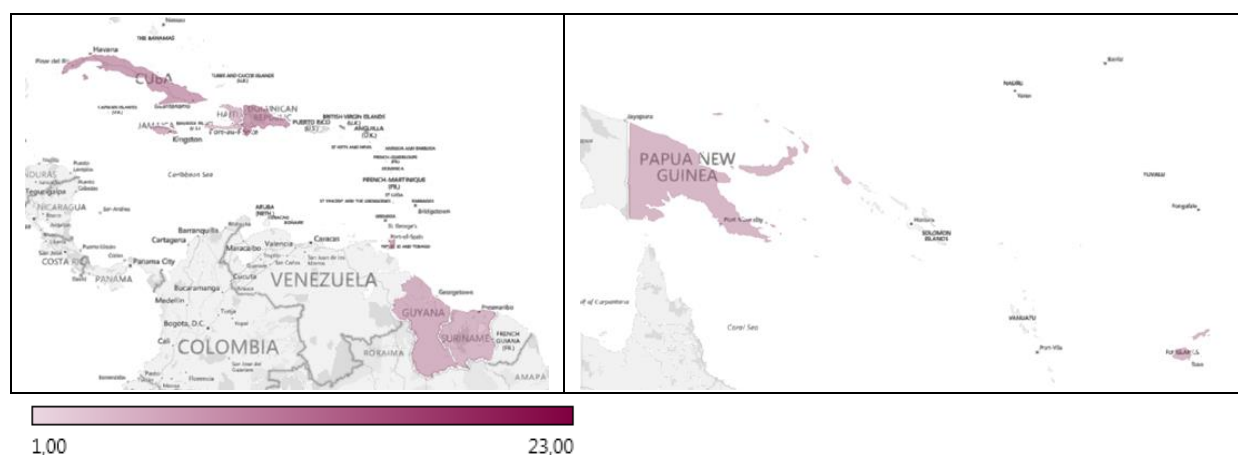
⁴ About the priorities, s. Investing in the knowledge economy with ACP States. EDULINK II; ACP-Science & Technology Programme (S & T II); ACP Caribbean & Pacific Research Programme for Sustainable Development . Presentation of the Programmes. Website EDULINK: <http://www.acp-edulink.eu>
Published by the ACP-Secretariat, 2014.

Figure 3 Edulink Caribbean – Involvements of HEIs - EU



Figure 4 Edulink Caribbean – Involvements of HEI – partner country





3 Overview of case study selection

For the Edulink Caribbean case study the following rules and selection criteria have been applied:

Amount of aid: we selected projects for the Caribbean with the highest contracted amounts per year.

Based on the above, the following projects have been analysed more in-depth within the case study:

Table 1 *Edulink Caribbean – selection of projects*

| Title | Yr | EU contribution € | Focus of case study | | | | | | | | | |
|--|------|-------------------|---------------------|------|------|------|------|------|------|------|------|--|
| | | | EQ 1 | EQ 2 | EQ 3 | EQ 4 | EQ 5 | EQ 6 | EQ 7 | EQ 8 | EQ 9 | |
| Caribbean | | | | | | | | | | | | |
| SUPAgro - renforcement du reseau 'professionnalisation des formations agricoles' en Haiti et Rep Dominicaine | 2007 | 215,811 | | | ✓ | | | ✓ | ✓ | ✓ | | |
| University of West Indies - Capacity building in urban planning and management in the Southern Caribbean | 2007 | 412,683 | | | ✓ | | | | | ✓ | | |
| CREATlve - University of the West Indies, Jamaica: coral reef education and training initiative | 2008 | 479,889 | | | ✓ | ✓ | | | ✓ | | | |
| Development of a Regional Master Programme in Pig Production and Food Security in Caribbean Countries | 2013 | 499,693 | | | ✓ | ✓ | | | ✓ | ✓ | | |
| PROCEED-CARIBBEAN - Promotion of Capacity and Energy Education Development in the Caribbean Region | 2013 | 499,000 | | | ✓ | ✓ | | | ✓ | ✓ | | |

4 Information matrix

4.1 EQ 1 on relevance

Not a case study focus

4.2 EQ 2 on alignment

Not a case study focus

4.3 EQ 3 on management, learning, teaching and research

4.3.1 JC 31 Improved management practices

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--------------------------------------|
| HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff | No evidence in project documentation |
| Internal guidelines, rules and procedures to ensure compliance with HE policies are in place and regularly updated | No evidence in project documentation |
| A performance monitoring and assessment system is in place, with adequate resourcing | No evidence in project documentation |
| Application of Bologna process management guidelines to HEIs | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The *Edulink Caribbean* case study projects analysed did not focus on the improvement of management practices at a general institutional level, with the exception of the Edulink project management itself. In one of the projects, this management resulted in a learning process for the participating HEIs (e.g. through familiarisation with different formats and templates and better understanding of necessary project procedures). This was particularly observed when the co-ordinating institution was a Caribbean university.

4.3.2 JC 32 - Improved quality of teaching and learning

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Evidence of efficient M&E instruments for continuous assessment of quality teaching | No evidence in project documentation |
| Alternative and flexible learning pathways (including e-learning) offered to undergraduate and graduate students | <p>The five analysed <i>Edulink</i> case study projects developed new (and innovative) study courses, enriching the academic offer for both undergraduate and graduate students:</p> <ul style="list-style-type: none"> The EDULINK project The Coral Reef Education and Training Initiative “<i>CREATIVE</i>” developed a common advanced final-year undergraduate course “Coral Reef Education and Training”, which was approved by all participating Caribbean HEIs (Edulink Final Narrative Report, p. 2ff., and p. 37). However, the project documentation noted some delays regarding the elaboration and provision of course material (e.g. multimedia lecture presentations for an |

| Indicators | Evidence |
|--|--|
| | <p>online Coral Reef Classroom), which were not finished when EU-financing ended (Final Narrative Report, p. 2f.).⁵</p> <ul style="list-style-type: none"> • The Edulink project “<i>Development of a Regional Master programme in Pig production and Food Security</i>” started designing a regional graduate programme aiming at a master degree. As the project started in 2013 and has not been finalised, it cannot be assessed if the implementation of the Master course took place successfully (EDULINK Caribbean, Contract Number FED/2013/320-193, CRIS 320-193, Interim Narrative Report, first year, Nov. 2014). • The Edulink project “<i>Capacity building in Urban Planning and Management in the Southern Caribbean</i>” elaborated a new one-year joint graduate training programme. It is planned to provide the option of obtaining a MSc degree with one additional semester. The study course was developed in close co-operation of three Caribbean HEIs with one European university offering scientific and academic advise (Interim Narrative Reports, Year 1; Interim Narrative Report, Year 2, p. 11). • The Edulink project “<i>Professionnalisation des formations agricoles en Haiti et République Dominicaine</i>” initiated a reform process of the contents of the academic degrees in agricultural sciences in the two universities involved, based on the sector specific labour market needs. Staff members of the two participant HEIs – one of Haiti, one of the Dominican Republic – were trained (Edulink Project SUPAgro “Professionnalisation des formations agricoles en Haiti et République Dominicaine”, Rapport Narratif Final, Décembre 2007 – Décembre 2011). • The Edulink project <i>PROCEED CARIBBEAN</i> (Promotion of Capacity and Energy Education Development in the Caribbean Region) focused on capacity building – staff training, study courses (undergraduate and graduate), workshops - in energy related areas, especially energy access, renewable energy technology and related energy efficiency on the one hand, and socio-economic and political aspects related to energy access on the other (PROCEED-CARIBBEAN, FED/2013/320-121, Interim Narrative Report, Year 1, p. 2; also p. 3-7). As at this moment only the first Year Interim Narrative Report is available, the findings must be considered as provisional. |
| <p>Evidence of increase in number and academic value of degrees achieved by 1st and 2nd cycle students</p> | <p>The reviewed project documentation provided evidence for increased number of degrees and to some extent also increased academic value.</p> <ul style="list-style-type: none"> • The final narrative report of “<i>CREATIVE</i>” confirmed that the Coral Reef advanced course installed, raises the academic value of the respective degrees of 1st cycle students of the participating Caribbean HEIs. (Final Narrative Report, p.39f.). • The interim narrative report for “<i>Development of a Regional Master programme in Pig production and Food Security</i>” expects that when the involved HEIs start offering it, the |

⁵ The co-ordinator is confident that the University of the West Indies will finish the textbook, the manual and the audiovisual material with own funds of the UWI.

| Indicators | Evidence |
|--|--|
| | <p>number and academic value of graduate studies in this field will increase due to the project. (Interim Narrative Report, first year, Nov. 2014, p.4, 10-14).</p> <ul style="list-style-type: none"> • The Edulink project <i>Capacity building in Urban Planning and Management</i> trained a group of staff members and also students. The advisory committee created within the project's lifetime will assure the academic value and innovative character of the course, which is designed as a common postgraduate diploma course, taught in Suriname and in Guayana in co-operation with the University of West Indies (Campus at Trinidad and Tobago) and the University of Amsterdam (Interim Narrative Report und financial report, Year 2, p. 3ff.). • While <i>SUPAgro "Professionnalisation des formations agricoles en Haiti et République Dominicaine"</i> did not lead to the creation of new formal degrees, it laid ground for ongoing improvement of the curricula. Most probably, in a few years the number and academic value of degrees (including new intermediate academic degrees, which today do not exist) will increase. (Rapport Narrative Final, Décembre 2007 – Décembre 2011, p. 20: "il faut noter qu'à l'issue de cette action, on ne peut mentionner concrètement de nouveaux modules de formation en eux-mêmes"). • <i>PROCEED-CARIBBEAN</i> aims at creating undergraduate and graduate courses. The interim narrative report describes "Overall progress towards indicators set in the Logframe and in the work plan for 2013-2014 has been as planned. The achievement of the higher level results will only realise after a few years of implementation but good results are already seen." Moreover, the assessment of the needs and the potential carried out for development of BSc and MSc programs in the energy and review of current curricula in the energy field" is planned to lead to the "Development of energy related BSc and MSc curricula in partner HEIs" was made (Interim Narrative Report, Year 1, p.2f. Interim Report, p. 10). |
| Application of Bologna process guidelines to HEIs teaching and learning organisation, modalities and practices | <p>In general, no evidence was found in the project documentation of the five projects.</p> <p>However, although the first year Interim Report of the Project <i>"Development of a Regional Master Programme in Pig production ..."</i> only describes the first steps towards the new regional programme, the interim narrative states that the study course will most probably be designed on the basis of a European master course model: "We want to create only one master program for all countries that follows EU regulations" (EDULINK Caribbean, Interim Narrative Report, first year, Nov. 2014, p. 3f., 11, 18). This would be an indirect application of the Bologna framework.</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Based on the reviewed project documentation it can be asserted that the projects contributed to improved quality of teaching and learning. The EU support was crucial for realisation of the projects. The design of the Edulink programme fosters horizontal co-operation between HEIs. The (strongly encouraged) possibility of including European universities as co-

operation partners enriched the academic dialogue, allowed benchmarking and academic innovation in the new courses created through the Edulink projects.

Each of the five Edulink Caribbean case study projects developed a common study course (for undergraduate or graduate students, in two cases the aim was to create a Master Programme) of the participating Caribbean HEIs and in co-operation with EU-universities (only the Edulink project Coral Reef Education and Training didn't include an EU-HEI). While only one Edulink project mentions explicitly that a European type of Master programme will serve as a model, in three other projects European universities co-operate with their knowledge and experience. Therefore, it is highly probable that European expertise (in a broad sense) – including lessons learnt from the Bologna Process - will influence the course designs and implementations.

4.3.3 JC 33 - Enhanced institutional and human capacity and conditions for academic research

| Indicators | Evidence |
|--|--|
| Evidence for adequate resources allocation (equipment and academic/ technical staff) to undertake relevant research | The Edulink Project “ <i>Capacity building in Urban Planning ...</i> ” not only laid the ground for a common postgraduate Diploma programme, but also for regional co-operation in research, through capacity training in research of staff members of the participating HEIs (Interim Narrative Report, Year 2, p. 13 and 20). The <i>CREATive</i> Education and Training Initiative also trained staff of the participating HEIs and strengthened therefore “ <i>the network of skilled Caribbean staff capable of engaging in regionally-initiated research on coral reefs</i> ” (Final Narrative Report, p. 37): |
| Increased number of research outputs and outcomes produced by research-active academic staff of partner countries HEIs | No evidence in project documentation However, it can be expected that after some years an increase of the research outputs will be visible. |
| Evidence of national and international recognition of improved research capacities of partner countries HEIs | It is too early to assess improved research capacities leading to national and international recognition; however, it can be expected that enhanced research activities will be visible in some years, due to the intensive training courses in research capacity which staff members of Caribbean Universities participating in the reviewed projects have received. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Several Edulink projects show evidence of an **improved research capacity of staff members** due to the training courses offered through the project. Most probably, these research training courses will result in an increased number of research projects and publications, but this will happen only in some years. More visibility and also national and international recognition will even need more time to appear.

4.4 EQ 4 on reform of HE policy

4.4.1 JC 41 - HE policies and strategies reflect national priorities

No evidence in project documentation

4.4.2 JC 42 - HE policies and strategies reflect international consensus on good practice

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| The number of policy reforms that learn from international consensus on good practice | No direct evidence found in the project documentation. However, co-operation between European and Caribbean HEIs in four Edulink projects included inter-regional dialogue about policy reforms (inter alia, Quality Assurance; new and innovative Master courses, etc.) and international examples of best practices. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The new study courses that have been established in 4 of 5 projects (with participation of EU universities) are the result of a thorough inter-institutional debate and dialogue which lasted several years. In all cases, the HEIs achieved a consensus about the content and the implementation of the respective courses, a consensus which reflects the experiences of each of the universities. In general terms, the Edulink projects strengthened the capacity of the participating Caribbean (and European) universities with regard to international benchmarking and good practices.

4.4.3 JC 43 - National HE institutional framework is equipped to implement national policies and strategies

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--------------------------------------|
| The number of new institutions established to implement national policies and strategies | No evidence in project documentation |
| The number of reforms in existing national institutions that better equip them to implement national policies and strategies | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

It is difficult to assess the degree to which projects have addressed the national or regional HE policy level. In this context, a synopsis of the Edulink I programme notes: *“Contributions have been made at sectoral level in countries and regions working with relevant ministries to advance policies in the health sector, agriculture, education. However, the contribution to national/regional reforms in the overall higher education system of a particular country or region (in terms of the overall higher education landscape, funding, quality assurance, the overall education architecture or national strategic research agendas) has hardly been mentioned in the various projects.”* (Synopsis of the EDULINK I programme, p.32, 2013) However, the study courses and master programmes developed by the different Edulink Caribbean university networks include elements of quality monitoring and assurance and the inclusion of best practices. It can be assumed that strengthening Q.A. and best practices at HEIs contributes – although indirectly – to reinforce the national HE institutional framework, facilitating the implementation of national policies (f.i. of Quality assurance).

4.5 EQ 5 on inclusiveness

4.5.1 JC 51 - Enhanced equitable access to HE for all groups of society

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| The % of beneficiaries of EU mobility programmes and projects, which have access for vulnerable or under-represented groups as an objective, who are identified as coming from those groups | In general, no evidence found in the five Edulink Caribbean case study projects. Edulink is not a mobility programme, although a limited number of scholarships for specific purposes (like staff training - mostly teacher training for the new courses created through the project) were offered in some of the projects (<i>SUPAgro</i> , <i>Capacity Building in Urban Planning</i> and <i>CREATiVe</i>). However, no concrete evidence is given about the access of vulnerable or under-represented groups to these scholarships. |
| The number of HEIs that have taken steps to increase access to vulnerable and/or under-represented groups | <i>SUPAgro</i> is targeting not only at urban students, but also at the youth in rural areas, who partially belongs to vulnerable and/or under-represented groups. |
| The number and scope of HE policy reforms and strategies that promote access to vulnerable or under-represented groups | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The reviewed project documentation provides limited evidence of specific measures enhancing the access of all groups of society. Eventually, the target group of the new study programmes and courses (e.g. *SUPAgro*) includes under-represented groups like the rural population.

4.5.2 JC 52 - Equitable access to resources for HEIs, especially those suffering from former disadvantage

Not a case study focus

4.6 EQ 6 on responsiveness to labour market needs and brain circulation

4.6.1 JC 61 - Strengthened institutional set-up in the HEIs to respond to labour market needs in specific professional qualifications

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Evidence for follow up of labour market trends by HEIs ad hoc set-up | Almost all projects analysed <i>included a dialogue with stakeholders of the private sector</i> , when designing and implementing new study courses (incl. full master courses) and took care to <i>align the new course with labour market needs</i> . <ul style="list-style-type: none"> <i>CREATiVe</i> (which created an advanced Coral Reef course), worked closely with all involved public and private stakeholders (incl. government authorities), which fosters a close follow up of the labour market in the specific area of coral reefs and coastal protection (Final Narrative Report, p.39f.). <i>SUPAgro</i> explicitly addressed the necessity of reforms taken |

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| | <p>in close dialogue with stakeholders of the agricultural sector (Rapport Narratif Final, p. 8).</p> <ul style="list-style-type: none"> • <i>Development of a regional Master Programme on Pig Production and Food Security</i> also explicitly mentions the “private and public sector in its role of acceptor of the graduate of the Master” (Interim Narrative Report, first year, Nov. 2014, p. 14 and 21). • <i>PROCEED-CARIBBEAN</i> focuses on a very close collaboration between the participating HEIs and public and private institutions in the field of energy (especially energy access, renewable energies, energy efficiency, etc. In the training courses participated university staff members as well as stakeholders from ministries and the private sector related to energy (Interim Narrative Report, Year 1, p. 4ff., 12-14). |
| Evidence for exchange between employers and HEIs on teaching/learning process and outcomes | Almost all projects included a <i>dialogue between stakeholders of the private sector (employers) on the needs of the labour market</i> when designing and implementing the new study courses. But it is difficult to assess the results of this dialogue. |
| Existence of mechanisms to reflect labour market needs in degree programmes and related curricula | <p>The reviewed projects sought to <i>install an ad hoc dialogue with stakeholders of the private sector</i> to guarantee that labour market needs are reflected in the new curricula and the course implementation.</p> <ul style="list-style-type: none"> • <i>Development of a regional Master Programme on Pig Production and Food Security</i> is developed in close interaction with the private sector and by this, guarantees a follow up of labour market trends (Interim Narrative Report, Nov. 2014, p. 14 and 21). • <i>SUPAgro</i> addresses the same issue with the agricultural sector of the labour market and its stakeholders. • <i>PROCEED-CARIBBEAN</i> integrated public and private stakeholders from the very beginning of the project, aiming at a policy dialogue on energy access and efficiency on the one hand and at integration of labour market needs on the other. (Interim Narrative Report, Year 1, p.12-14). |
| Existence of mechanisms for interchange between universities and public and private sector production- and services-providing organisations | <p>Some of the reviewed projects will probably contribute in the future to create mechanisms of interchange between HEIs and public and private sector production and services-providing organisations. Yet, no direct information was available at the moment.</p> <p>Again, <i>PROCEED-CARIBBEAN</i> resumes the current state of the projects well: “Overall progress towards indicators set in the Logframe and in the work plan for 2013-2014 has been as planned. The achievement of the higher level results will only realise after a few years of implementation but good results are already seen. Such include an increased collaboration between the government, private sector and the academia, which is essentially important with such type of capacity building intervention where policy impacts are desired” (Interim Narrative Report, Year 1, p.7.)</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

In the process of designing and implementing new study courses the reviewed project ***engaged in an intensive dialogue with stakeholders of the public and private sector.*** According to the specific aims of the project, different settings of working groups, workshops

etc. were arranged. It will take some years to see if these arrangements were consolidated after the Edulink project's lifetime and "survived" the end of the projects.

4.6.2 JC 62 - Increased ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| Institutionalised opportunities to students for gaining practical experiences (apprenticeships, internships) | <p>All reviewed projects aimed at offering the students easier access to practical experiences.</p> <ul style="list-style-type: none"> • CREATIVE: The specific knowledge acquired in the advanced course will allow the participating students gaining practical experiences (apprenticeships or internships) in the different coral reef management entities which collaborate with the project. • Development of a Regional Master programme in Pig production and Food Security: The Master will provide opportunities of practical experiences due to the close co-operation of the participating HEIs with the private industry. (Interim Narrative Report, Nov. 2014, p. 14, 21). • SUPAgro helped to create a support unit at faculty level facilitating the entering of the graduates in the agricultural labour market. • PROCEED-CARIBBEAN aims at institutionalising internship opportunities (Interim Narrative Report, Year 1). |
| Evidence of relative match of HE learning outcomes with qualifications required by the labour market | <p>As all the reviewed projects created study courses in close dialogue with the private sector and also public administration, there is preliminary evidence that learning outcomes match with qualifications needed by the labour market.</p> <ul style="list-style-type: none"> • One of the main targets of SUPAgro is the close relationship between the reformed study courses and the requirements of the agrarian labour market. • Although a preliminary finding (only the first Interim Report was available), the planned Development of a Regional Master programme in Pig production and Food Security foresees a close connection with the labour market needs (Interim Narrative Report, first year, Nov. 2014, p.11, 14). • PROCEED-CARIBBEAN sought the participation of public and private stakeholders from the very beginning, aiming at an integration of labour market needs in the design of the new curricula. Yet, results still have to be confirmed once implementation of the project is more progressed. (Interim Narrative Report, Year 1). |
| Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange programmes compared to non-participants | Not a case study focus (none of the five analysed had a student exchange component). |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The reviewed projects focused on establishing new study courses. There is **strong evidence** that design and implementation of these courses reflect the institutional concern **about a close collaboration with the private sector in order to guarantee the inclusion of labour market needs in the respective courses**.

4.6.3 JC 63 - Enhanced internationalisation of HEIs and individuals in partner countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Number and scope of academic co-operation networks and links | All reviewed projects stimulated the participating HEIs to increase the number and scope of their academic co-operation networks and links . The discipline oriented university networks – mostly intra-regional and EU-Caribbean – are characteristic for the EDULINK Programme and one of its most important achievements. |
| Trends of postgraduate students returning to their home countries after their studies abroad | As Edulink Caribbean is not a mobility programme, the indicator does not apply. However, in the case of <i>SUPAgro</i> , some long term scholarships for staff members of the Faculté d'Agronomie et Médecine Veterinaire (FAMV) de la Université d'Etat d'Haiti were financed (Master and Doctoral level). This was an exception, related to the human (and material) losses the FAMV suffered with the earth quake in Haiti of 2010. (Rapport Narratif Final – p. 14f.). No evidence in the final report about the return of the beneficiaries of the long term scholarships to Haiti. |
| Trends of exchange of academic personnel between HEIs at global and regional level | Most of the reviewed projects fostered the exchange of academic personnel both at regional and inter-regional level (EU-Caribbean). |
| Trends in former grantees of partner countries having worked at EU HEIs | As Edulink Caribbean is not a mobility programme, the indicator does not apply |

Overall JC assessment with main achievements of the EU support and main lessons learnt

There is **strong evidence of increased internationalisation of the Caribbean HEIs which participated in Edulink projects**. All of them increased the number of intra-regional and also (with the exception of one project where no European university participated) inter-regional co-operation agreements. The documentation provided shows that the inter-action between the universities was very intense, creating working links between the institutions and also between the participating academics (mostly staff and in some cases also students). Most probably, these co-operation agreements will continue without the EU-project funding.

In almost all reviewed projects subject-oriented staff mobility (mostly short term) belonged to the main activities of the project. Staff training at different HE institutions of the network allowed benchmarking and benefitting from the best academic offer available.

4.7 EQ 7 on intra-regional harmonisation

4.7.1 JC 71 - Strengthened inclusive regional co-operation on harmonisation

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Regional dialogues on HE established or supported | The reviewed projects fostered regional dialogue within the university networks established. These dialogues mainly took place on specific academic or scientific subjects and not on HE in general. In some cases, these specific dialogues within the Edulink university networks led to closer co-operation and also to harmonisation of curricula or study courses. |
| Regional organisations have HE agenda and play active role towards harmonisation of national HE systems | No evidence in project documentation |
| Increased participation of non-state stakeholders (civil society, private sector etc.) in regional dialogues | Only limited information available for this indicator. Some indirect evidence was found in <i>PROCEED-CARIBBEAN</i> , which aims at creating new or fostering existing networks in the specific field of energy access and efficiency and related subjects. As the participating HEIs started a regional dialogue, including public and private stakeholders in energy issues, the project most probably will increase the participation of non-state stakeholders and contribute to a harmonisation in this specific field. (Interim Narrative Report, Year 1, p.12-14). |

Overall JC assessment with main achievements of the EU support and main lessons learnt

No direct evidence on intra-regional harmonisation was found, but each of the five case study projects fostered regional dialogue within the university networks. These dialogues mainly took place on specific academic or scientific subjects and not on HE in general. Yet, these specific dialogues within the EDULINK university networks led in some cases to closer co-operation and also to harmonisation of specific curricula or study courses.

4.7.2 JC 72 - Advanced standardisation of HE at regional level

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Number and scope of partnerships among HEIs at regional level | The reviewed projects contributed to creating new or strengthening existing partnership networks at regional level. <i>PROCEED-CARIBBEAN</i> worked on a tight regional network of the participating HEIs with public and private stakeholders related to energy issues (including governments and the Power Plant companies), but on a specific subject and not towards a standardisation of HE at a regional level. (Interim Narrative Report, Year 1, p.12-14). |
| Number and scope of agreements on mutual recognition of qualifications | Several Edulink projects established common courses (or a common master course) with mutual recognition of qualifications. |
| Joint or collaborative degree programmes established | Although the three partner HEIs in the EDULINK Project <i>The Coral Reef Education and Training Initiative (CREATive)</i> did not establish a joint or collaborative degree study course, the common advanced final year course, approved by each of the |

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| | <p>three universities, is a strong step in this direction. (Final Narrative Report, p. 37)</p> <p>Although it is too early to assess if <i>PROCEED-CARIBBEAN</i> achieved one of its main objectives, i.e. establishing a common BSc or a MSc in energy related areas, the first Interim Narrative Report suggests that the process is on a good way. (Interim Narrative Report, Year 1, p.12-14).</p> |
| Strategic partnerships with a balanced involvement of business and HE established | <p>In general, no evidence was found in the project documentation of the reviewed projects.</p> <p>However, although results can only be considered preliminary at the moment, the <i>PROCEED-CARIBBEAN</i> achieved this goal in the area of energy, the first Interim Narrative Report suggests that process is on a good way. (Interim Narrative Report, Year 1, p. 12-14).</p> |

Overall JC assessment with main achievements of the EC support and main lessons learnt

One of the main achievements of the Edulink Caribbean programme was the ***increase in number and scope of partnerships among Caribbean HEIs***. The co-operation in the specific projects fostered working links at individual, but also at institutional level. These working links will most probably continue even after the Edulink's project timeframe.

Some of the reviewed Edulink Caribbean projects aimed at establishing a joint Master programme, others established a common advanced (undergraduate) study course, contributing to a standardisation of curricula and courses.

4.8 EQ 8 on modalities and instruments

Not a case study focus

4.9 EQ 9 on coherence and synergies

Not a case study focus

5 Annex

5.1 Annex 1: Detailed overview of Edulink projects

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|---|--------------------------|------------------------|
| 2007 | MONTPELLIER SUPAGRO-RENFORCEMENT DU RESEAU 'PROFESSIONNALISATION DES FORMATIONS AGRICOLES' EN HAITI ET REP DOMINICAINE | 215,812 € | 215,812 € |
| 2007 | UNIVERSITY OF WEST INDIES - CAPACITY BUILDING IN URBAN PLANNING AND MANAGEMENT IN THE SOUTHERN CARIBBEAN - | 412,684 € | 450,000 € ⁶ |
| 2008 | UNIVERSITY OF THE WEST INDIES, JAMAICA: CORAL REEF EDUCATION AND TRAINING INITIATIVE (CREATIVE) | 479,890 € | 375,182 € |
| 2008 | UNIVERSITY OF THE WEST INDIES, TRINIDAD: DEVELOPMENT OF A MSC IN BIODIVERSITY CONSERVATION AND SUSTAINABLE DEVELOPMENT | 402,398 € | 362,158 € |
| 2013 | CAP4INNO - Knowledge transfer capacity building for enhanced energy access & efficiency in the Caribbean | 490,813 € | 156,127 € |
| 2013 | Capacity building in applied renewable energy technologies in Guyana and Suriname | 457,640 € | 94,895 € |
| 2013 | Development of a Regional Master Programme in Pig Production and Food Security in Caribbean Countries | 499,694 € | 104,090 € |
| 2013 | Mainstreaming Energy Efficiency and Climate Change in Built Environment Training and Research in the Caribbean (CarEnTrain) | 486,152 € | 136,288 € |
| 2013 | PESCADO- Pioneering Education for Sustainability of Caribbean Aquaculture Development & Opportunities | 495,463 € | 163,729 € |
| 2013 | Promotion of Capacity and Energy Education Development in the Caribbean Region (PROCEEDCARIBBEAN) | 499,000 € | 115,318 € |
| 2013 | RENet: Renewable energies Education Network | 499,714 € | 92,769 € |
| Total | | 4,939,259 € | 2,266,367 € |

5.2 Annex 2: List of documents and main sources of information consulted

5.2.1 List of documents

EDULINK Project The Coral Reef Education and Training Initiative "CREATive"

- EDULINK 9 ACP RPR 118 # 30- 197-638, Final Narrative Report (University of the West Indies)
- CREATive Financial Report – UWI Final for ACP Secretariat 118-30 Derogation-ACP-benef-approved Recovery order 197-638

EDULINK Project Master in Pig Production

- 320-193 Interim Report Assessment-fiche. Master Pig Production

⁶ The paid amount is higher than the contracted amount, as originally EUR 500,000 were contracted.

- 320-193-Interim Narrative Report 2014
- 320-193-Payment request
- 320-193-Project activities monitoring form 1st year
- 320-193-Project implementation monitoring form 1st year
- AC-Letter year1
- Approval of year 1 Interim Report – Grant Contract FED-2013-320-193
- Contractual documentation
- Financial Report 2014 – FED-2013-320-193
- List of Detailed Expenditure – FED 2013-320-193

EDULINK PROJECT PROCEED CARIBBEAN

- Promotion of Capacity and Energy Education Development in the Caribbean Region
- 320-121 Communication and Visibility Plan Y1
- 320-121 Interim Narrative Report Y1 – VF
- 320-121 Project Activities Monitoring Form Y1
- 320-121 Project Implementation Monitoring Form Y1
- Contractual documentation

EDULINK PROJECT SUPAGRO

- 12-08 Rapports financiers corrigés, AUDIT REPORT REVISED-March 2013, Extrait du Audit
- Contractual documentation
- EDULINK Supagro 12-8 Rapport Narratif Final
- Letter of Final report

U. West Indies capacity building in urban planning and management in the southern Caribbean (website: www.bluespacecaribbean.com)

- 12-10_EC explanatory note
- 12-10_Financial Report Year 2 – Final
- 12-10-West Indies-Assessment Report DM
- 12-10-Year2-Narrative Report
- Interim Report Year2
- Letter ACP
- Narrative Report 9ACP RPR 1210 revised
- EDULINK Assessment of Report (9-ACP-RPR-12#10) 193 990
- ACP Secretariat (2015) Investing in the knowledge economy within ACP states
- FA N° 9362/REG – Annex II – Technical and Administrative provisions (TAP) for implementation
- EDULINK Programme Management Unit: Synopsis of the EDULINK I programme
- ACP-Secretariat (2014): Investing in the knowledge economy within ACP States EDULINK II ACP-Science & Technology Programme (S & T II) ACP Caribbean & Pacific Research Programme for Sustainable Development Presentation of the Programmes.

5.2.2 Other main sources of information (website, etc)

Website EDULINK: <http://www.acp-edulink.eu>

Association of Caribbean Higher Education Administrators (A.C.H.E.A.)
www.sta.uwi.edu/achea

Howe, Glenford (Ed.), Higher Education in the Caribbean – Past, Present and the Future Directions, University of West Indies Press, 2000.

Tashoya Street, Martin Henry, Paul Ivey, Gosset Oliver, A case study on the state of research management in the Caribbean, Cape Town 2013.

Dames, Terren L.: THE HISTORICAL DEVELOPMENT OF TERTIARY EDUCATION IN THE BAHAMAS: THE COLLEGE OF THE BAHAMAS, PAST, PRESENT, AND FUTURE.

Dissertation (PhD), University of North Texas, May 2010.

Desk phase case study – Edulink Eastern Africa

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List of acronyms and abbreviations

| | |
|------------------|---|
| ACP | African, Caribbean and Pacific Group of States |
| AfDB | African Development Bank |
| ALFA | América Latina Formación Académica |
| BSc | Bachelor of Science |
| CIPCAD | Challenges & Innovative Processes for Capacity strengthening in Agriculture for Development |
| COL | Commonwealth of learning |
| CoP | Communities of Practice |
| CSO | Civil Society Organisation |
| DCI | Development Co-operation Instrument |
| EA | Eastern Africa |
| EC | European Commission |
| ECTS | European Credit Transfer and Accumulation System |
| EDF | European Development Fund |
| EMMIR | European Master in Migration and Intercultural Relations |
| ENERGISE | EduLink project: Enlarged Network in Education and Research for a Growing Impact of Sustainable Energy engineering on local development |
| ENERGY-AGRO-FOOD | EduLink project: Energy – Agro-food Synergies in Africa: New Educational Models for Universities |
| EQ | Evaluation Question |
| EQF | European Qualifications Framework for Life Long Education |
| EU | European Union |
| GIZ | Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH |
| GMMS | Gender, Migration and Multicultural Studies |
| HE | Higher Education |
| HEI | Higher Education Institution |
| IMMIS | EduLink project: African migration and gender in global context-Implementing Migration Studies |
| JC | Judgment Criterion |
| LMD | Licence-Master-Doctorate |
| MSc | Master of Science |
| NQF | National Qualifications Framework |
| OAU | Organisation of African Unity |
| PhD | Doctor of Philosophy |
| PSDA | Promotion of Private Sector Development in Agriculture |
| RBM | Result-based Management |
| RUFORUM | Regional Universities Forum for Capacity Building in Agriculture |
| SC | Steering Committees |

| | |
|---------|--|
| SP | Strategic Plan |
| SUCAPRI | Edulink project: univ-strengthening of university capacity for promoting facilitating & teaching rural innovation proces |
| SUCCEED | Edulink project: East African Higher Education Network on Sustainable and Energy Efficient Campus Development |
| TA | Technical Assistance |
| ToR | Terms of Reference |
| UIS | UNESCO Institute of Statistics |
| UN | United Nations |

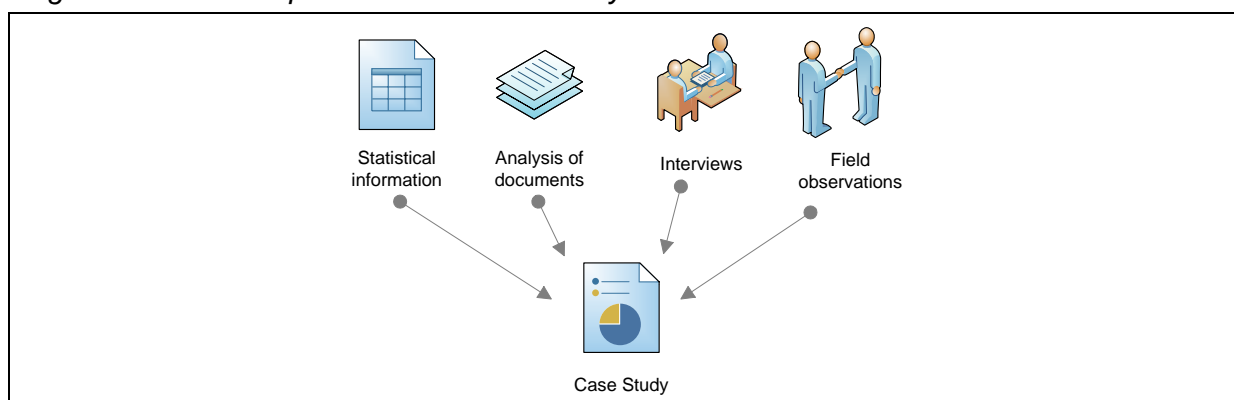
1 Introduction

As part of the desk phase of the Evaluation of the EU development co-operation support to higher education in partner countries, ten programme case studies and three bilateral country case studies have been selected as in-depth case studies. In line with the EU methodological guidelines, case studies allow a detailed examination of certain elements and should provide a picture of the EU support in different contexts.

The programme case studies are related to the major higher education programmes (ALFA, Tempus, Edulink, Intra-ACP, and Erasmus Mundus). Due to the large number of individual projects implemented within a programme, a number of projects have been selected for more in-depth analyses. The country case studies are related to bilateral support in the area of higher education. The case studies have the main focus on the bilateral support provided in a given country, but also assess the complementarity and coherence with the major higher education programmes taking place in this country.

The case studies include the analysis of various types of documents and statistical information, and for the case studies further investigated in the field will also include field observations and interviews with people directly involved in the programme.

Figure 1 Components of the case study



The outline of the case studies follows the structure of the evaluation matrix, to ensure a consistent and harmonised data collection approach. However, as projects implemented under major HE programmes cover a huge variety of different topics, not every project is relevant for all the evaluation questions. This tailored case study approach ensures that resources are spent in an efficient way.

2 Context of EU support

2.1 Background of Edulink

Edulink I started in 2006 with three calls for proposals financed under the 9th EDF and led to the implementation of 66 grant projects during two phases. Edulink II started a new call for proposals in 2012, resulting in 47 grant projects sourced from both the 10th EDF and the DCI for South Africa.¹

The programme's purpose is to strengthen the capacity of ACP HEIs at their three constitutive levels: Institutional/Administrative, Academic, as well as Research and Technology. The latter level was not included under Edulink II.

The programme was constructed in such a manner that each level corresponds to one purpose:

- Purpose 1: Institutional capacity building of ACP HEIs in support of policy, management, planning and administrative capacity at national and regional levels.

¹ ACP Secretariat (2015) Investing in the knowledge economy within ACP states.

- Purpose 2: Institutional co-operation to maximize academic quality and relevance in the ACP context.
- *Purpose 3: Capacity building in research and technology that would enable HEIs to:*
 - *Improve their academic and teaching excellence in priority sectors linked to the socio-economic development of ACP regions,*
 - *Consolidate their local research capacity,*
 - *Import, or adapt, scientific discoveries and innovations arising in various sectors of their domestic economies or originating outside their domestic economies.*²

The ACP Secretariat (representing the ACP Group of States) is the Contracting Authority for Edulink and they are assisted in their tasks by a Technical Assistance Unit. At the time of the signing of the Financing Agreement this was defined as Decentralised Management but the correct term now is Indirect Management.

HE has a vital role in the larger strategy for sustainable development, combating poverty and reducing inequalities. Yet the HE systems in ACP regions show a general lack of development and sustainability, impairing ACP countries' capacity to produce highly-qualified individuals, fostering brain drain, prolonging dependence on external know-how and hence reducing their ability to compete within the global knowledge-based economy. To counterbalance these negative trends, this programme aims to foster capacity building and regional integration in HE through institutional networking, and to support a HE system of quality, which is relevant to the needs of the labour market, and consistent with ACP socio-economic development priorities³.

To accomplish this, the Edulink programme offers ACP HEIs “a joint systematic approach to influence education policy, underpin regional co-operation, and innovate while creating sustainability which has been missing from the EU-ACP dialogue in HE. It represents a harmonised approach for the implementation of EC-funded programmes in ACP countries with a view to improving the effectiveness, management, visibility and hence the impact of ACP-EU co-operation in the field of HE.”⁴

Finally, one should highlight the innovative modality rationale which Edulink has applied since its launch: The “decentralised management” used by Edulink in the implementation of its partnerships ACP-EU HEIs has favoured the emergence of innovative implementation modalities; in particular, an approach based on thematic partnership initiatives taken by ACP and EU HEIs, without interventions of EU Delegations but with a simple co-ordination role played by a TA unit, may aid in innovative impact effects such as:

- More local relevance and outreach to local ACP communities;
- More relevance to local community initiatives;
- Capacity building and transfers of know-how from EU to ACP HEIs responding to real, local needs without any limitations by “programming” documents and/or financial agreements which, although “must” reference documents, do not extend to response generation of the programme to local ACP needs.

Edulink in Eastern Africa (EA) represents joint efforts between several EA beneficiary HEIs and EU partner HEIs to organize and implement exchange networks for capacity building among their teaching and management staff. The purpose is to develop innovations for better training graduate and post-graduate students to meet the needs of the agriculture and rural development sectors and their labour market; to develop research and educational innovations on sustainable energy issues.

Under Edulink II, 17 projects are currently operating in the seven countries covered (Burundi, Ethiopia, Kenya, Rwanda, Sudan, Tanzania, Uganda)

² Due to the existence of the Science and Technology programme the third purpose was no longer included under Edulink I.

³ FA N° 9362/REG – Annex II – Technical and Administrative provisions (TAP) for implementation.

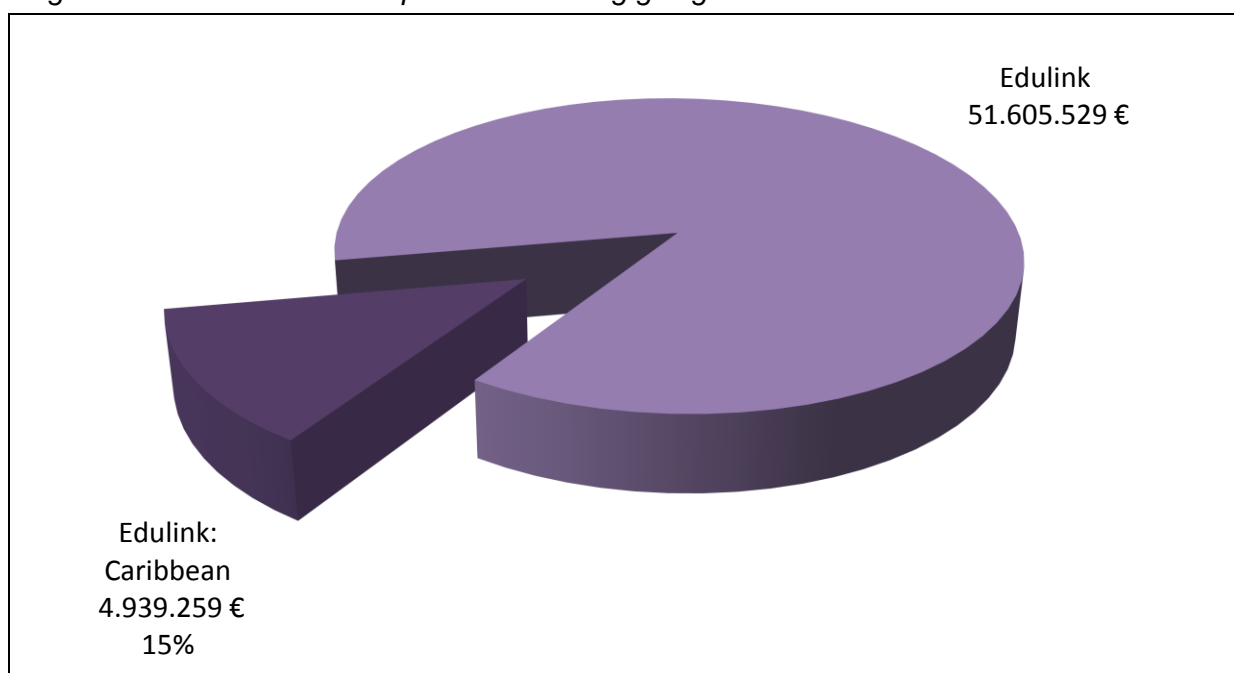
⁴ Idem.

2.2 Overview of financial support

The following presents the key findings of the inventory with regard to the Edulink Eastern Africa case study:

- During the evaluation period, a total of 51.61 million EUR was contracted for Edulink, making out 4% of all of the EU's support to major higher education programmes.
- Within Edulink, Eastern Africa received a total of 7.69 million EUR, which represents 15% of all Edulink support.
- By the time of completion of the inventory, a total of 4.19 million EUR of the above-mentioned amount (54%) was already paid out.
- The Edulink support to Eastern Africa was mainly contracted in 2007 (14%), 2008 (29%) and 2013 (57%).
- The 17 projects which were supported through Edulink Eastern Africa each received between 0.2 and 0.5 million EUR.

Figure 2 Edulink – Proportion of funding going to Eastern Africa



Source: CRIS & EACEA database, Particip analysis

2.3 Involvements of HEI as participants and co-ordinating institutions

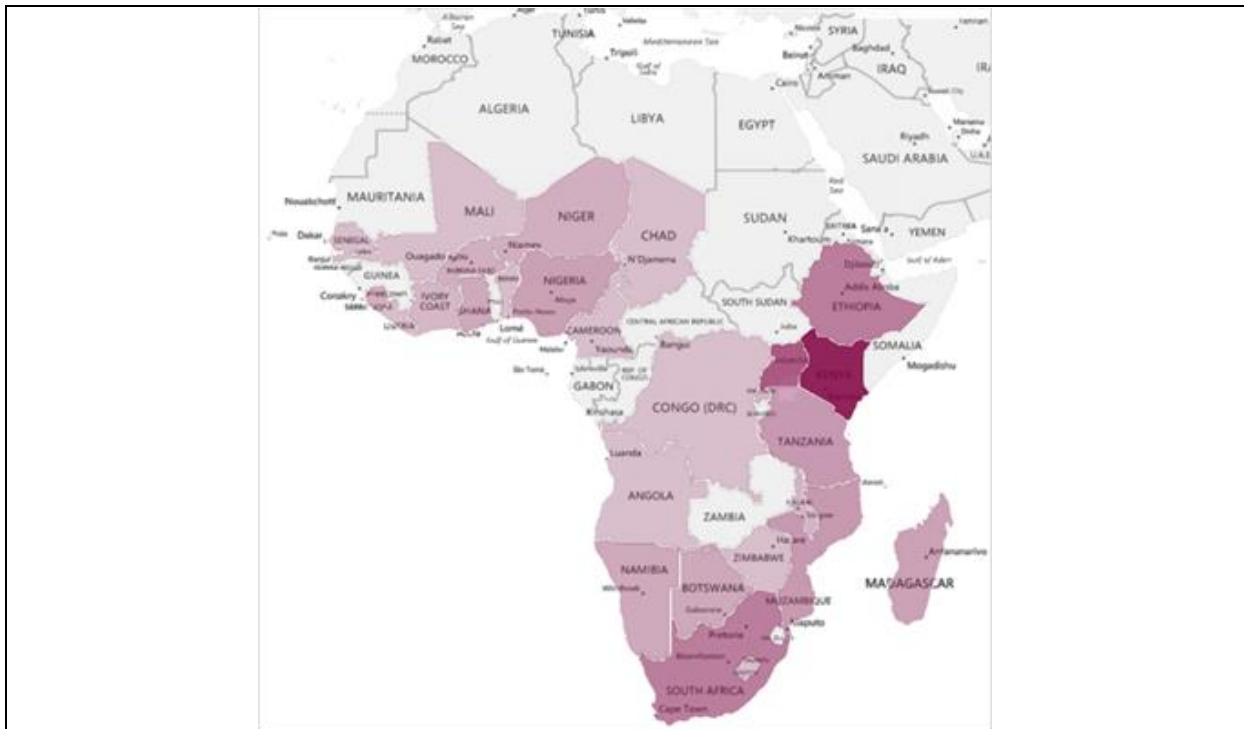
The implementation modality for Edulink usually involves a co-ordinator (EU MS or partner country) and several participating institutions (EU MS and partner country).

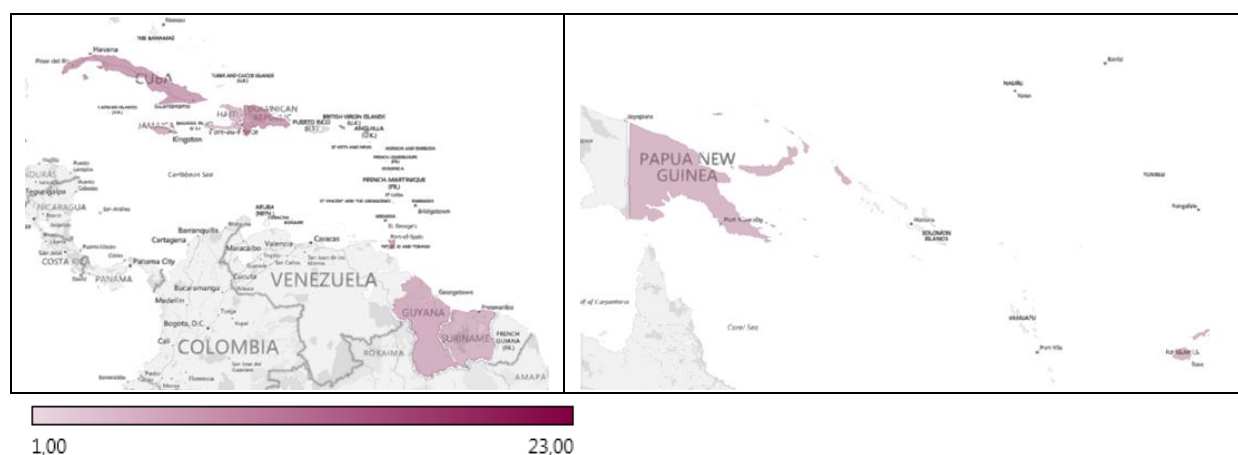
In total involvements of non EU-MS participants amount to 153, with institutions from Kenya (23), Uganda (15), South Africa and Ethiopia (both 10), being the most frequently involved.

Figure 3 Edulink Eastern Africa – Involvements of HEIs - EU



Figure 4 Edulink Eastern Africa – Involvements of HEI – partner country





3 Overview of case study selection

For the Edulink Eastern Africa case study the following rules and selection criteria have been applied:

Amount of aid: we selected projects for Eastern Africa with the highest contracted amounts per year.

Based on the above, the following projects have been analysed more in-depth within the case study:

Table 1 *Edulink Eastern Africa – selection of projects*

| Title | Yr | EU contribution € | Focus of case study | | | | | | | | |
|--|------|----------------------|---------------------|------|------|------|------|------|------|------|------|
| | | | EQ 1 | EQ 2 | EQ 3 | EQ 4 | EQ 5 | EQ 6 | EQ 7 | EQ 8 | EQ 9 |
| Eastern Africa | | | | | | | | | | | |
| Kampala univ-strengthening of university capacity for promoting facilitating & teaching rural innovation process-SUCRAPI | 2007 | 455,937 | | | ✓ | | ✓ | ✓ | ✓ | | |
| Grant:immis-African migration and gender in global context-implementing migration studies | 2008 | 493,614 | | | ✓ | | | ✓ | | | |
| Value Chain Development for Food Security in the Context of Climate Change- A contribution through strengthening capacity in higher education in Eastern Africa (ValueSeC) | 2013 | 499,715 | | | ✓ | ✓ | | | | ✓ | |
| ENERGY-AGRO-FOOD: Energy – Agro-food Synergies in Africa: New Educational Models for Universities | 2013 | 499,502 | | | ✓ | | ✓ | ✓ | ✓ | | |
| ENERGISE (Enlarged Network in Education and Research for a Growing Impact of Sustainable Energy engineering on local development) | 2013 | 498,120 | | | ✓ | | | | | ✓ | |
| SUCCEED Network - East African Higher Education Network on Sustainable and Energy Efficient Campus Development | 2013 | 495,101 | | | ✓ | ✓ | | | | ✓ | |

4 Information matrix

4.1 EQ 1 on relevance

Not a case study focus

4.2 EQ 2 on alignment

Not a case study focus

4.3 EQ 3 on management, learning, teaching and research

4.3.1 JC 31 Improved management practices

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff | <ul style="list-style-type: none"> • Most of the 22 beneficiary African Universities (and nine EU partner Universities) taking part in the six case studies have their own strategic plans (SP) • Levels of realism and communication clarity differ extensively from one SP to another • All HEIs' SPs share the same objective of "<i>establishing closer links with the social and economic communities at national and local levels</i>" • Their participation in Edulink programme has triggered initiatives for establishing more systematically and regularly than in their usual practices, internal communication and dissemination plans and actions <p>(SUCAPRI narrative final report – 01/2012, ENERGY-AGRO-FOOD interim narrative report – 12/2014)</p> |
| Internal guidelines, rules and procedures to ensure compliance with HE policies are in place and regularly updated | <p>Because of their - sometimes high- budgetary reliance on EU intervention, Edulink participating HEIs have all designed manuals of rules and procedures.</p> <p>This has been certified by the six audit reports, stating "<i>the HEI management had put in place a satisfactory internal control system and measures to ensure proper accountability of all Edulink project funds</i>" (e.g. SUCAPRI, Report of the General Auditor, 2013)</p> |
| A performance monitoring and assessment system is in place, with adequate resourcing | <p>Steering Committees (SC) of the 6 projects have developed M&E systems for monitoring projects achievements; funded under Edulink.</p> <ul style="list-style-type: none"> • In SUCAPRI and ENERGY-AGRO-FOOD, M&E already existed before EDULINK started and were funded on the respective HEIs' budgets. • SUCAPRI can be seen as a "success story": M&E was carried out by a cross-university project SC: "<i>Results were communicated back to the participating Universities and used to organize subsequent activities. In addition, stakeholder surveys (employers and Universities) were conducted for feedbacks on curriculum development and implementation as well as formation and establishment of Innovation Platforms</i>". • Nevertheless, from the available project documentation it was not possible to assess to what extent M&E results have been used beyond the projects themselves (e.g. for corrective and innovative measures on HEI's academic and management practices). <p>(SUCAPRI, contractual documentation, 2010, ENERGY-AGRO-FOOD, interim narrative report, 2014)</p> |

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Application of Bologna process management guidelines to HEIs | <p>The <i>Bologna process is at the heart of the six case studies</i> partnership actions.⁵ This is demonstrated throughout the quoted reports by the <i>constant references to the key guidelines of the process</i>, such as:</p> <ul style="list-style-type: none"> • All participating African HEIs use LMD system; all use a NQF reference and are using or developing an ECTS-type system. In addition, life-long education is a commonly used practice. <p>Moreover Edulink supported:</p> <ul style="list-style-type: none"> • Study visits to EU partner HEIs and seminars/ workshops to build up joint EU-African pedagogical innovations such as the “Community of Practices” (<i>SUCAPRI</i>), • Open learning networks (<i>SUCCEED</i>), • IAR4D actions (<i>SUCAPRI</i> & <i>ValueSeC</i>), • Inclusive education for gender balance and opportunities to underprivileged populations (<i>ENERGY-AGRO-FOOD</i> & <i>IMMIS</i>). <p>(Interim narrative and final reports of case study projects)</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Management practices in the 23 participating East African HEIs ***have in general improved***, due to the exemplary and triggering effect of the EDULINK-funded projects.

Regarding improved M&E capacities, these positive developments appear to be more evident in the immediate academic environment of the Edulink interventions, rather than generalised over the campuses. For achieving generalisation in the future, Edulink-funded projects should be equipped with an information and dissemination plan extended to the global management and academic community of the HEI from the beginning.

Although dedicated websites and information leaflets are necessary and potentially useful, improvement of management practices requires will and initiatives at the highest levels of the concerned HEIs.

4.3.2 JC 32 - Improved quality of teaching and learning

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| Evidence of efficient M&E instruments for continuous assessment of quality teaching | <p>The reviewed documentation shows that the Steering Committees (SC) of the six projects have developed M&E systems; although in two cases (<i>SUCAPRI</i> and <i>ENERGY-AGRO-FOOD</i>), they existed prior to the EDULINK initiatives.</p> <p>The M&E instruments developed through EDULINK support have been used to prepare the interim and final reports. (see interim and final reports of projects)</p> |
| Alternative and flexible learning pathways (including e-learning) offered to undergraduate and graduate and graduate students | <p>From the available project documentation, the following evidence could be retrieved on this indicator:</p> <ul style="list-style-type: none"> • In <i>SUCAPRI</i> core groups of advocates and resource persons (so called Communities of Practice (CoP) have achieved “...<i>Increased interaction with colleagues and students, development of new curricula integrating rural innovations, improved communication within the university, increased stakeholder engagement with respect to research in teaching and research, multidisciplinary research teams operating,</i> |

⁵ Although different in purposes and scope: 3 HEI capacity building, 1 pedagogical innovations, 2 “peer-learning” networks.

| Indicators | Evidence |
|--|---|
| | <p><i>multi-stakeholder learning cycles.”</i></p> <ul style="list-style-type: none"> ○ Similarly in Kenya, the multi-stakeholder learning cycles were organized through workshops held along the mango, potato and dairy goat value chains (established with PSDA-GIZ support) benefiting 200,000, 200,000 and 40,000 people, respectively. ○ CoPs in each of the five HEIs participating universities facilitated the learning of others and contributed to the development of curricula for one PhD, four MSc, nine BSc. programmes, two diplomas (one postgraduate and one Agricultural communications skills) and changed teaching and learning practices for their taught courses <ul style="list-style-type: none"> ● In addition, partner HEIs have created 15 open learning and e-learning courses on energy efficiency and renewable energy for the <i>SUCCEED</i> network platform ● <i>SUCAPRI</i> project partners have been working with technical support from Commonwealth of learning (COL) to create open learning and e-learning courses on rural innovation processes. <p>(Tenywa et al., 2010; CIPCAD)</p> <p><i>Note: The feedbacks from these experiences were used to modify the process of IP formation and facilitation.</i></p> |
| <p>Evidence of increase in number and academic value of degrees achieved by 1st and 2nd cycle students</p> | <p>There is only limited evidence available on this issue. Nevertheless, significant impact of Edulink interventions on curricula development has been identified with demonstrated evidence in some partner EA universities, in particular <i>IMMIS ENERGY-AGRO-FOOD</i> and <i>SUCAPRI</i>. (see narrative and final project reports).</p> <ul style="list-style-type: none"> ● Two evidences of improved number and values of academic degrees can be found in <i>SUCAPRI</i> project assessments: <ul style="list-style-type: none"> ○ <i>“Team building and systems thinking” topics have been included as a unit for all masters level courses offered by the School of Agriculture and Enterprise Development,</i> ○ <i>A new master’s program (MSc in Integrated Watershed Management) was established in the College of Agriculture and Environmental sciences at Kenyatta University”.</i> ● Regarding the <i>IMMIS</i> project, some achievements are worth mentioning. The faculties/departments involved in <i>IMMIS</i> implemented a) study modules developed in the context of the project and b) the African-European study programme EMMIR. Furthermore Ahfad University implemented the MA course “Gender, Migration and Multicultural Studies” built around the curriculum developed in <i>IMMIS</i>. Oldenburg University’s expertise in curriculum development and application writing was shared among all partners and helped to build capacity at all universities involved. A number of students in Master and PhD programmes have been addressed through various project activities. In year one, four students in Master and PhD programmes were offered the possibility to participate in the EMMIR IP. Nine Ugandan and three Sudanese students participated in a specially designed second three month fellowship programme from September to December 2010; they took lectures, seminars and |

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| | workshops and presented papers at three international conferences. Nine of the twelve fellows were later involved in research activities and in the administration of the co-operation. Around 50 students participated in at least one module developed by IMMIS partners, another 40 students enrolled in the MA programme “Gender, Migration and Multicultural Studies (GMMS)” at Ahfad University. In September 2011, 26 international students set out to study the joint programme EMMIR. |
| Application of Bologna process guidelines to HEIs teaching and learning organisation, modalities and practices | See indicator 314 for the description of the extent to which each of the six projects has been designed according to Bologna process guidelines. Moreover, due to <i>ENERGISE</i> an MSc in energy engineering is currently being developed at JIMMA University (Ethiopia) in co-operation with the grant holder Politecnico de Milan. Its design has been made on the basis of the Bologna process guidelines and in particular the European Qualification Framework (EQF). (See Annex 2: Interim and final reports of projects <i>ENERGISE</i> , <i>ENERGY-AGRO-FOOD</i> and <i>SUCAPRI</i>) |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Initiatives for developing, experimenting and sharing pedagogical innovations to improve the teaching-learning process in 1st and 2nd cycle **have been triggered**, mostly thanks to the Edulink-funded projects. Moreover, four out of six Edulink-supported projects have developed M&E system thanks to Edulink support. However, there is **not yet enough evidence on how and to what extent these pedagogical innovations have effectively contributed to improving the quality of teaching/learning practices**, since no tracer study or student outcome survey has yet been performed in these projects;

Nevertheless, evidence presented in the interim and final reports show that a “Result-based Management” (RBM) approach is now being adopted by the management of HEIs involved (in three of the six projects) for assessing the quality of their academic results;

As a result of this increasingly systematic quality assessment, evidence shows that a higher improvement of teaching/learning quality is demonstrated in the rural innovation, bio-energy and agro-food industry areas (in particular *SUCAPRI*, *ValueSeC* and *ENERGISE*).

Bologna process features increasingly applied by some of the Edulink-funded projects are the LMD system and continuing education modalities (with increased use of national qualifications frameworks based on the EQF).

4.3.3 JC 33 - Enhanced institutional and human capacity and conditions for academic research

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Evidence for adequate resources allocation (equipment and academic/ technical staff) to undertake relevant research | No evidence in project documentation |
| Increased number of research outputs and outcomes produced by research-active academic staff of partner countries HEIs | When mentioned in the available documentation, research outputs and outcomes refer to results of research on innovative pedagogical practices and not research and technology as usually understood. Some Edulink projects indeed have undertaken significant initiatives to involve academic staff (and lab technicians) in pro- |

| Indicators | Evidence |
|--|---|
| | active research to develop innovative teaching/learning practices. Evidence on this type of activities can be found in the project documentation for <i>SUCAPRI</i> and <i>ENERGISE</i> project. |
| Evidence of national and international recognition of improved research capacities of partner countries HEIs | In the available documentation only limited evidence of national/international recognition of research capacities can be found. Among the rare exceptions, presentations of research achievements made in national conferences on HE in agriculture (such as RUFORUM and the 3 rd EC Review of the Sub-Saharan Africa Challenge programme) and in international conferences in the partner EU HEIs are worth mentioning. (see final and interim reports of <i>SUCAPRI</i> and <i>ENERGY-AGRO-FOOD</i> ; Tenywa et al., 2008 and 2010; Ombati et al., 2010). |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Enhanced institutional and human capacity and conditions for research and technology was one of the three Edulink I purposes but ceased to be for Edulink II, which did not include it any more in its ToR⁶.

The very limited results achieved show that conditions were probably not yet met among participating African HEIs to organise and systematically build up a research and technology capacity.

The hypothesis is thus that the EU adopted a reasonable decision by interrupting grants under this “research & technology” budget line in Edulink II. Indeed it enabled HEIs’ management to concentrate on building up a solid academic teaching staff and Bologna process-committed curricula and syllabi.

4.4 EQ 4 on reform of HE policy

4.4.1 JC 41 - HE policies and strategies reflect national priorities

Evidence at Indicator level

| Indicators | Evidence |
|--|---|
| The number and scope of policy reforms that address national priorities and challenges | <p>The six case studies show evidence that the concerned EA HEIs are implementing academic development policies which meet national priorities and challenges in particular ensuring the food security, meeting the needs for sustainable energy and facilitating and supporting innovations (more income generating) in agricultural processes.</p> <ul style="list-style-type: none"> • <i>SUCCEED</i> and to an even large extent <i>ValueSeC</i> have demonstrated the relevance of the Edulink interventions with respect to Ethiopian and Kenyan policies. The projects managed to gather all concerned stakeholders (farmers, public agencies, HEI academic staff, CSO, etc.) for better addressing the food security issue. • Success story: In Ethiopia in particular, “<i>the positive effects of bringing people from different arenas together at round table discussions to get a better understanding of each other’s problems by exchanging experience among people from the farming and from the academic communities and representatives of authorities from different administrative</i>” |

⁶ Source: Financing Agreement EDULINK II signed in March 2012. Although no specific reason was provided for omitting this third result (as compared to EDULINK I), it can be assumed that the very limited results achieved by EDULINK I on the objective of enhancing the Research & Technology capacities in the partner African HEIs explains this joint ACP-DEVCO decision

| Indicators | Evidence |
|------------|---|
| | <i>levels</i> ” was demonstrated (see <i>ValueSeC</i>). (see final and interim reports of all selected case study projects) |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Enhancing socio-economic conditions of farmers and rural communities ranks high among national priorities of East African countries. In this context, exchanges of rural stakeholders in order to share and discuss common problems proved to be efficient. In this respect Edulink-supported projects have demonstrated that the active involvement of East African HEIs in sponsoring such problem-sharing gatherings was a good practice for addressing national issues, provided that such efforts are well coordinated by national policy-makers⁷.

Moreover, the direct involvement of academic staff in such discussions with representatives of rural communities and farmer’s unions has proved to be quite an efficient practice, generating mutual benefits to both groups (HEI professors and farmers).⁸

4.4.2 JC 42 - HE policies and strategies reflect international consensus on good practice

Evidence at Indicator level

| Indicators | Evidence |
|---|---|
| The number of policy reforms that learn from international consensus on good practice | The review of the project documentation (see final and interim reports of all selected case study projects) shows that the Edulink-supported projects are designed with the aim to promote two types of cooperative actions between HEIs: <ul style="list-style-type: none"> • Jointly developed academic innovations and synergies, • Co-operation networks. Both with the aim to better and more systematically exchange with each another. With such mechanisms, EA HE policies are more and more aligned to EU good practices (Bologna process), thus opening the road to international consensus on good practices, as advocated and echoed by UN agencies such as UNESCO. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

As demonstrated by Edulink-supported projects, policy reforms in EA countries addressing issues such as improved agricultural development, extension of sustainable energy sources, included HEIs in the implementation and monitoring process of such policies. For most of the Eastern African countries this practice responds to a new policy approach which is inspired from international standards advocated particularly by UN agencies and the EU.

4.4.3 JC 43 - National HE institutional framework is equipped to implement national policies and strategies

Evidence at Indicator level

| Indicators | Evidence |
|--|---|
| The number of new institutions established to implement national policies and strategies | Information available in the reviewed documentation does not yet allow an assessment of the extent to which the Edulink-triggered reforms in national HEIs will make them better equipped/more able to contribute to the implementation of national policies and strategies. |

⁷ As one HEI academic mentioned in Kenya “our projects may need better national coordination to ensure more effective results” (see ref.).

⁸ Such positive side effects can be compared to these generated by “quality circles”

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| | <p>In this context, two cases are worth being looked at. <i>ValueSeC</i> and <i>SUCCEED</i> dealing respectively with food security and renewable and sustainable energy sources. Initial steps have been taken in both projects to gather information on academic knowledge and capabilities (existing or to be enhanced through Edulink support) of participating HEIs which can help them to participate more and better in the implementation of national policies and strategies; i.e. for ensuring better food security in the context of climate changes (<i>ValueSeC</i>) and for developing sustainable energy sources (<i>SUCCEED</i>).</p> <p><i>ValueSeC</i> established a list of academic programmes, offered in the three EA partner Universities (in Kenya and Ethiopia) and relevant with agro-food national policies. On the basis of this list, capacity building programs were developed with the support of the European partner HEI.</p> <p>(see final and interim reports of the two case study projects)</p> |
| <p>The number of reforms in existing national institutions that better equip them to implement national policies and strategies</p> | <p>No evidence in project documentations</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The EU interventions in East Africa currently under implementation through the six Edulink **case projects are certainly too limited in time and scope to be able to trigger - at short term - an impact of HE on national policies and strategies**. Furthermore, the consulted documentation does not permit to assess which component of the HEIs' institutional framework was contributing (or could contribute) more to the implementation of national strategies.

4.5 EQ 5 on inclusiveness

4.5.1 JC 51 - Enhanced equitable access to HE for all groups of society

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| <p>The % of beneficiaries of EU mobility programmes and projects, which have access for vulnerable or under-represented groups as an objective, who are identified as coming from those groups</p> | <p>No evidence in project documentation</p> <p>Further research is needed from the statistical surveys performed for example by UNESCO Institute of Statistics (UIS)</p> |
| <p>The number of HEIs that have taken steps to increase access to vulnerable and/or under-represented groups</p> | <p>Available project documentation shows that in four of the six projects (see ref.), selection and recruitment of workshop facilitators and participants (including students) have been performed by partner HEIs on an "equal opportunity" basis (e.g. gender equality, learning disabilities, age)</p> <p>As an example, in each of the "Community of Practices" (e.g. <i>SUCAPRI</i>) efforts were made involve as many female staff as possible. In workshops involving curricula, students with learning</p> |

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| | difficulties were invited. In addition, the experimental learning approach and methods that have been inculcated in the CoPs involve tools for promoting gender equality while taking any students with disabilities into account. (see final and interim reports of case study projects) |
| The number and scope of HE policy reforms and strategies that promote access to vulnerable or under-represented groups | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Although most of the partner EA HEIs already have inclusive education policies in place, there is **no evidence that Edulink-funded interventions and the exchanges with the EU grant holders have enhanced equitable access to HE for all groups of society** in the participating countries. Further statistical analysis will be necessary to clarify this evaluation issue.

4.5.2 JC 52 - Equitable access to resources for HEIs, especially those suffering from former disadvantage

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| The number and scope of reforms taken in partner countries to support HEIs suffering from former disadvantage | No evidence in project documentation It is expected that HEI survey sheds light on this indicator. |
| The number of formerly disadvantaged HEIs that have improved their access to resources | The available information on this indicator is very limited. Only ENERGISE presents some evidence of prospects (not yet achievements) of potential improvement of their capacities (institutional, workshop equipment hardware and academic staff) in energy engineering. (interim report) |

Overall JC assessment with main achievements of the EU support and main lessons learnt

No conclusions can yet be drawn, until a direct survey to the concerned HEIs takes place.

4.6 EQ 6 on responsiveness to labour market needs and brain circulation

4.6.1 JC 61 - Strengthened institutional set-up in the HEIs to respond to labour market needs in specific professional qualifications

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Evidence for follow up of labour market trends by HEIs ad hoc set-up | The reviewed project documentation confirms that 20 of the 22 universities participating in the six projects under assessment have some kind of mechanism for observing the labour market . Some of them (three in ENERGISE , two in SUCPARI and one in the other four projects) are equipped (using MSc students in statistics) to analyse the trends; nevertheless, none of them has been in conditions to launch a tracer study. (see final and interim reports of case study projects) |

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Evidence for exchange between employers and HEIs on teaching/learning process and outcomes | <p>Three projects (11 HEIs in <i>SUCAPRI</i>, <i>ValueSeC</i> and <i>ENERGY-AGRO-FOOD</i>) are showing evidence of planned or actual exchanges between their HEIs and the employers (individuals and/or associations).</p> <p>As an illustration, in <i>ENERGY-AGRO-FOOD</i>, 14 external stakeholders (agricultural and industrial) related to the bio-energy and agro-food sectors have taken part in the fieldwork launched by the projects to survey the labour market. They have hosted the staff of the teams of East African and European HEIs in their working site and given a relevant contribution to the local conferences discussing the labour market surveys. In addition, they have also been proactive in stressing the needs for the co-operation between the labour market and HEIs, thanks to their participation to the committee of external consultants during the regional conference of the project.</p> <p>(see final and interim reports of case study projects)</p> |
| Existence of mechanisms to reflect labour market needs in degree programmes and related curricula | <p>No project seems to have reached a stage where mechanisms to reflect labour market needs are included in degree programmes and related curricula, in spite of some of them analysing the trends of the labour market.</p> <p>The feedback of such analyses has been more in terms of regional conferences, seminars and workshops recommendations than in terms yet of effective implementation of mechanisms. Only in the case of the <i>ENERGY-AGRO-FOOD</i> illustrates a noteworthy step into this direction when in 2013 the EU University of Pavia partner began collecting preliminary information on the energy-agro food labour market and the education sector in the three EA countries (Ethiopia, Kenya, Tanzania) addressing directly each of the African partner universities involved in the project.</p> <p>(see final and interim reports of case study projects)</p> |
| Existence of mechanisms for interchange between universities and public and private sector production- and services-providing organisations | <p>See previous indicators, no systematic mechanism for regular exchanges between HEIs and workforce employers is yet implemented in any of the participating HEIs. Nevertheless, the assessed projects are all discussing this issue and there is evidence that, apart from the topic of academic improvements, the labour market demand is a key topic of concern for EA partner HEIs; and object of support to them by Edulink grant holding EU HEIs.</p> <p>(see final and interim reports of case study projects)</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

At the time of this evaluation, **no institutional set-up** has been observed in the EA HEIs **to respond to labour market needs** in specific professional qualifications. Nevertheless, available evidence allows concluding that this topic is a key concern for almost all EA partner HEIs.

Each work plan of the six projects involve at least one continuous activity on the above topic. Moreover, in three case study projects (*SUCAPRI*, *ValueSeC* and *ENERGY-AGRO-FOOD*), planning is set for organized exchanges between employers and the HEIs.

4.6.2 JC 62 - Increased ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Institutionalised opportunities to students for gaining practical experiences (apprenticeships, internships) | The documentation shows that most opportunities were gained by students through the networking effect of Edulink projects, providing them with regional and international experience which resulted in more opportunities on the national labour market. This is particularly the case for the energy, agro-food and agricultural development sectors. (see final and interim reports of case study projects) |
| Evidence of relative match of HE learning outcomes with qualifications required by the labour market | No evidence in project documentation The planned surveys will probably shed more light on this issue. |
| Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange programmes compared to non-participants | No evidence in project documentation The planned surveys will probably shed more light on this issue. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

No evidence in project documentation. The planned surveys will probably shed more light on this issue.

4.6.3 JC 63 - Enhanced internationalisation of HEIs and individuals in partner countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Number and scope of academic co-operation networks and links | The documentation shows at least 36 academic co-operation linkages were established between the 22 East African and the nine EU universities involved. Yet it should be noted that such observed linkages are of very different nature and sustainability: a distinction should be made between temporary linkages, the duration of which does not extend beyond the Edulink-funded project life cycle, and more sustainable linkages which involve the institutional commitment of EA and EU HEIs and thus can extend beyond the duration of the concerned projects. Through these opportunities, African-African co-operation links were established and triggered further academic co-operation linkages between HEIs of the same EA country but also at regional level. In addition, approximately 120 short term bilateral and multilateral academic co-operation linkages took place through the workshops, seminars and conferences organized in East African HEIs involved in the 6 projects. (see final and interim reports of case study projects) |
| Trends of postgraduate students returning to their home countries after their studies abroad | Documentation shows that all students taking part in a study program abroad under the six case study projects, returned to their home countries , although it is too early to conclude about the PhD students currently completing their thesis work. |

| Indicators | Evidence |
|--|--|
| | (see final and interim reports of case study projects) |
| Trends of exchange of academic personnel between HEIs at global and regional level | <p>Exchanges of academic and administrative staff between the 22 EA HEIs and between EA HEIs and EU partner HEIs have been growing significantly in the surveyed period⁹;</p> <ul style="list-style-type: none"> The trend is more significant at regional level (i.e. between EA HEIs). During the period Edulink support indeed has triggered a movement of mutual co-operation between EA HEIs with the aim to “join forces” in order to take better advantage of the co-operation with EU partner HEIs. (in addition to collateral benefits by economies of scale). At the same time, Erasmus and Tempus thematic programmes have been progressively relaying Edulink-funded projects when the demand of exchange could not be satisfied by Edulink funding and/or national counterpart budgets. (<i>SUCAPRI</i>, <i>IMMIS</i> and <i>Energy-Agro Food</i>) |
| Trends in former grantees of partner countries having worked at EU HEIs | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Although quantitative evidence is still insufficient and should be obtained through the HEI survey, trends can be observed which confirm **a growing co-operation between EA universities and their EU partner universities** (Edulink structural achievement although it can be observed that the project exchanges of academic personnel will increase at EA HEIs' own initiatives).

At the same time, a parallel trend has occurred at the beginning of the evaluation period and developed steadily throughout the past years. **An increasing number of EA HEIs** (from three in 2007 to 22 in 2014) **have entered into academic partnership and cooperative work**, triggered certainly by the networking movement created by Edulink (with growing relay and/or additional support from Erasmus +).

Finally, stories and comments provided by participating academic personnel of several EA HEIs¹⁰ confirmed that the linkages established between the participating HEIs (within the six case study projects) are further expanding by themselves in a sustainable manner.

4.7 EQ 7 on intra-regional harmonisation

4.7.1 JC 71 - Strengthened inclusive regional co-operation on harmonisation

Evidence at Indicator level

| Indicators | Evidence |
|---|--|
| Regional dialogues on HE established or supported | Notwithstanding the differences among the EA partner universities (in terms of educational systems, local priorities, policy constraints) an open dialogue has been activated and strengthened throughout the implemented and planned activities and was further sealed during the first interim project meeting |

⁹ In 2007 only 3 of the 22 EA HEIs had established academic co-operation programs; at the end of the evaluated period all of them had established such linkages, thanks to the EDULINK support. At the same time academic co-operation programs between the same EA HEIs and EU partner HEIs were established in the framework of the EDULINK-supported projects,

¹⁰ One of the most significant reference being the minutes of the kick-off meeting (14-6 January 2013) of the EDULINK II Project *Energy_Agro-Food synergies in Africa* (ref. c-320168), linking 5 Universities in Ethiopia, Kenya and Tanzania in the framework of a network facilitated by 3 EU partner Universities from Italy and France.

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| | (e.g. the African partners jointly agreed to integrate the teaching modules at the same higher educational level: the Master course one). (see final and interim reports of case study projects) |
| Regional organisations have HE agenda and play active role towards harmonisation of national HE systems | Among the six case studies the documentation shows evidence that the dialogue among EA partner HEIs is attracting growing attention from the regional EA and African organisations. Nevertheless, evidence of concrete projects launched by such organizations (AfDB, OAU, etc.) towards fostering harmonisation of national EA HE systems cannot be extracted from the available documentation. Further information is expected from EU Delegations in the EA countries during later stages of the evaluation. (see final and interim reports of case study projects) |
| Increased participation of non-state stakeholders (civil society, private sector etc.) in regional dialogues | From the beginning of <i>SUCAPRI</i> and <i>ENERGY-AGRO-FOOD</i> , mechanisms have been created to integrate private employers, farm holders and rural workers as partners in the search for more relevant teaching/learning programs (e.g. innovation platforms in <i>SUCAPRI</i> project) (see final and interim reports of case study projects) |

Overall JC assessment with main achievements of the EU support and main lessons learnt

EduLink has contributed to establishing (or enhancing) a sustainable dialogue between Eastern African universities involved in the six case projects. However, concrete results on the harmonisation will need to be confirmed by additional sources such as direct interviews of the regional and African organizations and of EU Delegations. As far as non-state stakeholders are concerned, the trend of their active participation in defining HEIs policies and academic programmes is mentioned in the documentation of some of the six projects¹¹

4.7.2 JC 72 - Advanced standardisation of HE at regional level

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--------------------------------------|
| Number and scope of partnerships among HEIs at regional level | No evidence in project documentation |
| Number and scope of agreements on mutual recognition of qualifications | No evidence in project documentation |
| Joint or collaborative degree programmes established | No evidence in project documentation |
| Strategic partnerships with a balanced involvement of business and HE established | No evidence in project documentation |

¹¹ In particular the project Strengthening of University Capacity for Promoting facilitating and teaching Rural Innovation processes (SUCAPRI) ref. c-193987 or the project Value Chain Development for Food Security in the Context of Climate Change - A contribution through strengthening capacity in higher education in Eastern Africa (ValueSec) ref. c-320125

Overall JC assessment with main achievements of the EC support and main lessons learnt

No general conclusion on these issues can be drawn at the moment, since not enough evidence is yet available from the consulted documentation. The HEI survey will provide more information in that regard. Nevertheless, it was observed that the few universities¹² which have entered into a kind of more structured partnership with incipient co-operation towards a mutual recognition of degrees and associated qualifications, seem to have done so more as a result of a “networking spirit” and regional initiatives than triggered by Edulink policies and sponsorship.

4.8 EQ 8 on modalities and instruments

Not a case study focus

4.9 EQ 9 on coherence and synergies

Not a case study focus

¹² e.g. Makerere University in Uganda and University of Nairobi and Jomo Kenyatta University of Agriculture and Technology, both in Kenya)

5 Annex

5.1 Annex 1: Detailed overview of Edulink projects

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|---|--------------------------|-------------------------|
| 2007 | ADDIS ABABA UNIVERSITY - JOINT MASTER PROGRAMME IN TRANS-BOUNDARY ANIMAL DISEASE MANAGEMENT | 395,952 € | 257,079 € |
| 2007 | AGA KHAN UNIVERSITY - IMPROVING NURSING EDUCATION AND PRACTICE IN EAST AFRICA - INEPEA | 191,755 € | 217,292 € ¹³ |
| 2007 | KAMPALA UNIV-STRENGTHENING OF UNIVERSITY CAPACITY FOR PROMOTING FACILITATING & TEACHING RURAL INNOVATION PROCESS-SUCRAPI | 455,937 € | 455,937 € |
| 2008 | GARNT: VALUE CHAINS FOR POVERTY REDUCTION IN THE AGRI-FOODSECTOR-PROBLEM-BASED LEARNING IN HIGHER EDUCATION (VALUELEAD | 441,344 € | 441,344 € |
| 2008 | GRANT: PROMOTING EXCELLENCE IN PH.D.RESEARCH PROGRAMMES INEAST AFRICA (PREPARE-PHD) | 485,911 € | 165,099 € |
| 2008 | GRANT:IMMIS-AFRICAN MIGRATION AND GENDER IN GLOBAL CONTEXT-IMPLEMENTING MIGRATION STUDIES | 493,615 € | 493,615 € |
| 2008 | JUSTUS LIEBIG UNIVERSITY GIESSEN: HENNA - ESTABLISHMENT OF HIGHER EDUCATION NETWORK FOR APPLIED NUTRITION | 442,945 € | 442,945 € |
| 2008 | UNIVERSITY OF EDINBURGH: GEODESY IN EAST AFRICAN UNIVERSITIES | 359,450 € | 359,450 € |
| 2013 | ACADIA: African Center for Applicative Development & Innovation in Agribusiness | 478,627 € | 144,573 € |
| 2013 | Capacity Building for " E-Learning Network on Food and Nutrition Security with Partner Universities in Eastern Africa and Europe" eLEFANS | 489,791 € | 159,142 € |
| 2013 | ENERGISE (Enlarged Network in Education and Research for a Growing Impact of Sustainable Energy engineering on local development) | 498,120 € | 94,175 € |
| 2013 | ENERGY-AGRO-FOOD: Energy – Agro-food Synergies in Africa: New Educational Models for Universities | 499,502 € | 201,126 € |
| 2013 | Enhancing the quality of graduates of agriculture to meet tomorrows food security challenge (PREPARE-BSc) | 493,989 € | 150,794 € |
| 2013 | Mainstreaming the Biofarming System in Ethiopian and Ugandan Higher Education Institutions (MAINBIOSYS) | 475,969 € | 108,381 € |
| 2013 | Strengthening Human Resource Capacity to Foster Agricultural and Rural Innovation in Eastern Africa | 488,166 € | 180,986 € |

¹³ The paid amount is higher than the contracted amount, as originally 296,617 EUR were contracted.

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|--|--------------------------|--------------------|
| 2013 | SUCCEED Network - East African Higher Education Network on Sustainable and Energy Efficient Campus Development | 495,101 € | 194,173 € |
| 2013 | Value Chain Development for Food Security in the Context of Climate Change- A contribution through strengthening capacity in higher education in Eastern Africa (ValueSeC) | 499,715 € | 120,596 € |
| Total | | 7,685,887 € | 4,186,705 € |

5.2 Annex 2: List of documents and main sources of information consulted

SUCAPRI Kampala univ-strengthening of university capacity for promoting facilitating & teaching rural innovation process

- Contractual documentation
- Narrative final report – 01/2012
- Report of the General Auditor – April 2013

ENERGY-AGRO-FOOD: Energy – Agro-food Synergies in Africa: New Educational Models for Universities

- Contractual documentation
- Interim narrative report – 12/2014

SUCCEED Network - East African Higher Education Network on Sustainable and Energy Efficient Campus Development

- Contractual documentation
- Interim narrative report – 03/2015
- Interim report assessment fiche – 02/2015

ValueSeC Value Chain Development for Food Security in the Context of Climate Change- A contribution through strengthening capacity in higher education in Eastern Africa

- Contractual documentation
- Interim Narrative report–12/2014
- ValueSeC Stakeholder Meeting – 10/2014 at Haramaya University

ENERGISE (Enlarged Network in Education and Research for a Growing Impact of Sustainable Energy engineering on local development)

- Contractual documentation
- Interim narrative report – 10/2014

Grant:immis-African migration and gender in global context-implementing migration studies

- Contractual documentation
- Final narrative report – 03/2012

Tenywa, M.M, Muyanja, C., Kodhandaraman, B., Foerch, G., Buruchara, R., Hawkins, R. & Karuhanga, M. 2010. An epistemological paradigm shift from adaptive to systemic approach to agricultural curricula review and development.

Challenges & Innovative Processes for Capacity strengthening in Agriculture for Development (CIPCAD) Seminar, Montpellier, France : “Forming multi-stakeholder platforms in southwestern Uganda: Experience and Lessons learnt”.

Ombati, J.M and Mutonga, S.N. 2010. Strengthening of University Capacity for Promoting, Facilitating and Teaching Rural Innovation Processes (SUCAPRI). Africa College Conference; University of Leeds 06/2010.

Tenywa Moses et al. 2008. Rethinking Agricultural Higher Education in Public Institutions of Sub-Saharan Africa. University of London 07/2008.

Desk phase case study – Intra-ACP Academic Mobility Scheme Southern Africa

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List of acronyms and abbreviations

| | |
|--------|---|
| ACP | African, Caribbean and Pacific Group of States |
| ALFA | América Latina Formación Académica |
| ARISE | Intra-ACP project: Africa Regional International Staff/Student Exchange |
| AUC | African Union Commission |
| CRIS | Common RELEX Information System |
| DCI | Development Co-operation Instrument |
| EACEA | Education, Audio-visual and Culture Executive Agency |
| EC | European Commission |
| EDF | European Development Fund |
| EQ | Evaluation Question |
| EU | European Union |
| HE | Higher Education |
| HEI | Higher Education Institution |
| JC | Judgment Criterion |
| METEGA | Intra-ACP project: Mobility to Enhance Training of Engineering Graduates in Africa |
| MoU | Memorandum of Understanding |
| PhD | Doctor of Philosophy |
| STREAM | Intra-ACP project: Strengthening African Higher Education Through Academic Mobility |
| TRECCA | Intra-ACP project: Transdisciplinary Training for Resource Efficiency and Climate Change Adaptation in Africa |

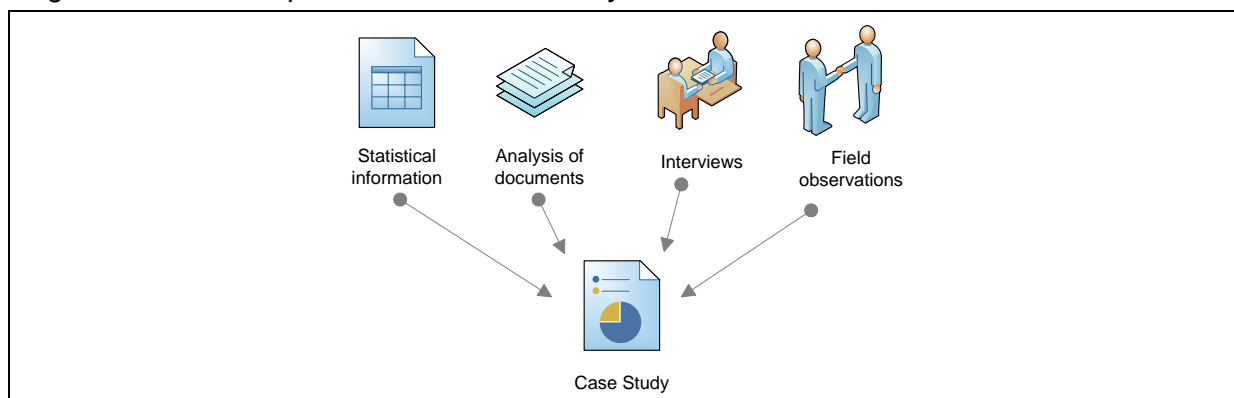
1 Introduction

As part of the desk phase of the Evaluation of the EU development co-operation support to higher education in partner countries, ten programme case studies and three bilateral country case studies have been selected as in-depth case studies. In line with the EU methodological guidelines, case studies allow a detailed examination of certain elements and should provide a picture of the EU support in different contexts.

The programme case studies are related to the major higher education programmes (ALFA, Tempus, Edulink, Intra-ACP, and Erasmus Mundus). Due to the large number of individual projects implemented within a programme, a number of projects have been selected for more in-depth analyses. The country case studies are related to bilateral support in the area of higher education. The case studies have the main focus on the bilateral support provided in a given country, but also assess the complementarity and coherence with the major higher education programmes taking place in this country.

The case studies include the analysis of various types of documents and statistical information, and for the case studies further investigated in the field will also include field observations and interviews with people directly involved in the programme.

Figure 1 Components of the case study



The outline of the case studies follows the structure of the evaluation matrix, to ensure a consistent and harmonised data collection approach. However, as projects implemented under major HE programmes cover a huge variety of different topics, not every project is relevant for all the evaluation questions. This tailored case study approach ensures that resources are spent in an efficient way.

2 Context of EU support

2.1 Background of Intra-ACP Southern Africa

The intra-ACP Academic Mobility Scheme promotes co-operation between HEIs (HEIs) and supports mobility in Africa, the Caribbean and the Pacific (ACP) regions.

The intra-ACP Academic Mobility Scheme provides support in two ways:

- **HEIs** set up inter-institutional co-operation partnerships between universities from different countries within the ACP regions. One applicant institution submits the application on behalf of the partnership. A partnership must comprise between three and 12 partner HEIs. Partnerships selected receive lump-sum amounts for the implementation of their activities and a further grant to fund the scholarships to be awarded to the selected students and staff.
- **Individual students, researchers and university staff** spend a study / research / teaching period in the context of one of the above mentioned co-operation partnerships. They address their applications directly to the selected intra-ACP mobility partnership. Each partnership issues a Call for applications with its own deadlines and application conditions.

Co-operation between HEIs and mobility of students (at masters and doctoral level) and staff takes place within two separate components, one for Africa, and one for the Caribbean and Pacific.

The European Commission, in partnership with the ACP Secretariat, oversees the management of the intra-ACP Academic Mobility Scheme. It manages the budget and sets priorities, targets and criteria for the Programme. Furthermore, it guides and monitors the general implementation, follow-up and evaluation of the Programme. The EACEA, with the support of the African Union Commission (AUC) and the Africa Caribbean and Pacific Group of States (ACP) is in charge of the day to day implementation and follow-up of this programme. An objective is to transfer the management of the programme to the AUC and relevant Caribbean and Pacific bodies.

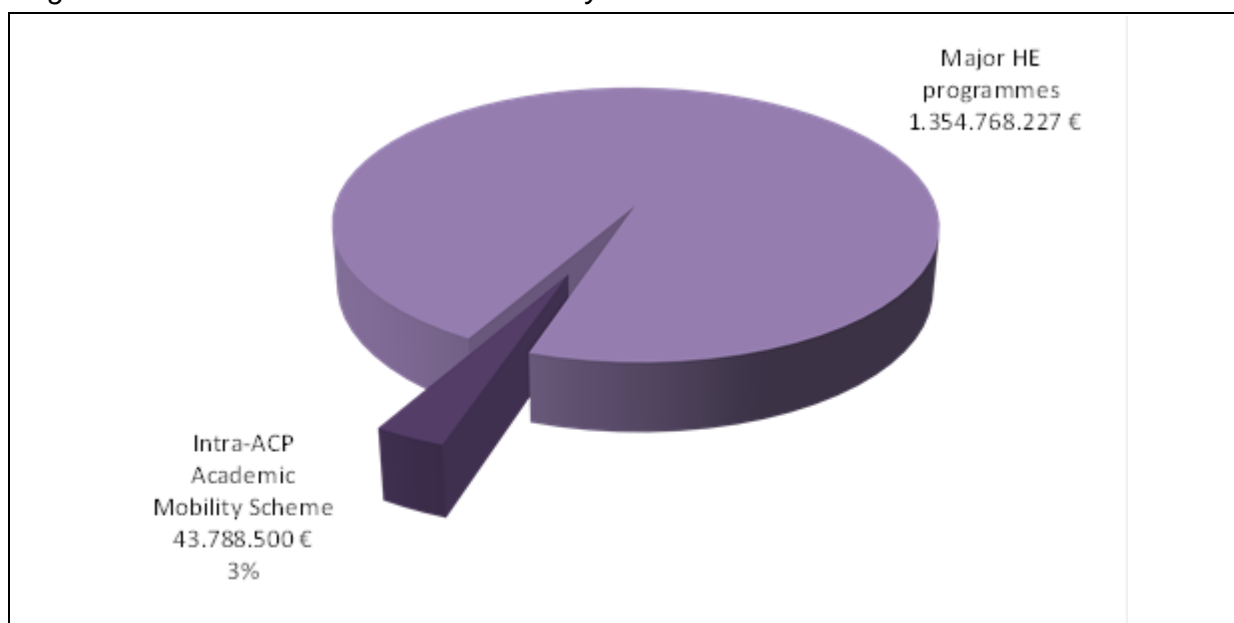
The Intra-ACP Academic Mobility Scheme is funded by the EDF, with the exception of the participation of South Africa which is funded by the DCI.

Intra-ACP projects (or “partnerships”) in Lot 1 - which is for Africa, as opposed to Lot 2 which is for the Caribbean and Pacific - must have representation from at least three African regions. There is thus no regional focus. The projects that have been selected below are linked to Southern Africa because their applicant/coordinating institutions – specifically the Universities of Cape Town (*ARISE*), Botswana (*METEGA*), and Stellenbosch (*TRECCA* 1 and 2), and the Polytechnic of Namibia (*STREAM*) - are based in the region.

2.2 Overview of financial support

- During the evaluation period, a total of 43.79 million EUR was contracted for the Intra-ACP Academic Mobility Scheme, making it with 3% the smallest of the EU’s major higher education programmes.
- By the time of completion of the inventory, a total of 23.09 million EUR of the above-mentioned amount (53%) was already paid out.
- The support provided by the Intra-ACP Academic Mobility Scheme was quite equally spread over 20 projects, each receiving between 1.3 and 2.8 million EUR.
- The support to the Intra-ACP Academic mobility Scheme was contracted in 2011 (8.95 million EUR), 2012 (11.90 million EUR) and 2013 (22.94 million EUR).

Figure 2 Intra-ACP Academic Mobility Scheme



Source: CRIS & EACEA database, Particip analysis

2.3 Involvements of HEI as participants and co-ordinating institutions

The Intra-ACP Academic Mobility Scheme is implemented via indirect centralised management by EACEA, overseen by the European Commission, in partnership with the ACP Secretariat. Involves a beneficiary university (partner country) and several partners (EU MS or partner country).

In total, involvements of partner countries amount to 204 with institutions from South Africa (15), Ghana (14) and Kenya (14) being the most frequently involved.

Figure 3 *Intra-ACP Academic Mobility Scheme – Involvements of HEI – EU MS*

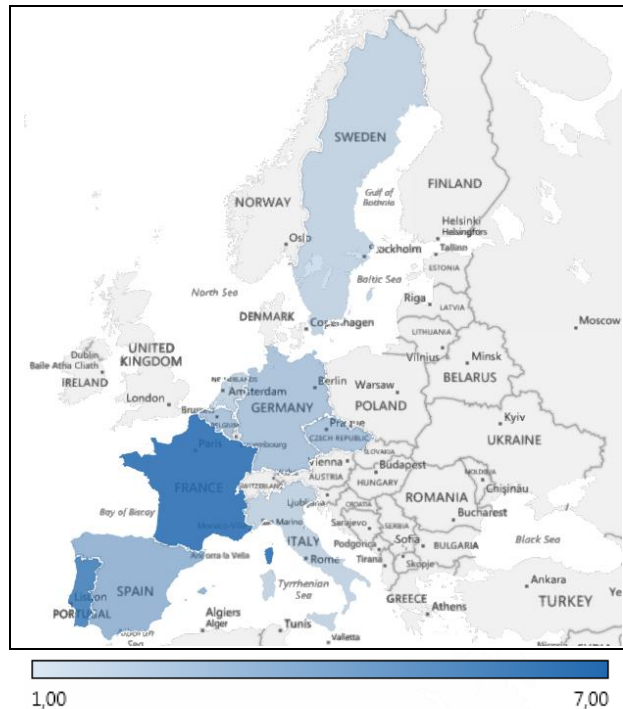
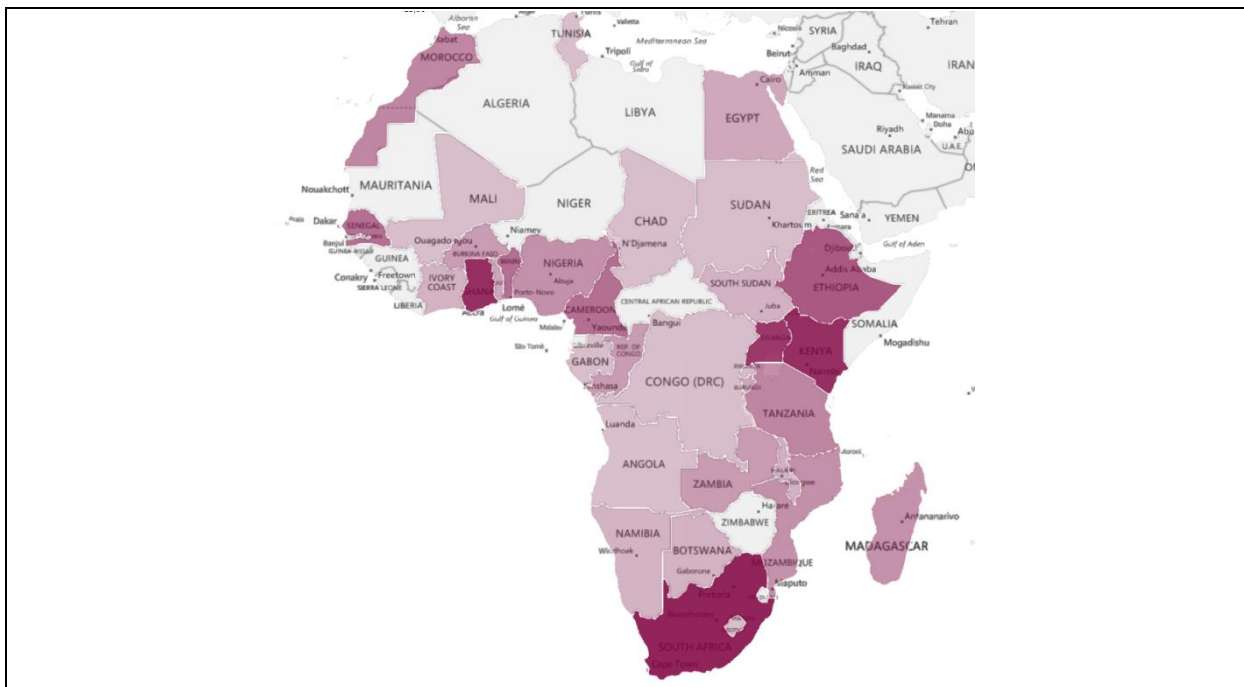
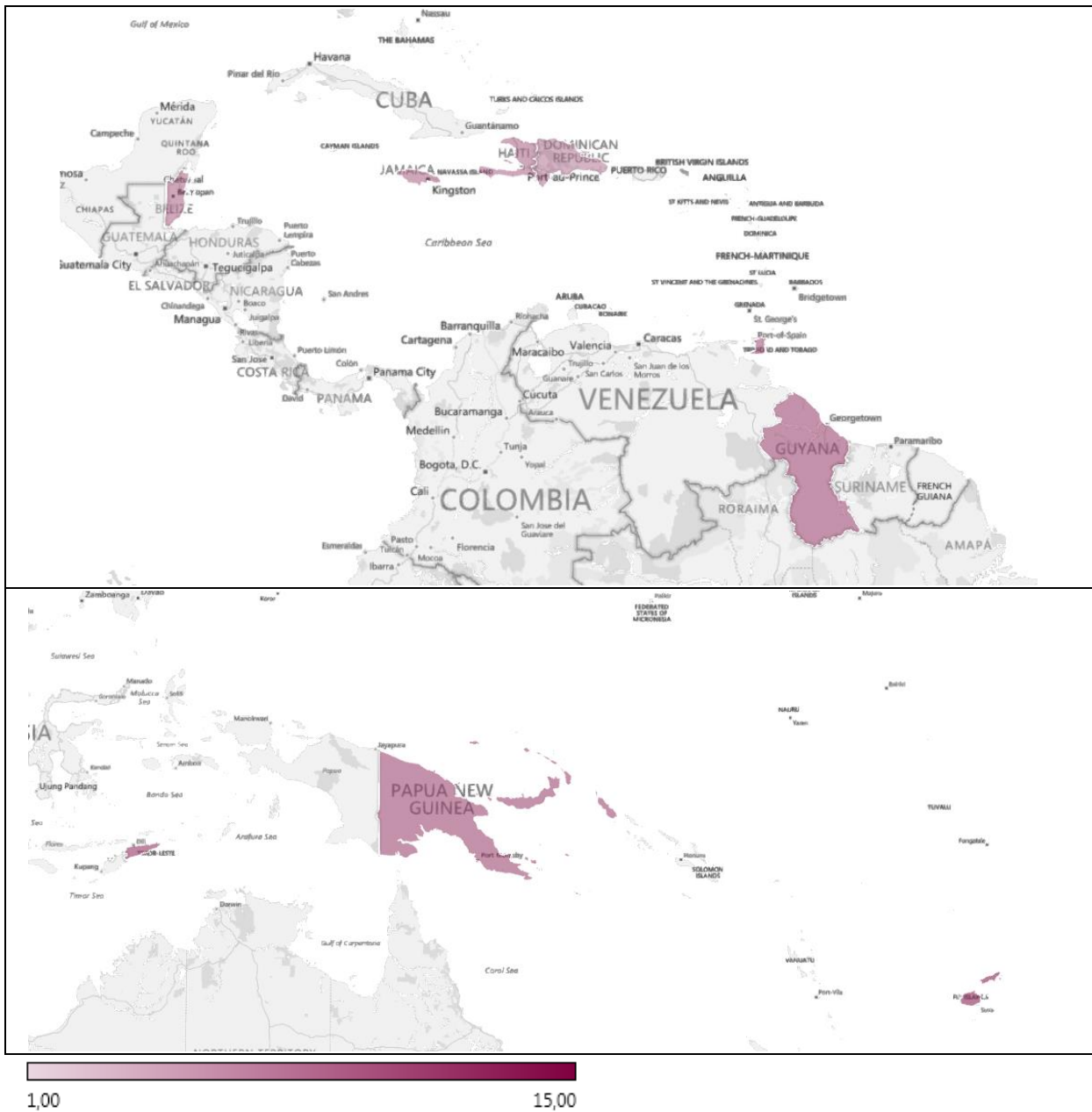


Figure 4 *Intra-ACP Academic Mobility Scheme – Involvements of HEI – partner countries*





3 Overview of case study selection

For the Intra-ACP Academic Mobility Scheme the Evaluation Team applied the following selection criterion:

Amount of aid: we selected projects for the sub-region with the highest contracted amounts. Based on the above, the following projects have been analysed more in-depth within the case study:

Table 1 Intra-ACP Academic Mobility Scheme – suggested selection of projects

| Title | Year | EU contribution € | Focus of case study | | | | | | | | |
|--|------|-------------------|---------------------|------|------|------|------|------|------|------|------|
| | | | EQ 1 | EQ 2 | EQ 3 | EQ 4 | EQ 5 | EQ 6 | EQ 7 | EQ 8 | EQ 9 |
| Southern Africa | | | | | | | | | | | |
| Africa Regional International Staff/Student Exchange : Food Security and Sustainable Human Wellbeing (ARISE) | 2012 | 1,999,000 | | | ✓ | | ✓ | ✓ | ✓ | | |
| Mobility to Enhance Training of Engineering Graduates in Africa (METEGA) | 2013 | 2,548,500 | | | ✓ | | ✓ | ✓ | ✓ | | |
| Strengthening African Higher Education Through Academic Mobility (STREAM) | 2011 | 2,291,600 | | | ✓ | | ✓ | ✓ | ✓ | | |
| Transdisciplinary Training for Resource Efficiency and Climate Change Adaptation in Africa (TRECCA I) | 2011 | 2,327,300 | | | ✓ | | ✓ | ✓ | ✓ | | |
| TRECCA II | 2013 | 2,550,000 | | | ✓ | | ✓ | ✓ | ✓ | | |

4 Information matrix

4.1 EQ 1 on relevance

Not a case study focus

4.2 EQ 2 on alignment

Not a case study focus

4.3 EQ 3 on management, learning, teaching and research

4.3.1 JC 31 Improved management practices

Evidence at Indicator level

| Indicators | Evidence |
|--|--------------------------------------|
| HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff | Aspect not covered by the EU support |
| Internal guidelines, rules and procedures to ensure compliance with HE policies are in place | Aspect not covered by the EU support |

| <i>Indicators</i> | <i>Evidence</i> |
|--|--------------------------------------|
| and regularly updated | |
| A performance monitoring and assessment system is in place, with adequate resourcing | Aspect not covered by the EU support |
| Application of Bologna process management guidelines to HEIs | Aspect not covered by the EU support |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The Intra-ACP Academic Mobility Scheme is not designed to directly influence management practices at participant HEIs. The staff who have participated have been almost exclusively academic, and their participation has been mainly in teaching and subject research.

The only references to improvement in management practices in the project documentation are in relation to international mobility. The First Report on Implementation of the Intra-ACP Academic Mobility Scheme (July 2014) mentions “*anecdotal evidence of a variety of institutional benefits*”, including “*capacity development in the international offices*”. In connection with *TRECCA* 1, Stellenbosch University, the coordinating institution, set up a course for international administrators “*in response to awareness of low capacity*”. The *TRECCA* I report referred to a potential systemic improvement: “*Intra-ACP encourages African HEIs to consider intra-African student mobility as a reality, and forces them to develop policies procedures and support mechanisms for this*” (2nd Progress Report). The *STREAM* partnership agreed to exchange administrative staff from registrars’ international relations and quality assurance offices “*as a mechanism to share experiences and best practices of how to deal with international students and their academic progress*” (*STREAM* 3rd Progress Report).

4.3.2 JC 32 - Improved quality of teaching and learning

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--------------------------------------|
| Evidence of efficient M&E instruments for continuous assessment of quality teaching | No evidence in project documentation |
| Alternative and flexible learning pathways (including e-learning) offered to undergraduate and graduate students | No evidence in project documentation |
| Evidence of increase in number and academic value of degrees achieved by 1st and 2nd cycle students | No evidence in project documentation |
| Application of Bologna process guidelines to HEIs teaching and learning organisation, modalities and practices | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Although the Intra-ACP Academic Mobility Scheme does not have improved quality of teaching and learning as an explicit objective, it can be assumed that this is one of the intended benefits of increased mobility of academic staff.

There is only one direct reference to this improvement in the documentation. The *TRECCA I* partnership is said to have been “*instrumental in establishing the value of the climate change programmes at Nairobi and Mekelle Universities through the influx of students from [the partnership]*” (*TRECCA I* 3rd Progress Report). The lack of evidence is not entirely surprising as there has been no evaluation of the impact of the Intra-ACP scheme, either overall or at the level of any individual partnership.

4.3.3 JC 33 - Enhanced institutional and human capacity and conditions for academic research

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Evidence for adequate resources allocation (equipment and academic/ technical staff) to undertake relevant research | No evidence in project documentation |
| Increased number of research outputs and outcomes produced by research-active academic staff of partner countries HEIs | As a significant proportion of the mobility funded by the scheme is in respect of PhD students and academic staff, it is highly likely that research output has benefited to some degree both in quality and quantity from the support the scheme has given to research-active academic staff. There is unfortunately a lack of documentary evidence made available to the evaluators so far. The First Report on Implementation of the scheme stated that “ <i>joint researches [...] research collaborations and common scientific publications are some outputs from the mobility implemented</i> ”. The only explicit mention in any of the partnership reports is in the 3 rd Progress Report of the <i>TRECCA I</i> partnership: “ <i>a number of PhD students have already published papers in journals and presented their findings at international conferences</i> ”. |
| Evidence of national and international recognition of improved research capacities of partner countries HEIs | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

It is entirely plausible, although not backed by available evidence, that the scheme has enhanced the capacity of the participant researchers. It has also contributed to research outputs, probably - although this cannot be proven through lack of a counterfactual - with a net gain in quality and quantity over what would have been produced if the researchers had not had the opportunity and discipline of study in a partner institution. There is no evidence that the scheme has had institutional effects such as increased budgets for research.

4.4 EQ 4 on reform of HE policy

Not a case study focus

4.5 EQ 5 on inclusiveness

4.5.1 JC 51 - Enhanced equitable access to HE for all groups of society

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| The % of beneficiaries of EU mobility programmes and projects, which have access for vulnerable or under-represented groups as an objective, who are identified as coming from those groups | The Intra-ACP Academic Mobility Scheme does not have access for vulnerable or under-represented groups as an explicit objective. However it is an understanding of the EACEA that “ <i>gender-balance, equal opportunities and the participation of disadvantaged groups – disabled students, economically disadvantaged students</i> ” will be considered in selection. Reporting from the partnerships includes a breakdown of participants by sex. Imbalances towards male participants have been marked in some disciplines like engineering and at PhD level generally. Partnerships have been encouraged to make efforts to correct significant imbalances, and most reported that this was observed and taken into consideration, particularly gender balance. <i>METEGA</i> (which had an engineering focus) reserved a pool of scholarships entirely for women. (<i>METEGA</i> 2nd Progress Report) |
| The number of HEIs that have taken steps to increase access to vulnerable and/or under-represented groups | No evidence in project documentation |
| The number and scope of HE policy reforms and strategies that promote access to vulnerable or under-represented groups | Aspect not covered by the EU support. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

There is no evidence that the Intra-ACP Academic Mobility Scheme has had an institutional effect of enhancing equitable access to higher education. However, by creating an expectation at least of gender balance in the scheme itself, it has resulted in some increase in opportunities for women to benefit from the mobility.

4.5.2 JC 52 - Equitable access to resources for HEIs, especially those suffering from former disadvantage

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---------------------------------------|
| The number and scope of reforms taken in partner countries to support HEIs suffering former disadvantage | Aspect not covered by the EU support. |
| The number of formerly disadvantaged HEIs that have improved their access to resources | Aspect not covered by the EU support. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

There is no evidence that the scheme has had any impact on equitable access to resources for HEIs, especially those suffering from former disadvantage.

4.6 EQ 6 on responsiveness to labour market needs and brain circulation

4.6.1 JC 61 - Strengthened institutional set-up in the HEIs to respond to labour market needs in specific professional qualifications

Aspects not covered by the EU support

4.6.2 JC 62 - Increased ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--------------------------------------|
| Institutionalised opportunities to students for gaining practical experiences (apprenticeships, internships) | Aspect not covered by the EU support |
| Evidence of relative match of HE learning outcomes with qualifications required by the labour market | No evidence in project documentation |
| Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange programmes compared to non-participants | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

There is no evidence that the Intra-ACP Academic Mobility Scheme has had any institutional impact on matching HE learning outcomes with qualifications required by the labour market. One of the case study partnerships signalled that it intended to conduct an evaluation of its impact on the social, economic and political needs of the countries involved (*ARISE* 3rd Progress Report). This evaluation was not available for the desk phase. As far as the scheme participants are concerned, the tracer study will provide evidence of the degree to which they have been able to find employment.

4.6.3 JC 63 - Enhanced internationalisation of HEIs and individuals in partner countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Number and scope of academic co-operation networks and links | There is evidence that academic co-operation, existing networks and links have been strengthened to some degree by the Intra-ACP Academic Mobility Scheme, but mostly if not entirely in a short-term and ad hoc way. The <i>STREAM</i> partnership was reported to have “strengthened inter-institutional partnerships with partner universities” through, for example, some participant PhD students’ supervisors travelling to research sites in partner |

| Indicators | Evidence |
|--|--|
| | <p>countries to facilitate their students' work. (<i>STREAM</i> 3rd Progress Report). The <i>METEGA</i> partnership was said to have promoted "interaction and building of relationships across the universities [which] was a very important platform for future collaboration, networking and great step towards regional integration" (<i>METEGA</i> 2nd Progress Report); although no specific examples were given.</p> <p>In some cases, the PhD research conducted by participants in the scheme involved cross-country research which has the potential at least to forge inter-institutional co-operation. The <i>STREAM</i> partnership gives, as an example, a PhD student from Uganda conducting a comparative study between his home country and Cameroon on education quality management systems (<i>STREAM</i> 3rd Progress Report).</p> <p>The <i>ARISE</i> partnership reported that "there are efforts to sustain [existing] and develop new partnerships – academic to academic." These however were said to be "determined by the enthusiasm of individual academics". As with other outcomes, the <i>ARISE</i> report acknowledged that the full extent of progress with partnerships would not be known without an evaluation of the partnership. (<i>ARISE</i> 3rd Progress Report).</p> |
| Trends of postgraduate students returning to their home countries after their studies abroad | No evidence in project documentation |
| Trends of exchange of academic personnel between HEIs at global and regional level | No evidence in project documentation |
| Trends in former grantees of partner countries having worked at EU HEIs | Aspect not covered by the EU support |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The EACEA First Report on Implementation of the Intra-ACP Academic Mobility Scheme expressed the hope that the institutions in the partnerships would develop "sustainability strategies" covering measures for the creation of durable links among the institutions, which would continue beyond the funding period. The report observed that, at the time of writing (2014), according "to the most recent reports received from those partnerships, the activities planned are more related to [further] fundraising" rather than "taking initiatives for establishment of bilateral agreements among the partners for research collaboration or student/staff exchanges." For example the African Union Research Grant programme to be launched in 2016 was seen by the *ARISE* coordinating institution as a source of such funding for continued partnership (*ARISE* 3rd Progress Report). The Intra-ACP scheme has led to ad hoc interactions and collaborations for research, but mostly, if not completely, dependent on the initiatives of individual academics.

4.7 EQ 7 on intra-regional harmonisation

4.7.1 JC 71 - Strengthened inclusive regional co-operation on harmonisation

Aspect not covered by the EU support

4.7.2 JC 72 - Advanced standardisation of HE at regional level

Evidence at Indicator level

| Indicators | Evidence |
|--|--|
| Number and scope of partnerships among HEIs at regional level | See below |
| Number and scope of agreements on mutual recognition of qualifications | <p>Intra-ACP Partnerships are required to agree on mechanisms for ensuring recognition of the study period abroad. With the objective of ensuring recognition, partnerships include a special clause in the MoU where they commit themselves to consider the study/research period abroad as an integral part of the study programme (including examinations or other forms of assessment). Moreover, they are expected to agree mechanisms for facilitating this such as the student agreement, learning agreement, transcript of records, etc. At the end of the period of study abroad, the host HEI provides the student as well as the sending HEI with a transcript of study results confirming that the program has been completed (First Report on Implementation of the Intra-ACP Academic Mobility Scheme).</p> <p>There is conflicting evidence about the extent to which this has happened in practice. The First Report on Implementation stated that <i>“The partnerships selected in 2011 have advanced more in putting in places these types of mechanisms, whereas for 2012 & 2013 partnerships, it is still early to ask for these results.”</i> This implies that some progress at least had been made. The Report gave the example of STREAM which, it said, awarded <i>“a diploma supplement and had set up a credit conversion system”</i>. STREAM seems to have taken recognition seriously. It reported in 2011 that it was planning a workshop on recognition of studies, coordinated by University of Buea (Cameroon) and supported by the technical partner, the University of Twente (Netherlands) (First Report).</p> <p>TRECCA I reported that recognition of modules had taken place <i>“in a few cases”</i> (3rd Progress Report).</p> <p>These seem to be exceptions however. At least three of the partnerships in the case study – ARISE, METEGA and TRECCA II - acknowledged the difficulty of recognition and, at Masters level, steered applicants towards full degree programmes where the problem did not arise.</p> <p>The ARISE 3rd Progress Report defined the issue in the following terms: <i>“As a partnership we came to a decision [...] to offer only full-degree mobility at Masters level [because] the future of Masters students would be too uncertain if they travelled amongst the institutions for anything less than a full qualification. Because of our different national laws and quality-assurance systems, there is as yet no overarching agreement in Africa on recognition of qualifications and were this to be intended for this round of the Intra-ACP Call, it would have necessitated bilateral department-to-department agreements between members of the consortium which, in the time available, it would simply have been unreasonable to expect.”</i></p> |
| Joint or collaborative degree programmes established | No evidence in project documentation |
| Strategic partnerships | Aspect not covered by the EU support |

| <i>Indicators</i> | <i>Evidence</i> |
|--|-----------------|
| with a balanced involvement of business and HE established | |

Overall JC assessment with main achievements of the EC support and main lessons learnt

Most African regions – including Southern Africa - are still at a low base in respect of regional harmonisation in higher education. The First Report on Implementation pointed out: *“It is difficult to develop an integrated approach to the study recognition in short time frame due to the lack of practical arrangements (i.e. credit transfer systems) for recognising the mobility periods spent at a different HEI.”* One of the consequences of this has been that at Master’s level, as students are not guaranteed to have the mobility period recognised as an integral part of their studies, they prefer to apply for degree-seeking scholarships, thus reducing the incentives for developing recognition schemes. PhDs are not affected by this issue as there is no need for formal recognition of research carried out in another country. Partnerships have been strongly encouraged by EACEA to do more on recognition mechanisms, by for example organising working groups and seminars.

4.8 EQ 8 on modalities and instruments

Not a case study focus

4.9 EQ 9 on coherence and synergies

Not a case study focus

5 Annex

5.1 Annex 1: Detailed overview of Intra-ACP Academic Mobility Scheme Southern Africa projects

| <i>Contract year</i> | <i>Contract Title</i> | <i>Contracted amount</i> | <i>Paid amount</i> |
|----------------------|--|--------------------------|---------------------|
| 2011 | Caribbean-Pacific Island Mobility Scheme | 1,998,900 € | 999,450 € |
| 2011 | Partenariat Intra-africain pour une mobilité sur l'environnement | 2,329,500 € | 381,100 € |
| 2011 | Strengthening African Higher Education Through Academic Mobility | 2,291,600 € | 1,833,280 € |
| 2011 | Transdisciplinary Training for Resource Efficiency and Climate Change Adaptation in Africa | 2,327,300 € | 1,861,840 € |
| 2012 | AFIMEGQ - AFRIQUE POUR L'INNOVATION, MOBILITE, ECHANGES, GLOBALISATION ET QUALITE | 1,999,225 € | 999,613 € |
| 2012 | Africa Regional International Staff/Student Exchange : Food Security and Sustainable Human Wellbeing (ARISE) | 1,999,000 € | 999,500 € |
| 2012 | CARPIMS II | 1,999,025 € | 999,513 € |
| 2012 | ENHANCING COMMUNITY OF PRACTICE IN ONE HEALTH FOR INFECTIOUS DISEASES THROUGH POSTGRADUATE TRAINING | 1,993,925 € | 996,963 € |
| 2012 | Harmonisation et Amélioration des Programmes de Master et de Doctorat en Agribusiness par la Mobilité entre l'Afrique de l'Ouest, de l'Est et du Centre pour un Développement Socio-économique Durable | 1,927,925 € | 963,963 € |
| 2012 | Sharing Capacity to build Capacity for Quality Graduate Training in Agriculture in African Universities | 1,979,475 € | 1,583,580 € |
| 2013 | BULA - Building University Links for Action | 1,270,525 € | 635,263 € |
| 2013 | Caribbean-Pacific Island Mobility Scheme III (CARPIMS III) | 2,799,950 € | 1,399,975 € |
| 2013 | Education for Climate Change Adaptation and Mitigation | 1,529,525 € | 764,763 € |
| 2013 | Entreprenariat, Ressources, Management, Innovation et Technologies (ERMIT) | 2,509,650 € | 1,254,825 € |
| 2013 | Inter-University Cooperation to Train Crop Scientists for Enhancing Agriculture | 2,548,800 € | 1,274,400 € |
| 2013 | Mobility to Enhance Training of Engineering Graduates in Africa (METEGA) | 2,548,500 € | 1,274,250 € |
| 2013 | PAFROID | 2,537,750 € | 1,268,875 € |
| 2013 | Partnering for Health Professional Training in African Universities (P4PHT) | 2,515,275 € | 1,257,638 € |
| 2013 | Postgraduate Academic Mobility for African Physician-Scientists | 2,132,650 € | 1,066,325 € |
| 2013 | TRECCAfrica II | 2,550,000 € | 1,275,000 € |
| Total | | 43,788,500 € | 23,090,113 € |

5.2 Annex 2: List of documents and main sources of information consulted

5.2.1 List of documents

Intra-ACP Academic Mobility Scheme: First Report on Implementation, EACEA, (unpublished) July 2014

Partnership Progress Reports and EACEA Acceptance Letters:

ARISE: 1st, 2nd and 3rd

METEGA: 1st and 2nd

STREAM: 1st, 2nd and 3rd

TRECCA I: 2nd and 3rd

TRECCA II: 1st and 2nd

Desk phase case study – Erasmus Mundus Asia Regional West

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List of acronyms and abbreviations

| | |
|-------|--|
| ACP | African, Caribbean and Pacific Group of States |
| ACTS | Asian Credit Transfer System |
| ALFA | América Latina Formación Académica |
| ASEAN | Association of Southeast Asian Nations |
| CRIS | Common RELEX Information System |
| DEVCO | EU Commission's Directorate-General for Development Co-operation |
| DG | Directorate General |
| EAC | EU Commission's Directorate-General for Education and Culture |
| EACEA | Education, Audiovisual and Culture Executive Agency |
| EC | European Commission |
| ECTS | European Credit Transfer and Accumulation System |
| EM | Erasmus Mundus |
| EQ | Evaluation Question |
| EQF | European Qualifications Framework for Life Long Education |
| EU | European Union |
| HE | Higher Education |
| HEI | Higher Education Institution |
| IPB | Institut Pertanian Bogor (Indonesia) |
| IROs | International Relations Office |
| JC | Judgment Criterion |
| JRS | Jesuit Refugee Service |
| MoU | Memorandum of Understanding |
| NJU | University of Nanjing (China) |
| QA | Quality Assurance |
| ROM | Results-Oriented-Monitoring |
| SSEA | South and South East Asian |
| SWOT | Strengths, Weaknesses, Opportunities, Threats |
| TG | Target Group |
| UCTS | University College of Technology Sarawak (Malaysia) |
| UGOE | University of Göttingen (Germany) |
| UK | United Kingdom |
| UMAP | University Mobility in Asia and Pacific |
| UNN | University of Northumbria at Newcastle (UK) |
| USC | University of Southern California |
| USTC | University of Science and Technology of China |
| VSU | University of Visayas (The Philippines) |

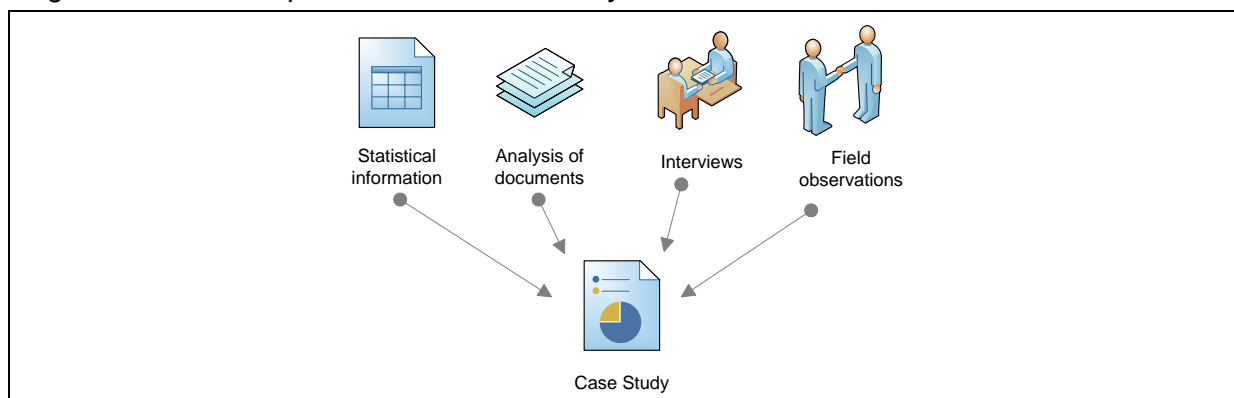
1 Introduction

As part of the desk phase of the Evaluation of the EU development co-operation support to higher education in partner countries, ten programme case studies and three bilateral country case studies have been selected as in-depth case studies. In line with the EU methodological guidelines, case studies allow a detailed examination of certain elements and should provide a picture of the EU support in different contexts.

The programme case studies are related to the major higher education programmes (ALFA, Tempus, Edulink, Intra-ACP, and Erasmus Mundus). Due to the large number of individual projects implemented within a programme, a number of projects have been selected for more in-depth analyses. The country case studies are related to bilateral support in the area of higher education. The case studies have the main focus on the bilateral support provided in a given country, but also assess the complementarity and coherence with the major higher education programmes taking place in this country.

The case studies include the analysis of various types of documents and statistical information, and for the case studies further investigated in the field will also include field observations and interviews with people directly involved in the programme.

Figure 1 Components of the case study



The outline of the case studies follows the structure of the evaluation matrix, to ensure a consistent and harmonised data collection approach. However, as projects implemented under major HE programmes cover a huge variety of different topics, not every project is relevant for all the evaluation questions. This tailored case study approach ensures that resources are spent in an efficient way.

2 Context of EU support

2.1 Background of Erasmus Mundus Asia Regional West

Erasmus Mundus (EM) – phase 1 (2004-2008) and phase 2 (2009-2013) – was a co-operation and mobility programme in the field of HE for:

- The enhancement of quality in European HE;
- The promotion of the EU as a centre of excellence in learning around the world;
- The promotion of intercultural understanding through co-operation with third countries as well as for the development of third countries in the field of HE.

The aims and specific objectives of EM were pursued by means of the following actions:

- Action 1: Erasmus Mundus joint programmes of outstanding quality at masters (Action 1 A) and doctoral (Action 1 B) levels including scholarships/fellowships to participate in these programmes;
- Action 2: Erasmus Mundus partnerships between European and third-country HEIs as a basis for structured co-operation, exchange and mobility at all levels of HE, including a scholarship scheme;
- Action 3: Promotion of European HE through measures enhancing the attractiveness of Europe as an educational destination and a centre of excellence at world level.

The Education, Audiovisual and Culture Executive Agency (EACEA) was responsible for the management of all three actions of EM, under the supervision of DG EAC and DG DEVCO. In 2014, EM – together with Tempus, ALFA, and EDULINK – was integrated into the new programme Erasmus+, which is again managed by EACEA.

The evaluation focuses only on:

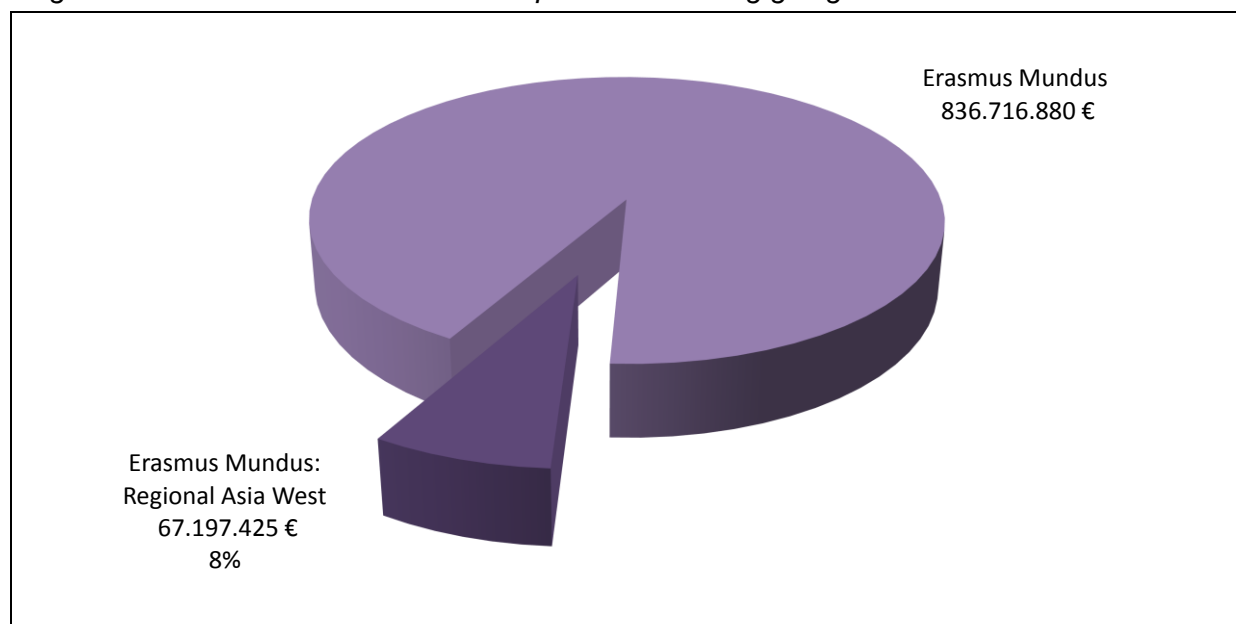
- Erasmus Mundus Action 2, Strand 1 - student and staff mobility,
- Erasmus Mundus External Co-operation Window,
- Erasmus Mundus Action 1: under Action 1 the evaluation covers only mobility funded by Heading 4.¹

The selected projects under Asia West have multifaceted objectives, including a focus on excellence in technical fields and aim at strengthening mobility and to enhance academic networks in a wide range of disciplines, such as Agricultural and Environmental Studies; Engineering Technology; Health & Medical Studies; Social Development; Regional Development, Poverty & Growth; and Law. The projects further aim to address the specific country needs in the South and Southeast Asian regions. Emphasis is given to the prominent inclusion of students from disadvantaged groups of society.

2.2 Overview of financial support

- During the evaluation period, a total of 836.72 million EUR was contracted for Erasmus Mundus, making out 62% of all of the EU's support to major higher education programmes.
- Within Erasmus Mundus, Asia West received a total of 67.20 million EUR, which represents 8% of all Erasmus Mundus support.
- By the time of completion of the inventory, a total of 53.10 million EUR of the above-mentioned amount (79%) was already paid out.
- In total, 23 projects were contracted for Erasmus Mundus Asia West, with project values between 2.0 and 5.5 million EUR.
- The support was mainly/entirely financed by the DCI instrument.

Figure 2 Erasmus Mundus – Proportion of funding going to West Asia



Source: CRIS & EACEA database, Particip analysis

¹ Evaluation of the EU development co-operation support to Higher Education in partner countries (2007-2014), Terms of Reference, p. 4.

2.3 Involvements of HEI as participants and co-ordinating institutions

Erasmus Mundus is implemented via indirect centralised management by EACEA. The implementation modality involves a co-ordinating institution (EU MS), several partners (EU MS or partner country) and associate partners (EU MS or partner country).

In total, involvements of partner countries amount to 3025. In Asia, institutions from India were the most frequently involved (183).

Figure 3 Erasmus Mundus – Involvements of HEI – EU MS

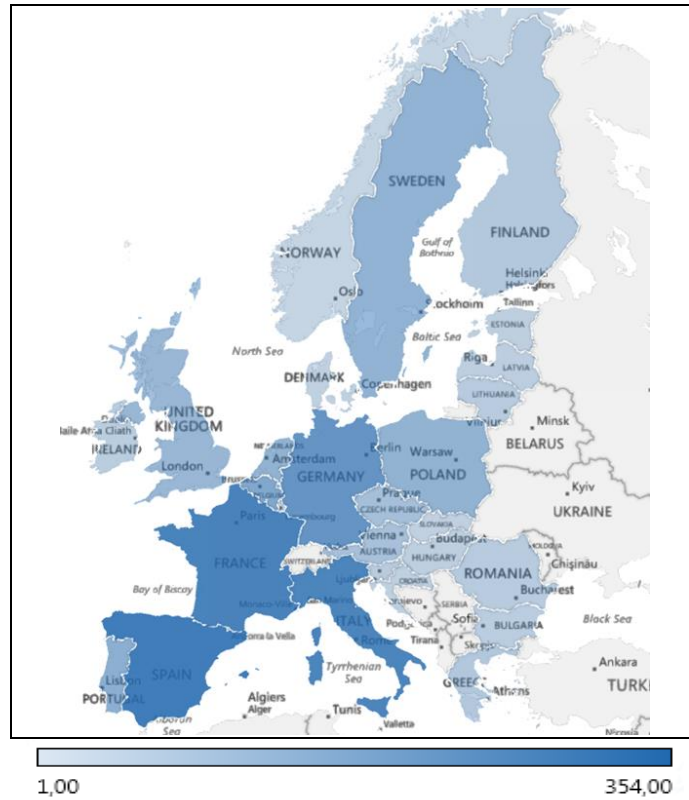
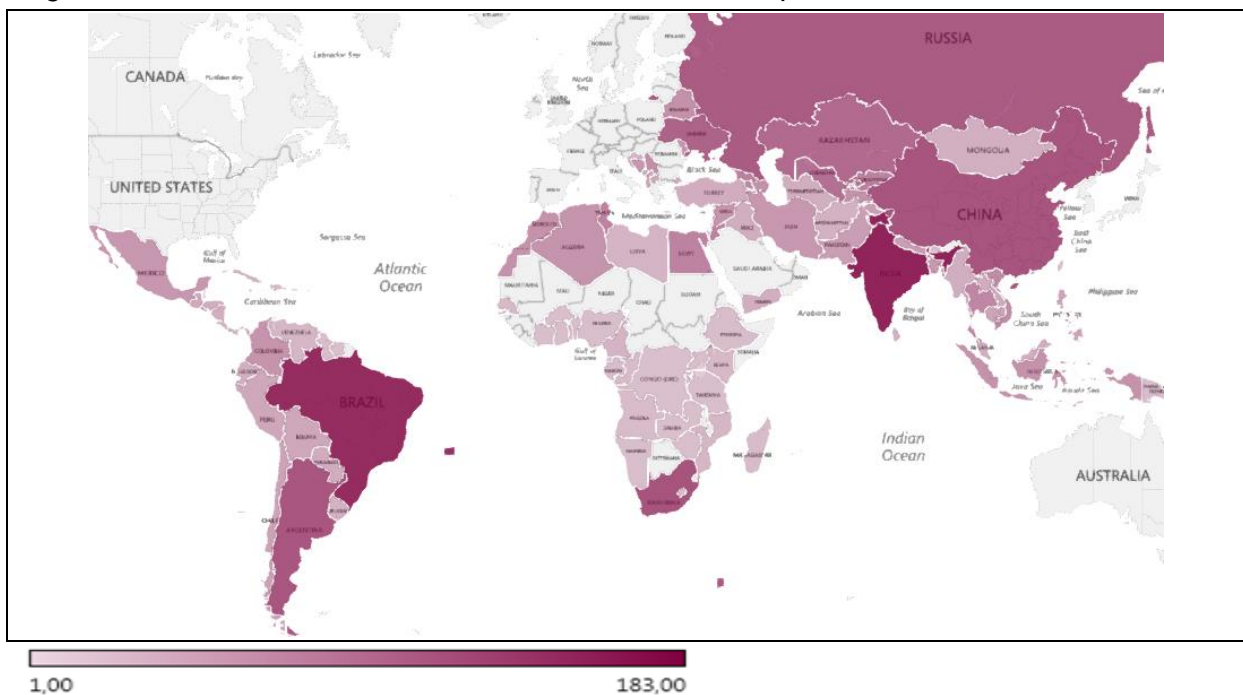


Figure 4 Erasmus Mundus – Involvements of HEI – partner countries



3 Overview of case study selection

For the Erasmus Mundus case studies the Evaluation Team applied the following selection criterion and rules:

Regional and sub-regional representation: to ensure a balanced sample we have selected projects for Asia, Latin America and South Africa.

Based on the above, the following projects have been analysed more in-depth within the case study Asia West. All projects aim to enhance the capacity for international co-operation between universities in the Asian and EU countries by facilitating transfer of people, know-how, culture and best practice in training the next generation of researchers and academic staff.

Table 1 Erasmus Mundus – suggested selection of projects

| Title | Yr | EU contribution € | Focus of case study | | | | | | | | |
|---|------|-------------------|---------------------|------|------|------|------|------|------|------|------|
| | | | EQ 1 | EQ 2 | EQ 3 | EQ 4 | EQ 5 | EQ 6 | EQ 7 | EQ 8 | EQ 9 |
| Asia Regional West | | | | | | | | | | | |
| EXPERTS-Exchange by Promoting Quality Education, Research and Training in South and South-East Asia (Afghanistan, Bangladesh, Bhutan, China, India, Indonesia, the Maldives, Nepal, Pakistan, the Philippines, Sri Lanka, Thailand) | 2010 | 2,473,325 | | | ✓ | | ✓ | ✓ | ✓ | | |
| Exchange by Promoting Quality Education, Research and Training in South and South-East Asia (Bhutan, Nepal, Pakistan, Bangladesh, Sri Lanka, India, Indonesia, Philippines, Thailand, China) | 2012 | 2,499,200 | | | | | ✓ | ✓ | ✓ | | |
| Centre of Excellence for Learning, Innovation, Networking and Knowledge (Bhutan, Nepal, Pakistan, Bangladesh, India, Malaysia, China, Thailand) | 2012 | 2,496,450 | | | ✓ | | ✓ | ✓ | ✓ | | |
| FUSION - Featured Europe and South Asia Mobility Network (Afghanistan, Bangladesh, Bhutan, Nepal, Pakistan, China, India, and Thailand) | 2013 | 3,049,875 | | | ✓ | | ✓ | ✓ | ✓ | | |

4 Information matrix

4.1 EQ 1 on relevance

Not a case study focus

4.2 EQ 2 on alignment

Not a case study focus

4.3 EQ 3 on management, learning, teaching and research

4.3.1 JC 31 Improved management practices

Evidence at Indicator level

| Indicators | Evidence |
|--|--|
| HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff | The reports do not make any references to the general strategic goals of the partner universities, let alone on communication mechanisms within HEI. |

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Internal guidelines, rules and procedures to ensure compliance with HE policies are in place and regularly updated | <p>No direct evidence in project documentation but some reports refer to improved management practises as the result of EM projects.</p> <p>The strongest evidence can be found in the final report of the first EXPERT project (EXPERTS I) which claims that the project had some considerable influence on academic life and institutional management, particularly <i>“in our Third Country partners and HEIs with no previous experience of EMA2.”</i> The report refers to some specific examples:</p> <ul style="list-style-type: none"> • Bogor Agricultural University (Indonesia) states that the project has been responsible for managing international co-operation and staff/student mobility at their institution more effectively • Kasetsart University (Thailand) has experienced some developments in their institutional management of international affairs as a direct result of their involvement in the project and the exchange of best practice linked thereto. • University of Visayas/VSU (Philippines): involvement in EXPERTS helped in getting the accreditation of their curricular programmes by an accrediting agency based in Manila. VSU established an International Affairs Office largely as a result of its involvement in the EXPERTS and AREAS projects. Visayas also prioritised sending administrative staff to attend a one month training period at Masaryk: these staff were based in various university strategic offices and have greatly enhanced their management capacity upon their return in connection with the internationalisation of the programmes Visayas offers. • University of Nanjing (China): The project has encouraged NJU to have a more jointly centralised institutional management with regards to outgoing staff and student grantees, e.g. acknowledging the need to have a general information session among the key functional offices before announcing this project on their campus. <p>The ROM Regional Asia - Erasmus Mundus External Co-operation Window, 2011, concludes <i>“Thanks to the use of learning agreements and transcripts of records, the skills of International Relations Offices (IROs) are improving for enhanced future international co-operation schemes. Some capacities are also being transferred to partner universities through consortium meetings, where experiences with the ECTS system are shared.”</i></p> |
| A performance monitoring and assessment system is in place, with adequate resourcing | No evidence in project documentation |
| Application of Bologna process management guidelines to HEIs | <p>All final and progress reports elaborate in detail on the Bologna process with particular emphasis to the mutual recognition of degrees/study components and credit transfers. All projects put internal QA systems in place for ensuring the quality of mobility during the grant period and all related aspects (see for example Experts III, first progress report, 2013).</p> <p>In the case of EXPERTS III all grantees are registered at their host universities from the first day of their scholarship. While registered at the host university, the grantee is treated equally</p> |

| Indicators | Evidence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|--|-----------------------------|-----------------------------------|--------------------------------|-----------------------|--------------------|--------------------|------------------------|---|---|---|--|--|-------------------|---|---|---|--|--|----------------------|--|--|---|---|---|--------------|---|---|---|--|--|-----------------|---------------------|--|--|---|---|---------|---|--|--|--------------------------------|--|-------|---|--|--|--------------------------------|--|
| | <p>with other students and is expected to follow the rules and regulations of the institution, including the initial and on arrival registration and admissions procedure. In particular he/she must participate fully in all course/study components during the entire period of the grant, including the participation in exams, necessary re-sits and evaluations. All activities are documented as appropriate and regularly communicated to the institutional EXPERTS III project coordinator. Examinations are conducted by the hosting partner according to their own procedures and regulations and can take place in the form of written or oral exams, essays or project work. Degree award criteria follow the host institution's own grading system. However, the ECTS evaluation system is applicable. That is, credits are earned either by capitalisation or by compensation. The progress and achievements of the grantees are assessed following the same standards as all other students and will be performed by the local project office at the host partner institution. To assure the credit transfer of an individual credit seeking student, the partners try to find the incoming students the courses and programs that best correspond with those the student needs to take at the home university. At the end of the scholarship, the exchange grantees receive a transcript of records.</p> <p>EXPERTS III further formalised and deepened the system of recognition of study arrangements (ECTS or similar, diploma supplement, joint diplomas, etc.) and contribution of staff (learning outcomes, institutional co-operation, etc.) All student grantees, postdoc and staff are requested to arrange for mobility documents at the time of application, during and after their mobility and according to their mobility category, those documents are provided by the institutions involved in the mobility and are used to help in recognising the courses/research taken as part of the mobility towards a degree at the home institution (EXPERTS III, second progress report, 2014).</p> <p><i>Figure 5 EXPERT III: Approach to mutual recognition of study/degree components</i></p> <table border="1" data-bbox="571 1451 1286 1780"> <thead> <tr> <th>Mobility Category</th> <th>Learning Agreement /Research Plan</th> <th>Change to the mobility plan</th> <th>Transcript of records</th> <th>Certificate/Degree</th> <th>Diploma Supplement</th> </tr> </thead> <tbody> <tr> <td>Undergraduate Exchange</td> <td>x</td> <td>x</td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>Master's exchange</td> <td>x</td> <td>x</td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>Master's full degree</td> <td></td> <td></td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>PhD exchange</td> <td>x</td> <td>x</td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>PhD full-degree</td> <td>x research synopsis</td> <td></td> <td></td> <td>x</td> <td>x</td> </tr> <tr> <td>PostDoc</td> <td>x</td> <td></td> <td></td> <td>x Certificate of participation</td> <td></td> </tr> <tr> <td>Staff</td> <td>x</td> <td></td> <td></td> <td>x Certificate of participation</td> <td></td> </tr> </tbody> </table> <p>Examples of the <i>differences in managing and applying recognition of study components and credit transfers include:</i></p> <ul style="list-style-type: none"> • All EU – host universities have standard procedure to provide diploma supplements, transcripts of records, and certificate of participation in the programme. • However, <i>“there is a problem with few South and South East Asian (SSEA) home universities in credit recognition. The</i> | Mobility Category | Learning Agreement /Research Plan | Change to the mobility plan | Transcript of records | Certificate/Degree | Diploma Supplement | Undergraduate Exchange | x | x | x | | | Master's exchange | x | x | x | | | Master's full degree | | | x | x | x | PhD exchange | x | x | x | | | PhD full-degree | x research synopsis | | | x | x | PostDoc | x | | | x Certificate of participation | | Staff | x | | | x Certificate of participation | |
| Mobility Category | Learning Agreement /Research Plan | Change to the mobility plan | Transcript of records | Certificate/Degree | Diploma Supplement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Undergraduate Exchange | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Master's exchange | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Master's full degree | | | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PhD exchange | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PhD full-degree | x research synopsis | | | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PostDoc | x | | | x Certificate of participation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Staff | x | | | x Certificate of participation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Indicators | Evidence |
|------------|---|
| | <p>university where credit transfer system doesn't exist includes: Khulna University, Bangladesh; Tribhuvan University, Nepal; Royal University of Bhutan; Pune University, and Delhi University. Whereas other SSEA universities such as Nanjing, Kasetsart, IPB – Bogor, USTC China, Visayas, Kathmandu, Peradeniya and Punjab have partial or full recognition of ECTs. Two examples listed below from SSEA Partners”</p> <ul style="list-style-type: none"> • Khulna University, Bangladesh: “In Khulna University, like all other government universities in Bangladesh, we do not have credit transfer system established. We have brought this issue to the authority and requested for the further steps in this regard. In Khulna University, we have different types of subjects and there has to be a unified and generalized credit transfer rules. It will take time to formulate credit transfer system at the university and in Bangladesh as a whole but we are hopeful. Whereas, all studies of our European partner universities are well recognized in Bangladesh.” (second progress report, 2014). <p>In other partner countries, however, significant progress was made. The second progress report cites the example of Kasetsart University, Thailand: “There is no difficulty about the ECTS at Kasetsart University since universities in Thailand have been working on this system since several years back. Besides, each university also applies this system when running Student Mobility Program though it is known in different names such as University College of Technology Sarawak/UCTS, Malaysia (UMAP <University Mobility in Asia and Pacific> Credit Transfer System), and ACTS (Asian Credit Transfer System).”</p> <p>However, the third progress report of EXPERTS III (2015) confirms that 5 partners – universities based in 4 South Asian countries, India, Bangladesh, Bhutan and Nepal - have no credit transfer systems in place. Instead they issue diploma supplements and transcripts of records, which are acknowledged by home institutions. However, the credits are not transferred to the students’ programme of study at their home institution.</p> <p>At the same time, universities from the other 8 participating countries have a system of credit recognition of mobilities in place.</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The involvement in EM projects, particularly in **EXPERTS**, has resulted in the **improvement of management practises in a number of universities**. Some HEI were able to strengthen their institutional management of international affairs as a direct result of their involvement in the project and the exchange of best practice. A Philippines university, the University of Visayas/VSU established an International Affairs Office largely as a result of its involvement in the **EXPERTS** and **AREAS** projects. **EXPERTS** was also instrumental in helping VSU to get the accreditation of their curricular programmes by an accrediting agency based in Manila.

All final and progress reports elaborate in detail on the Bologna process with particular emphasis to the **mutual recognition of degrees/study components and credit transfers**. All projects put internal QA systems in place for ensuring the quality of mobility during the grant period and all related aspects.

However, while a formalised and institutionalised system of recognition of study arrangements (ECTS or similar, diploma supplement, joint diplomas, etc.) and contribution of staff (learning outcomes, institutional co-operation, etc.) is in place, this **system is not harmonised and not fully based on Bologna**. Universities based in four South Asian countries, India, Bangladesh, Bhutan and Nepal, have no credit transfer systems in place. Instead they issue diploma supplements and transcripts of records, which are acknowledged by the partner HEI. Yet, the credits are not transferred to the students' programme of study at their home institution. At the same time, universities from the other eight participating countries in *EXPERTS* have a system of credit recognition of mobilities in place.

4.3.2 JC 32 - Improved quality of teaching and learning

Evidence at Indicator level

| Indicators | Evidence |
|--|---|
| Evidence of efficient M&E instruments for continuous assessment of quality teaching | <p>Information is only available on M&E instruments related to the implementation of the projects and quality assurance of their components but not in general terms with regards to the overall assessment of the quality of teaching at HEI.</p> <p>According to the <i>EXPERTS I</i> final report the following monitoring tools were used to conduct quality assurance and academic follow-ups, and in order to include grantees in this process:</p> <ul style="list-style-type: none"> • Learning Agreement, • Monitoring meetings with grantees, • PhD reports (every six months) / Staff reports / Final evaluation report, • Evaluation questionnaires, • Grantee post-mobility survey. |
| Alternative and flexible learning pathways (including e-learning) offered to undergraduate and graduate students | <p>The final report of <i>EXPERTS I</i> cites the examples of The Royal University of Bhutan. <i>“The University stresses the influence which the project had on academic life and institutional management, in particular through the fact that the staff who took Master Degrees in European universities are attempting to make worthy changes in the way they deliver their lectures and demonstrations, something which is deemed highly positive by the university itself. These changes in teaching and learning methods are a direct result of involvement in the project and have been acquired through close co-operation with the partners and the mobility of home grantees”</i></p> |
| Evidence of increase in number and academic value of degrees achieved by 1st and 2nd cycle students | No evidence in project documentation |
| Application of Bologna process guidelines to HEIs teaching and learning organisation, modalities and practices | See above under JC 31 |

Overall JC assessment with main achievements of the EU support and main lessons learnt

No evidence has emerged on the introduction or strengthening of M&E tools with the view of improving the quality of teaching and learning in general. However, such tools were introduced for the implementation of the mobilities and the quality assurance of their components, including:

- Learning Agreement,

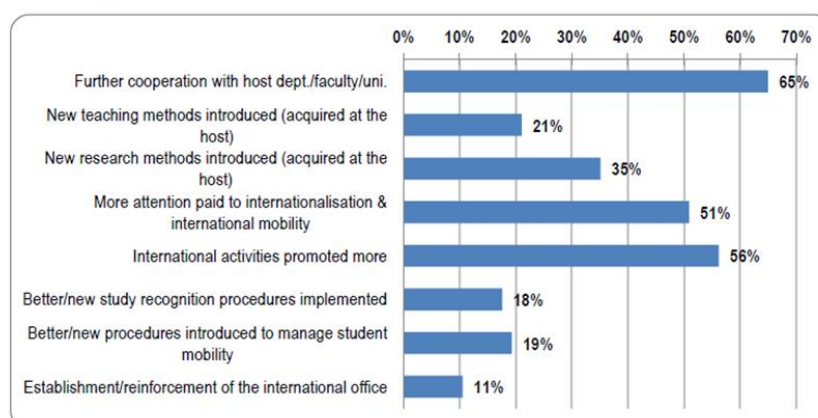
- Monitoring meetings with grantees,
- PhD reports (every six months) / Staff reports / Final evaluation report,
- Evaluation questionnaires.

Only in one case (Royal University of Bhutan) a direct link is established between the university's participation in EM and improvements to teaching: *“the changes in teaching and learning methods are a direct result of involvement in the project and have been acquired through close co-operation with the partners and the mobility of home grantees.”*

4.3.3 JC 33 - Enhanced institutional and human capacity and conditions for academic research

| Indicators | Evidence |
|--|--|
| Evidence for adequate resources allocation (equipment and academic/ technical staff) to undertake relevant research | No evidence in the project documentation. |
| Increased number of research outputs and outcomes produced by research-active academic staff of partner countries HEIs | The <i>EXPERTS I</i> , Final Report, summarises the results of the survey of project grantees which show: 31% of grantees states that <i>“new research methods were introduced at their home universities as the result of the project. Generally the majority of grantees (94%) registered that their mobility had a positive impact on their home university.”</i> |

Figure 6 Grantees' perception on impact of the mobility to their home institutions



According to the *EXPERTS I*, Final Report, the project **made a strong contribution to the personal development of grantees** in the sense that they developed independent research skills, learned new techniques in their respective fields and therefore became *“a more rounded academic, or better equipped academically.”*

Likewise, the international exposure which some grantees have received, be it as a result of their international publications or their collaborations with other international academics, has been particularly marked out as influential to career development. Opportunities for international collaboration or planned future academic co-operation have also proved decisive to aiding career development, as has the teaching and research skills and expertise acquired which has been subsequently put into practice at the home institutions. *“In this way, whilst the grantees have directly benefitted from the mobility and themselves feel a direct impact on their individual career developments, the home*

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| | <p><i>institutions and its respective staff and students have also benefitted indirectly from the knowledge and skills acquired abroad.”</i></p> <p>Collaborative research projects were initiated as a result of the strong research connections established with leading scientists in Europe and the access to world-renowned laboratories, with the hope that they will also have a longstanding impact on a broader dimension and collective scale. This, too, is perceived as a positive development attributable to the project.</p> |
| Evidence of national and international recognition of improved research capacities of partner countries HEIs | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Information is rather sketchy and restricted to the survey of project grantees for the EXPERTS I project. 31% of grantees states that “*new research methods were introduced at their home universities as the result of the project.*” Generally the majority of grantees (94%) registered that their mobility had a positive impact on their home university. In general terms **EXPERTS made a strong contribution to the personal development of grantees** in the sense that they developed **independent research skills, learned new techniques in their respective fields** and therefore became “*a more rounded academic, or better equipped academically.*” Whilst the grantees have directly benefitted from the mobility and themselves feel a direct impact on their individual career developments, the home institutions and its respective staff and students have also benefitted indirectly from the knowledge and skills acquired abroad.

Collaborative research projects were initiated as a result of the strong research connections established with leading scientists in Europe and the access to world-renowned laboratories, with the hope that they will also have a longstanding impact on a broader dimension and collective scale.

4.4 EQ 4 on reform of HE policy

Not a case study focus

4.5 EQ 5 on inclusiveness

4.5.1 JC 51 - Enhanced equitable access to HE for all groups of society

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| The % of beneficiaries of EU mobility programmes and projects, which have access for vulnerable or under-represented groups as an objective, who are identified as coming from those groups | <p>All projects had an explicit focus on the inclusion of students from vulnerable and under-represented groups (Target Group/TG 3 grantees) but the approach and the rigour with which the strategy was followed differed.</p> <ul style="list-style-type: none"> For example FUSION (first progress report, 2014) introduced ranking criteria for selection: a) academic results (50%), language skill (20%), c) co-curricular activities (10%), d) fulfilment of host university’s requirement (20%). “<i>Within the merit list, it was agreed to give priority to the candidates belonging to TG3 (if appropriate and available). It was also agreed to make some adjustments for gender balance.</i>” However, the progress report does not elaborate on the exact approach of how and what extent this provision was |

| Indicators | Evidence |
|------------|--|
| | <p>implemented.</p> <ul style="list-style-type: none"> • <i>cLINK</i> (First progress report, 2013) established “disadvantaged candidates” as the second highest selection criterion: The consortium members agreed to focus to the following selection criteria in order to draw attention to the target group II and III: <ul style="list-style-type: none"> ○ Academic profile/merit, ○ Disadvantaged candidates, ○ Gender balance, ○ Matching of background of the candidate and host institution, ○ Balancing of candidates among the home and host institutions, ○ Evidence of language skill etc. • According to the final report of <i>EXPERTS</i>, the programme was based on “developing equities in the field of higher education. Under this initiative, meritorious participants of disadvantages sections from South and South East Asia were granted the academic opportunity to study in universities abroad.” The project cooperated with the Jesuit Refugee Service – Asia Pacific (JRS-AP) and JRS – South Asia (partner in EXPERTS since the 2012 project) who work with refugees from Bhutan, Nepal, Pakistan, Thailand, Philippines and Bangladesh. This associate partner played a vital role in disseminating the project information to TG 3 candidates as well as assisting them to apply for the scholarships. Likewise, PRADAN in India shared the information with the disadvantaged groups as well as potential TG 3 candidates in India. However the report also admits that “attracting and recruiting TG-3 applicants as planned proves to be a major challenge. Due to stricter regulations by local and national governments, Bhutanese citizens in Nepal, Sri Lankan citizens in India, and Afghan citizens in Pakistan without citizenship cannot benefit from a valid international passport to travel to Europe. Other potential groups of participants are undergraduate and doctoral candidates from the lower castes in Nepal and India.” The Experts III, first progress report, 2013 confirms: “<i>The selection of Candidates is exclusively based on academic and administrative criteria that allow equal opportunities and gender balance. The disabled and economically disadvantaged candidates and displaced population are targeted in the selection procedures. Impartial and transparent selection process based on merit and equal opportunities plays a key role in EXPERTS III.</i>” “Gender balance” is usually also addressed under the heading of “disadvantaged groups”. The <i>FUSION</i> second progress report, 2015, states, “<i>Among the 60 selected candidates, we selected 19 female candidates, in particular we selected 8 female candidates among 19 UG selected candidates. The consortium will consider the gender balance in the future cohort. In some third world countries (e.g. Pakistan, Bangladesh, Afghanistan), female candidates may be treated as TG3 candidates. Generally it is assumed that females are victims of</i>” |

| Indicators | Evidence |
|---|---|
| | <p><i>discrimination in third world countries.”</i></p> <p>Overall, however, the 2011 ROM of EM Regional Asia arrives at a less positive conclusion: “<i>coordinating universities still show limited capacities to reach vulnerable groups under TG3, attaining only 40% mobilities against targets, with a particularly low rate for CA i.e. 15% (2/13). The lack of efficient promotion and outreach strategies is not sufficiently involving associate organisations on the ground”</i></p> |
| <p>The number of HEIs that have taken steps to increase access to vulnerable and/or under-represented groups</p> | <p>No evidence in project documentation</p> |
| <p>The number and scope of HE policy reforms and strategies that promote access to vulnerable or under-represented groups</p> | <p>No evidence in project documentation</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

All projects had an **explicit focus on the inclusion of students from vulnerable and under-represented groups** (Target Group/TG 3 grantees) but the approach and the rigour with which the strategy was followed differed. Consequently, the evidence is mixed.

On the one hand the 2011 ROM of EM Regional Asia claimed: “*coordinating universities still show limited capacities to reach vulnerable groups under TG3, attaining only 40% mobilities against targets, with a particularly low rate for CA i.e. 15% (2/13). The lack of efficient promotion and outreach strategies is not sufficiently involving associate organisations on the ground.”*

On the other hand all project final and progress reports state that **due attention had been giving to developing equities in the field of higher education**. Participants belonging to disadvantaged groups (TG 3) in South and South East Asia enjoyed priority treatment in the selection processes. However, there was **no uniform approach to the definition of “priority”** and the implementation of the process. At the same time, attracting and recruiting TG 3 applicants as planned proved to be a major challenge. Due to stricter regulations by local and national governments, Bhutanese citizens in Nepal, Sri Lankan citizens in India, and Afghan citizens in Pakistan without citizenship could not benefit from a valid international passport to travel to Europe. Participation of other potential groups of participants – for examples are undergraduate and doctoral candidates from the lower castes in Nepal and India – were also under-represented. Yet, the **EXPERTS** project collaborated with the Jesuit Refugee Service – Asia Pacific (JRS-AP) and JRS – South Asia (partner in EXPERTS since the 2012 project) who work with refugees from Bhutan, Nepal, Pakistan, Thailand, Philippines and Bangladesh. JRS played a vital role in disseminating the project information to TG 3 candidates as well as assisting them to apply for the scholarship.

4.5.2 JC 52 - Equitable access to resources for HEIs, especially those suffering from former disadvantage

Aspects not covered by the EU support

4.6 EQ 6 on responsiveness to labour market needs and brain circulation

4.6.1 JC 61 - Strengthened institutional set-up in the HEIs to respond to labour market needs in specific professional qualifications

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--------------------------------------|
| Evidence for follow up of labour market trends by HEIs ad hoc set-up | No evidence in project documentation |
| Evidence for exchange between employers and HEIs on teaching/learning process and outcomes | No evidence in project documentation |
| Existence of mechanisms to reflect labour market needs in degree programmes and related curricula | No evidence in project documentation |
| Existence of mechanisms for interchange between universities and public and private sector production- and services-providing organisations | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

No evidence in project documentation

4.6.2 JC 62 - Increased ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Institutionalised opportunities to students for gaining practical experiences (apprenticeships, internships) | According to the <i>EXPERTS I</i> , final report, project has been highly influential in the enhancement or development of both professional and personal skills . In several parts of the report, references are made to the acquisition of new knowledge and professional skills, such as networking, project management, leadership skills, improved research techniques, innovative thinking, how to handle deadlines, and the ability to effectively communicate, both orally and in writing, with a diverse range of audiences, as well as to cooperate and work effectively with others, which will be an asset for individual career progression. |
| Evidence of relative match of HE learning outcomes with qualifications required by the labour market | No evidence in project documentation |
| Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange programmes compared to | There are no figures available. However, in general terms the final report of <i>EXPERTS I</i> finds (based on the survey of grantees) that “ <i>that 92 % of the applicable beneficiaries strongly believed the scholarship increased their future employment opportunities through the project.</i> ” |

| | |
|------------------|---|
| non-participants | <p>In the sector of HE, the report notes that all Southeast Asian universities maintained the position and salaries of the academics and staff in the project. Universities like Nanjing endorsed policy and procedures that guaranteed the reinsertion of the grantees in their academic and research activities after their return. In 88% of the cases the project served to reinforce the academic career of participants. For example one grantee stated <i>“as a grantee, I was able to accentuate my academic profile by teaching at the University of Göttingen, giving public lectures in Germany and carrying out research in my field”</i>.</p> <p>Based on an internal Q&A report (quoted in the final report of EXPERTS I) <i>“the majority of questionnaire respondents (71%) are currently employed, and for those that are not (29%) this is mainly because they are still pursuing academic studies in some form or another ...More than this, an overwhelming majority of grantees (92%) declared that their mobility within the framework of this project had a positive impact on their employability, specifically in terms of adding value to their CVs or as a positive element in job interviews (75% where n=57). Likewise, 33 respondents affirmed that they acquired new knowledge and skills as a result of their participation in this project, which has been an asset for their career progression. More direct outcomes included the fact that 10 grantees obtained a job position or promotion at their home university as a consequence of their mobility, 5 grantees obtained a job with international orientation, and 1 grantee obtained a traineeship.”</i></p> |
|------------------|---|

Overall JC assessment with main achievements of the EU support and main lessons learnt

There are no figures available. However, in general terms the final report of *EXPERTS I* finds (based on the survey of grantees) that that 92% of the applicable beneficiaries strongly believed the scholarship **increased their future employment opportunities through the project**.

There is evidence for employment effects particularly in the HE sector itself. For example, universities like Nanjing endorsed policy and procedures that guaranteed the reinsertion of the grantees in their academic and research activities after their return. In 88% of the cases the project served to reinforce the academic career of participants.

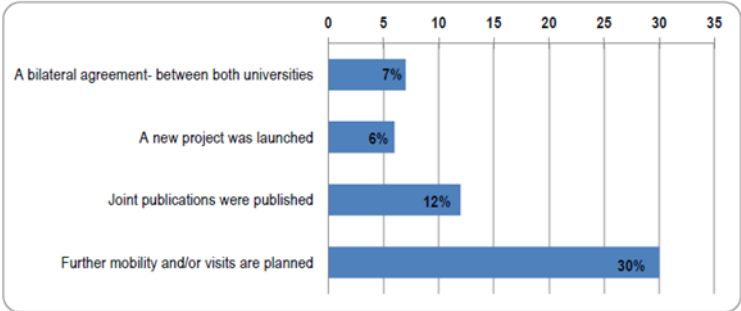
Based on an internal Q&A report (quoted in the final report of EXPERTS I) the majority of questionnaire respondents (71%) are currently employed. The other 29% are mainly not employed because they were still pursuing academic studies in some form or another at the time of the survey. An overwhelming majority of grantees (92%) declared that their mobility within the framework of this project had a positive impact on their employability. More concrete outcomes included the fact that 10 grantees obtained a job position or promotion at their home university as a consequence of their mobility and 5 grantees obtained a job with international orientation.

4.6.3 JC 63 - Enhanced internationalisation of HEIs and individuals in partner countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Number and scope of academic co-operation networks and links | The final report of <i>EXPERTS I</i> states that institutional co-operation between HEIs in the South and South East Asia (SSEA) had significantly increased due to participating in the EXPERTS project, resulting in a successful project implementation and subsequent EXPERTS project proposals. Institutional co-operation has been reinforced: |

| Indicators | Evidence |
|------------|--|
| | <ul style="list-style-type: none"> • Through participation in new EMA2 projects, such as <i>Lotus</i> (Coordinated by Ghent); <i>AREAS</i> (Coordinated by POLITO); INTERWEAVE (Coordinated by Nantes); <i>EURASIA2</i> (Coordinated by CULS-Prague), India4EUII (Coordinated by POLITO) and <i>NAMASTE</i> (Coordinated by Göttingen). With regards to <i>EXPERTS</i>, SSEA-Partners in new EMA2 Projects, namely Tribhuvan, Peradeniya, Visayas, Kasetsart, Pune, Nanjing, IPB Bogor, and the Royal University of Bhutan have been involved in <i>AREAS</i>, <i>Lotus</i>, <i>EURASIA2</i>, <i>INTERWEAVE</i> and <i>India4EUII</i> Projects. • On the European side of the partnership, new collaborations among the <i>EXPERTS</i> consortium partners have been established, such as POLITO, Leuven, and Göttingen being involved in <i>EMAIL</i> (Israel), a project coordinated by Masaryk University; similarly, Göttingen, Leuven, and Masaryk are involved in the <i>AREAS</i> (Asia Regional) project coordinated by POLITO. Likewise, Leuven, Masaryk and Uppsala are involved in <i>MARCOXXI</i> (Central Asia) coordinated by Göttingen, and Uppsala and Göttingen are involved in the <i>EUSATURN</i> (South Africa) project Coordinated by Groningen. <p>The report concludes that <i>“this gives a synergy among the different partners, whilst fostering further the exchange of experiences and best practices, which in the long run will certainly reinforce the co-operation among the partners.”</i></p> <p>At the same time difficulties were encountered in in establishing formal MOUs or similar agreements due to the lengthy bureaucratic procedure in some countries to conclude them. Only around 50% of the consortium was engaged in establishing bilateral agreements or some form of MOU.</p> <p>For example:</p> <ul style="list-style-type: none"> • Nanjing University established a long-term bilateral student exchange programs and short-term student mobility programs with UGOE; • Uppsala University and USC established a partnership with Masaryk University • VSU was in the process of signing an MOU with Masaryk. • IPB signed an agreement with USC and they started initial communication for bilateral co-operation with KU Leuven • KU Leuven and Nanjing University signed a co-operation agreement. • IPB – Bogor (Indonesia) signed MoU with Uppsala University, Sweden (MoU on exchange on teachers and students at undergraduate and master level); Czech University of Life Sciences Prague, Czech Republic (MoU on academic exchange); The University of Zurich, Switzerland (MoU on academic exchange); and many other MoU with Universities in Austria, France, Italy, Denmark, Germany, Hungary, Italy, Netherland, Finland, and United of Kingdom. <p><i>“A majority of grantees (88%) reported that their mobility had contributed to further co-operation between their home and host university, which indicates that aspirations for the sustainability of the project values and the aim to prolong this co-operation beyond the life of the project are largely promising and have begun to be implemented.”</i> The nature of this further co-</p> |

| Indicators | Evidence | | | | | | | | | | |
|--|---|----------|------------|--|----|----------------------------|----|-----------------------------------|-----|--|-----|
| | <p>operation can be broken down as follows:</p> <p><i>Figure 7 Grantees' perception on further co-operation between home and host university</i></p>  <table border="1" data-bbox="571 342 1315 651"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A bilateral agreement- between both universities</td> <td>7%</td> </tr> <tr> <td>A new project was launched</td> <td>6%</td> </tr> <tr> <td>Joint publications were published</td> <td>12%</td> </tr> <tr> <td>Further mobility and/or visits are planned</td> <td>30%</td> </tr> </tbody> </table> | Category | Percentage | A bilateral agreement- between both universities | 7% | A new project was launched | 6% | Joint publications were published | 12% | Further mobility and/or visits are planned | 30% |
| Category | Percentage | | | | | | | | | | |
| A bilateral agreement- between both universities | 7% | | | | | | | | | | |
| A new project was launched | 6% | | | | | | | | | | |
| Joint publications were published | 12% | | | | | | | | | | |
| Further mobility and/or visits are planned | 30% | | | | | | | | | | |
| Trends of postgraduate students returning to their home countries after their studies abroad | <p>All projects put <i>institutionalised procedures in place to prevent brain drain</i>. However, only EXPERTS elaborates on this issue in detail.</p> <p>According to the EXPERTS II second progress report, 2014, none of the EXPERTS III grantees stayed back to Europe after finishing their mobilities. The report continues: <i>“The brain drain issue at the [Asian] Universities is also addressed through the higher level of incentives for higher studies. One can have quick promotion and career with good quality and degrees from reputed institutions in EU. These policies discourages brain drain. E.g. Visayas University has an existing university policy that any faculty and staff who will leave for study or training abroad for at least a month should sign a contract that they will return and serve the university for 3 years for every year (or less than a year) that he/she goes on training/study abroad. According to Visayas University, many of VSU top young graduates who are employed by our university desire to avail of the EXPERTS scholarship but they plan to return to the Philippines after completion of their study in Europe.”</i></p> <p>Formal measures introduced by EXPERTS to prevent brain drain included (according to the EXPERTS I final report) :</p> <ul style="list-style-type: none"> • Boarding pass policy - the return flights for each grantee are organised centrally and the flight dates correspond to the dates of the scholarship. Each grantee is obliged to submit an original boarding pass for each flight. • Grantees have to sign upon his/her arrival at the host institution, as well as on the Grant Holder Pages. They are additionally reminded via emails to all grantees by the Project Coordinator. • Within the Scholarship Award Agreement there is a paragraph dedicate to on the Project's Brain Drain policy: according to the note, each Grantee is requested to return to the Home country institution following the completion of the scholarship. Each Grantee is requested to sign the Scholarship Award Agreement and this statement upon his/her arrival at the Host University. • Centralised travel management additionally enables the Project Coordinator to monitor the travel dates and update Information on the exact travel plans of all Grant Holders and non-used flights. • Leaving Certificate - each Grantee is requested to have a | | | | | | | | | | |

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| | <p>final meeting with their local Project Coordinator at the Host Institution just before his/her departure and he/she then completes the Leaving Certificate and reports to the Host University project Coordinator on his/her plans</p> <ul style="list-style-type: none"> • Involvement of the Home University Project Coordinators in the case of TG-1 grantees - the Home University EXPERTS Project Coordinators are actively in contact with the Project Coordinator and local Coordinators at the Host Institutions and monitor the progress of their outgoing students, including their return to the Home Institution. • The motivation letter is one of the main criteria based on which the EXPERTS Selection Committee nominated the Grantees and the selected candidates are those, who have a clear objective to why and how the mobility will benefit their career or their research, as well as their home institution and their country. |
| Trends of exchange of academic personnel between HEIs at global and regional level | No evidence in project documentation |
| Trends in former grantees of partner countries having worked at EU HEIs | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

All projects put ***institutionalised procedures in place to prevent brain drain***. However, only ***EXPERTS*** elaborates on this issue in detail. By 2014, none of the EXPERTS III grantees had stayed back to Europe after finishing their mobilities. The brain drain issue at the Asian Universities has also been addressed through the higher level of incentives for higher studies. One can have quick promotion and carrier with good quality and degrees from reputed institutions in EU. These policies discourage brain drain. At the same time the project put several institutionalised measures in place to prevent grantees for staying at their host universities beyond the duration of their respective mobility.

4.7 EQ 7 on intra-regional harmonisation

4.7.1 JC 71 - Strengthened inclusive regional co-operation on harmonisation

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Regional dialogues on HE established or supported | Only the <i>EXPERTS III</i> , first progress report, 2013, elaborates on the regional dimension which has emerged as part and result of the project activities. Given the projects close collaboration and coordination with other EM projects including <i>AREAS</i> and <i>LOTUS</i> - involving Asian partner universities, <i>regional co-operation and dialogues on HE, and involving HEI, were strengthened</i> . Examples include intensified co-operation among Indonesia, Sri Lanka, the Philippines, and Thailand and a student mobility programme in the Greater Mekong Subregion and in ASEAN. |
| Regional organisations have HE agenda and play active role towards | No evidence in project documentation |

| | |
|--|--------------------------------------|
| harmonisation of national HE systems | |
| Increased participation of non-state stakeholders (civil society, private sector etc.) in regional dialogues | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

There is limited evidence for the strengthening of regional co-operation as the result of the EM project activities. Due to close collaboration and coordination between *EXPERTS* and other Asia-focussed EM projects, including *AREAS* and *LOTUS*, **regional co-operation and dialogues on HE, and involving HEI, were strengthened**. Examples include intensified co-operation among Indonesia, Sri Lanka, the Philippines, and Thailand and a student mobility programme in the Greater Mekong Subregion and in ASEAN.

4.7.2 JC 72 - Advanced standardisation of HE at regional level

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| Number and scope of partnerships among HEIs at regional level | Detailed and explicit information on the number and scope of regional partnerships is not available. |
| Number and scope of agreements on mutual recognition of qualifications | The <i>EXPERTS I</i> final report, mentions that although partners at South and Southeast Asian universities had their own credit system depending on national rules, “ <i>all partners shared their positive comments on the ECTS and confirmed that they recognise the ECTS credits of their students participating in the mobility scheme, and the Partners have been cooperating with the Coordinator to fulfil this aspect of the project.</i> ” The report continues, “ <i>Partners are committed to having the will to create optimal conditions for the preparation of long-term recognition of studies between institutions through ECTS system and the system has been gradually adopted by the Partners</i> ” (see also JC 31) |
| Joint or collaborative degree programmes established | Some evidence for joint/collaborative degree programmes is provided by the <i>EXPERTS III 2nd</i> progress report, 2014. However agreements were with EU but not with other Asian universities. IPB - Bogor (Indonesia) has outstanding collaboration on research and degree programs with several partners from Europe and Asia. The following joint degree programmes were introduced: <ul style="list-style-type: none"> • Double Degree Program on Master Science in International Agribusiness with University of Gottingen, Germany; • Double Degree Program on Master Science in Sustainable Agribusiness with Maastricht School of Management, Netherland; • Double Degree Program on Master Program of Agricultural Science with French University. |
| Strategic partnerships with a balanced involvement of business and HE established | No evidence in project documentation |

Overall JC assessment with main achievements of the EC support and main lessons learnt

No strong evidence for harmonisation at the regional level has emerged beyond the general notion that HEI in South and Southeast Asian universities recognise the ECTS credits of their students participating in the mobility scheme. Some evidence for joint/collaborative degree programmes is provided by the *EXPERTS III* second progress report, 2014. However all agreements were between Asian and European universities but not between two or more Asian universities.

4.8 EQ 8 on modalities and instruments

4.8.1 JC 81 - Responsiveness of the instruments and aid modalities to the national and regional context in partner countries

Not a case study focus

4.8.2 JC 82 - Mutual understanding of European and Partner Countries' HE promoted

Evidence at Indicator level

| Indicators | Evidence |
|--|--|
| Evidence of a better understanding of European standards and tools (EQF, Tuning, ECTS, the Diploma Supplement, the National Academic Recognition Information Centre (NARIC) network) | <p>A SWOT Analysis of the <i>EXPERTS</i> projects identifies:</p> <ul style="list-style-type: none"> • Competition with USA scholarship programs (particularly Fulbright); • Low awareness of the EM programme in the Countries targeted; • Academic calendars not matching and several institutions do not use credit systems; • Low awareness of the EU system for credits and grades. <p>as the main threats to Europe-Asia co-operation in HE in general and EM in particular.</p> <p>However, all projects included activities to raise the awareness of European standards in HE. For example, the <i>cLINK</i> (first progress report, 2013) consortium organised and planned various activities with other EM project networks in the Asian region in order to demonstrate the visibility of the EU activities and institutions. Among these, the kick off meeting organised in September 2012 in Chengdu China. cLINK partners were also involved other EMA2 projects (for example, <i>eTourism</i> project running by ULL) in organising EU network conference <i>SKIMA</i> 2012, held in Chengdu China in 2012. cLINK offered a best student paper award to draw attention to the students, researchers and academic staff.</p> |
| Enhanced use of European instruments (as mentioned above) and their recognition as global standards | See under JC 3.1 |

Overall JC assessment with main achievements of the EC support

There is only very limited evidence for direct efforts to increase mutual understanding. In other words this had not been the stated focus of projects but it is safe to assume that the extensive collaboration between HEIs from the EU and partner countries has resulted in a better understanding.

4.8.3 JC 83 - EU support has been delivered in a timely fashion, minimising costs for all parties involved

No evidence in project documentation

4.9 EQ 9 on coherence and synergies

Not a case study focus

5 Annex

5.1 Annex 1: Detailed overview of Erasmus Mundus Asia Regional West projects

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|--|--------------------------|--------------------|
| 2008 | L12 Bradford - Asia West | 5,488,700 € | 3,771,483 € |
| 2008 | L12 Nice - Asia West | 5,538,000 € | 5,245,425 € |
| 2008 | L12 Vaesteraas - Asia West | 4,914,300 € | 2,586,745 € |
| 2009 | L11 Aalborg - Asia West | 3,001,425 € | 2,744,140 € |
| 2009 | L11 Brussel - Asia West | 4,999,200 € | 2,623,550 € |
| 2010 | EXPERTS 4 Asia - Exchange by Promoting Quality Education, Research and Training in South and South-East Asia | 2,473,325 € | 2,385,400 € |
| 2010 | S1-L11-EMMA-WEST-Erasmus Mundus mobility with Asia-West | 2,473,000 € | 2,473,000 € |
| 2010 | S1-L11-EXPERTS-Exchange by Promoting Quality Education, Research and Training in South and South-East Asia | 2,473,325 € | 2,385,400 € |
| 2010 | S1-L11-HEB-SEA-Higher Education Building in South East Asia | 2,474,700 € | 2,370,400 € |
| 2010 | S1-L11-University Network for International Cooperation in Earthquake Risk Mitigation and Disaster Management | 2,335,350 € | 2,272,300 € |
| 2010 | S1-L12 ERASMUS MUNDUS with ASIA-West | 2,473,000 € | 2,473,000 € |
| 2011 | Erasmus Mundus Europe Asia (Nepal, Pakistan, Bangladesh, Malaysia, Thailand, China) | 1,999,900 € | 1,999,900 € |
| 2011 | S1-L11-Erasmus Mundus Asia-Europe | 1,999,900 € | 1,999,900 € |
| 2011 | S1-L12 Erasmus Mundus Europe Asia | 1,999,900 € | 1,999,900 € |
| 2011 | S1-L12 Exchange by Promoting Quality Education, Research and Training in South and South-East Asia II | 1,999,650 € | 1,999,650 € |
| 2011 | S1-L12 Innovation and Design for Euro-Asian Scholars | 1,999,025 € | 1,999,025 € |
| 2011 | S1-L12 Strengthening Training and Research through networking and Globalization of teaching in Engineering Studies | 1,991,850 € | 1,991,850 € |
| 2012 | Centre of Excellence for Learning, Innovation, Networking and Knowledge (Bhutan, Nepal, Pakistan, Bangladesh, India, Malaysia, China, Thailand) | 2,496,450 € | 1,248,225 € |
| 2012 | EMMA WEST 2013 (Nepal, Pakistan, Bangladesh, India, Philippines) | 2,499,925 € | 1,999,940 € |
| 2012 | Exchange by Promoting Quality Education, Research and Training in South and South-East Asia (Bhutan, Nepal, Pakistan, Bangladesh, Sri Lanka, India, Indonesia, Philippines, Thailand, China) | 2,499,200 € | 1,999,360 € |
| 2013 | FUSION - Featured eUrope and South asia mObility Network | 3,049,875 € | 1,524,938 € |
| 2013 | INTACT - It's Time for CollaboratioN TowArds Close CooperaTion (EU - Asia) | 2,967,700 € | 1,483,850 € |

| <i>Contract year</i> | <i>Contract Title</i> | <i>Contracted amount</i> | <i>Paid amount</i> |
|----------------------|---|--------------------------|---------------------|
| 2013 | INTERWEAVE - Student Mobility EU - Asia | 3,049,725 € | 1,524,863 € |
| Total | | 67,197,425 € | 53,102,243 € |

5.2 Annex 2: List of documents and main sources of information consulted

5.2.1 List of documents

Clink, Grant Agreement Number: 2012 – 2645. Name of the Coordinating Institution: University Of Northumbria At Newcastle (Unn) Third Progress Report, 2015.

Clink. Grant Agreement Number: 2012 – 2645. Name of the Coordinating Institution: University Of Northumbria At Newcastle (Unn). First Progress Report, 2013.

Experts Iii, Grant Agreement Number: 2012 – 2633, Name of the Coordinating Institution: Georg-August-Universität Göttingen, First Progress Report, 2013.

Experts Iii, Grant Agreement Number: 2012 – 2633, Name of the Coordinating Institution: Georg-August-Universität Göttingen, Second Progress Report, 2014.

Experts Iii, Grant Agreement Number: 2012 – 2633, Name of the Coordinating Institution: Georg-August-Universität Göttingen, Third Progress Report, 2015.

Experts, Education, Audiovisual & Culture Executive Agency. Annex Iv, Final Report, EM II Action 2 Partnerships (Call For Proposals Eacea N° Eacea/29/09), SGA or GAA Number: 2010 – 2358, No Year.

Fusion Specific Agreement / Grant Agreement Number: 2012 – 2645. Name of the Coordinating Institution: Northumbria University, Second Progress Report, 2014.

Fusion Specific Agreement / Grant Agreement Number: 2012 – 2645. Name of the Coordinating Institution: Northumbria University, Third Progress Report, 2015.

MR-144058.01, Regional Asia - Erasmus Mundus External Co-operation Window Academic Year 2008/2009, 20/12/2011.

Partnership Agreement: Project: Erasmus Mundus Action 2 lot 9, “EXPERTS III- Exchange by Promoting Quality Education, Research and Training in South and South-East Asia III” EXPERTS III Partnership Agreement, Grant Agreement: 2012-2633 / 001-001 –EM Action 2- Partnerships.

5.2.2 Other main sources of information (website, etc)

<http://fusion-edu.eu/FUSION/>

5.3 Annex 3: Description of projects

EXPERTS I (Exchange by Promoting Quality Education, Research and Training in South and South-East Asia) and its successors, EXPERTS II, EXPERTS III, EXPERTS4Asia, and EXPERTS - SUSTAIN, are scholarship projects targeted at citizens of Afghanistan, Bangladesh, Bhutan, China, India, Indonesia, the Maldives, Nepal, Pakistan, the Philippines, Sri Lanka and Thailand. The EXPERTS Partnership includes 7 European and 13 South and South-East Asian (SSEA) Higher Education Institutions from 12 Asian countries. The projects have multifaceted objectives: they focus on excellence in technical fields and aim at strengthening mobility in a wide range of disciplines, such as Agricultural and Environmental Studies; Engineering Technology; Health & Medical Studies; Social Development; Regional Development, Poverty & Growth; and Law. The projects further aim to address the specific country needs in the SSEA region whilst also considering the improvement of gender balance amongst the project's beneficiaries.

cLink (Centre of excellence for Learning, Innovation, Networking and Knowledge) aims to foster partnerships of emerging Asian countries (Bangladesh, Bhutan, Nepal, Pakistan, China, India, Malaysia and Thailand) with EU countries (Germany, Romania, Hungary,

France, and UK) to reinforce the existing collaborations developed through the EAST-WEST Asia Link project, eLINK and eTourism. cLINK aims (i) to develop new and enhance existing co-operative teaching links; (ii) to enhance established co-operative research on contemporary technology enhanced solution (for example, ehealth, green technology, cyber security etc.) and (iii) to enhance academic networks between HEIs of Asia and EU for sustainable scientific, social and economic benefit for all partners.

FUSION (Featured eUrope and South asla mObility Network) aims to foster partnerships of emerging Asian countries (Afghanistan, Bangladesh, Bhutan, Nepal, Pakistan, China, India, and Thailand) with EU countries (Bulgaria, France Germany, Hungary, Italy, Portugal, Sweden, and UK) to reinforce the existing collaborations developed through the EU funded projects. The FUSION project aims to (i) provide the education, research and management training in the thematic areas: 'Architecture, Urban and Regional Planning', 'Business Studies and Management Science', 'Education and Teacher training', 'Engineering and Technology', 'Medical Sciences', and 'Social Sciences' to Asian talented students and staff at world-class European institutions; (ii) promote European HEIs as 'centres of excellence' in teaching, research and professional practice, and (iii) enhance the attractiveness, image, visibility and accessibility of EU higher education and research in the project 3rd countries.

Desk phase case study – Erasmus Mundus Latin America

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List of acronyms and abbreviations

| | |
|-------------|--|
| ACP | African, Caribbean and Pacific Group of States |
| ALFA | América Latina Formación Académica |
| AMIDILA | Academic Mobility for Inclusive Development in Latin America |
| BABEL | Building Academic Bonds between Europe and Latin America |
| CRIS | Common RELEX Information System |
| DG | Directorates-General |
| DG DEVCO | European Commission's Directorate-General for International Co-operation and Development |
| EAC | EU Commission's Directorate-General for Education and Culture |
| EACEA | Education, Audio-visual and Culture Executive Agency |
| EC | European Commission |
| ECTS | European Credit Transfer and Accumulation System |
| ECW | External Co-operation Window |
| EM | Erasmus Mundus |
| EQ | Evaluation Question |
| EQF | European Qualifications Framework for Life Long Education |
| EU | European Union |
| EuroInkaNet | Europe and Latin America Sustainable Innovation and Knowledge Academic Network |
| HE | Higher Education |
| HEI | Higher Education Institution |
| JC | Judgment Criterion |
| LA | Latin America |
| LAMENITEC | Latin American Engineering and Information Technologies Network |
| MS | Member State |
| PG | Post Graduate |
| PhD | Doctor of Philosophy |
| ROM | Results-Oriented-Monitoring |
| TG | Target Group |
| ToR | Terms of Reference |
| UFPI | Universidade Federal de Piauí |
| UG | Undergraduate |

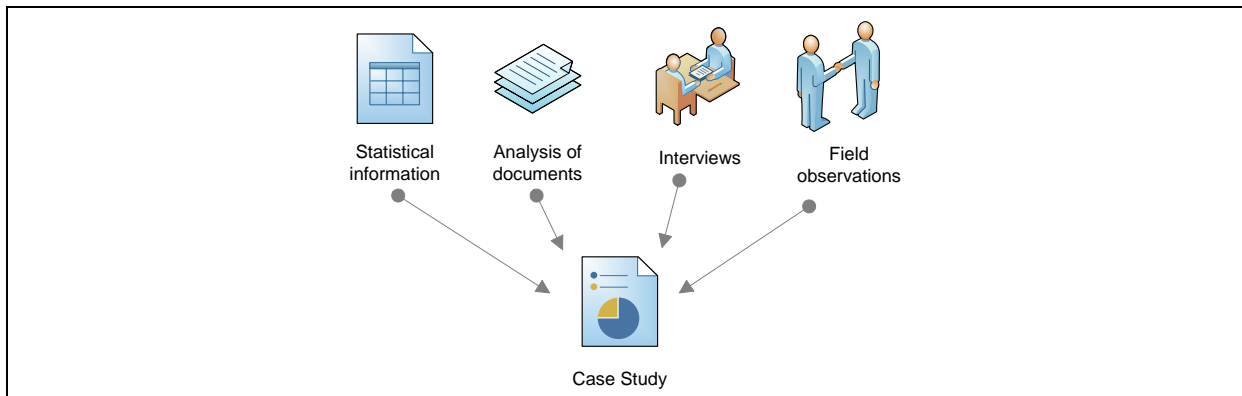
1 Introduction

As part of the desk phase of the Evaluation of the EU development co-operation support to higher education in partner countries, ten programme case studies and three bilateral country case studies have been selected as in-depth case studies. In line with the EU methodological guidelines, case studies allow a detailed examination of certain elements and should provide a picture of the EU support in different contexts.

The programme case studies are related to the major higher education programmes (ALFA, Tempus, Edulink, Intra-ACP, and Erasmus Mundus). Due to the large number of individual projects implemented within a programme, a number of projects have been selected for more in-depth analyses. The country case studies are related to bilateral support in the area of higher education. The case studies have the main focus on the bilateral support provided in a given country, but also assess the complementarity and coherence with the major higher education programmes taking place in this country.

The case studies include the analysis of various types of documents and statistical information, and for the case studies further investigated in the field will also include field observations and interviews with people directly involved in the programme.

Figure 1 Components of the case study



The outline of the case studies follows the structure of the evaluation matrix, to ensure a consistent and harmonised data collection approach. However, as projects implemented under major HE programmes cover a huge variety of different topics, not every project is relevant for all the evaluation questions. This tailored case study approach ensures that resources are spent in an efficient way.

2 Context of EU support

2.1 Background of Erasmus Mundus Latin America

Erasmus Mundus (EM) – phase 1 (2004-2008) and phase 2 (2009-2013) – was a co-operation and mobility programme in the field of HE for:

- The enhancement of quality in European HE;
- The promotion of the EU as a centre of excellence in learning around the world;
- The promotion of intercultural understanding through co-operation with third countries as well as for the development of third countries in the field of HE.

The aims and specific objectives of EM were pursued by means of the following actions:

- Action 1: Erasmus Mundus joint programmes of outstanding quality at masters (Action 1 A) and doctoral (Action 1 B) levels including scholarships/fellowships to participate in these programmes;
- Action 2: Erasmus Mundus partnerships between European and third-country HEIs as a basis for structured co-operation, exchange and mobility at all levels of HE, including a scholarship scheme;
- Action 3: Promotion of European HE through measures enhancing the attractiveness of Europe as an educational destination and a centre of excellence at world level.

The Education, Audio-visual and Culture Executive Agency (EACEA) was responsible for the management of all three actions of EM, under the supervision of DG EAC and DG DEVCO. In 2014, EM – together with Tempus, ALFA, and EDULINK – was integrated into the new programme Erasmus+, which is again managed by EACEA.

The Evaluation focuses only on the DEVCO-supported components, i.e.

- Erasmus Mundus Action 2 – student and staff mobility; and

Windows for Neighbourhood South under Erasmus Mundus Action 1: Since the evaluation covers only programmes funded by Heading 4 (Global Europe) of the EU budget, it will therefore not include Erasmus Mundus Action 1 funded by Heading 1, with the exception of windows for Neighbourhood South, which are funded by Heading 4¹

EM projects involving Latin American partners have – to varied degrees – aimed to achieving the following objectives:

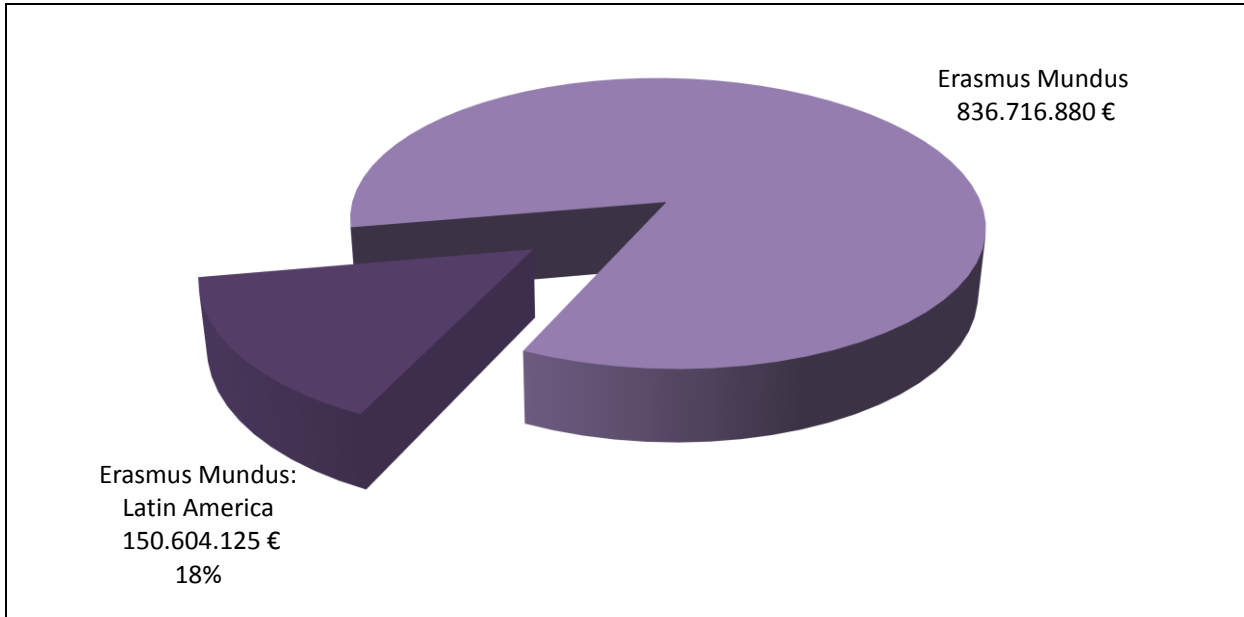
- Establishment of sustainable Europe - Latin America mobility networks focused on regional needs;
- Creating of a pool of well-educated and well-trained and responsible young men and women;
- Improved education and training opportunities for vulnerable groups and socioeconomically disadvantaged students
- Equal access to higher education for students from least developed regions
- Reinforcement of the teaching and research skills of the partner universities
- Transfer of knowledge, know-how and experience between Europe and Latin America

2.2 Overview of financial support

- During the evaluation period, a total of 836.72 million EUR was contracted for Erasmus Mundus, making out 62% of all of the EU's support to major higher education programmes.
- Within Erasmus Mundus, Latin American countries received a total of 150.60 million EUR, which represents 18% of all Erasmus Mundus support.
- By the time of completion of the inventory, a total of 109.28 million EUR of the above-mentioned amount (73%) was already paid out.
- The Erasmus support to Latin America was mainly contracted in 2009 (30%), 2013 (21%), 2014 (16%), 2012 (14%) and 2008 (12%). In 2010 and 2011, very little amounts were contracted (roughly 3% each year).
- In total, 49 projects were supported by Erasmus Mundus in Latin America, each receiving between 1.0 and 4.9 million EUR.
- The support was entirely financed by the DCI instrument.
- 66% were regional support, while 34% were country-specific support. The latter was directed at Brazil, Argentina, Chile and Mexico.

¹ Evaluation of the EU development co-operation support to Higher Education in partner countries (2007-2014), Terms of Reference, p. 4.

Figure 2 Erasmus Mundus – Proportion of funding going to Latin America



Source: CRIS & EACEA database, Particip analysis

2.3 Involvements of HEI as participants and co-ordinating institutions

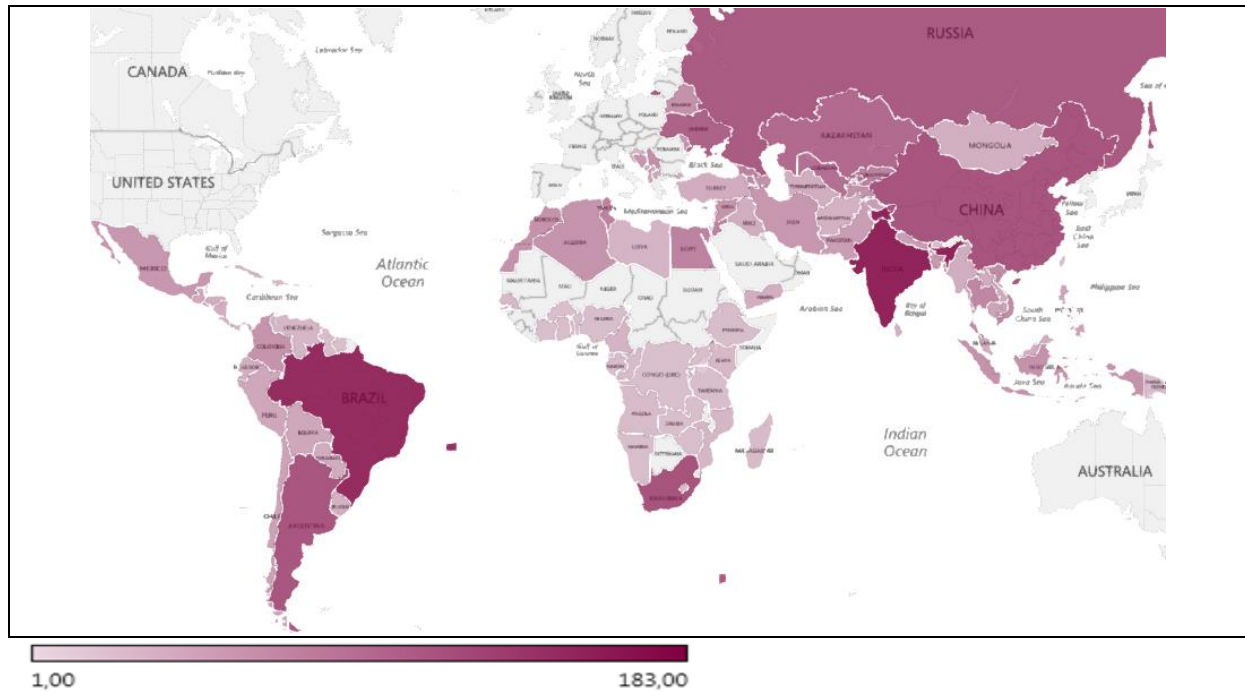
Erasmus Mundus is implemented via indirect centralised management by EACEA. The implementation modality involves a co-ordinating institution (EU MS), several partners (EU MS or partner country) and associate partners (EU MS or partner country).

In total, involvements of partner countries amount to 3025. In Latin America, institutions from Brazil were the most frequently involved (172).

Figure 3 Erasmus Mundus – Involvements of HEI – EU MS



Figure 4 Erasmus Mundus – Involvements of HEI – partner countries



3 Overview of case study selection

For the Erasmus Mundus case studies the Evaluation Team applied the following selection criteria and rules:

Regional and sub-regional representation: to ensure a balanced sample we have selected projects for Asia, Latin America and South Africa.

Based on the above, the following projects have been analysed more in-depth within the case study:

Table 1 Erasmus Mundus – suggested selection of projects

| Title | Yr | EU contribution € | Focus of case study | | | | | | | | | |
|---|------|-------------------|---------------------|------|------|------|------|------|------|------|------|--|
| | | | EQ 1 | EQ 2 | EQ 3 | EQ 4 | EQ 5 | EQ 6 | EQ 7 | EQ 8 | EQ 9 | |
| Latin America | | | | | | | | | | | | |
| L17 Granada - Brazil, Paraguay, Uruguay (MONESIA) | 2009 | 3,445,850 | | | | | ✓ | | | | | |
| L19B Granada - Ecuador, Venezuela, Chile, Cuba (Ánimo, ¡Chévere!) | 2009 | 3,173,900 | | | ✓ | | ✓ | | | | | |
| Latin American Engineering and Information Technologies Network (Honduras, El Salvador, Guatemala, Nicaragua, Argentine, Brazil, Colombia, Mexico), (LAMENITEC) | 2012 | 4,000,000 | | | | | ✓ | ✓ | ✓ | | | |
| Building Academic Bonds between Europe and Latin America (Bolivia, Ecuador, Paraguay, Brazil, Peru, Uruguay) (BABEL) | 2012 | 3,319,600 | | | ✓ | | | ✓ | ✓ | | | |
| Academic Mobility for Inclusive Development in Latin America (AMIDILA) | 2013 | 4,131,500 | | | | | ✓ | ✓ | | | | |
| Europe and Latin America Sustainable Innovation and Knowledge Academic Network (EuroInkaNet) | 2014 | 3,159,800 | | | ✓ | | | | | ✓ | | |

4 Information matrix

4.1 EQ 1 on relevance

Not a case study focus

4.2 EQ 2 on alignment

Not a case study focus

4.3 EQ 3 on management, learning, teaching and research

4.3.1 JC 31 Improved management practices

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff | No evidence in project documentation |
| Internal guidelines, rules and procedures to ensure compliance with HE policies are in place and regularly updated | The progress and final reports of the selected projects do not elaborate on the general internal guidelines, rules and procedures at partner universities. If information is available, it only covers aspects related to the management of the mobilities. For example, the final report of <i>MONESIA</i> , 2013, stresses that integration of the respective international offices into a multilateral network of universities helped these offices improve procedures and management practises that govern the flow of incoming and outgoing students. In particular, this was very important for the International Offices of the Brazilian universities. |
| A performance monitoring and assessment system is in place, with adequate resourcing | Aspect not covered by the EU support |
| Application of Bologna process management guidelines to HEIs | All reports include detailed sections on the application of the Bologna process and specially the transfer and recognition of study outcomes (for details see JC 7.2) |

Overall JC assessment with main achievements of the EU support and main lessons learnt

No direct evidence has emerged for the contribution of EM projects to improved management practises at HEIs in general. However, it can reasonably be assumed that the management approaches and processes of international offices were strengthened due to their involvement in the implementation of the mobility programmes which were based on strict guidelines. The reports do not elaborate on the degree to which Bologna process management guidelines were fully applied but in the case of mutual recognition of degrees or degree components and credit transfers, all projects followed approaches which were based on, or at least oriented towards, "Bologna".

4.3.2 JC 32 - Improved quality of teaching and learning

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|-----------------------|--|
| Evidence of efficient | Information is only available on the existence and use of M&E instruments for the purpose of project implementation. The final |

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| M&E instruments for continuous assessment of quality teaching | <p>report of <i>MONESIA</i>, 2013, stresses that measures were put in place to ensure overall quality assurance of the action and of results obtained (internal and external evaluation, individual academic follow-ups, involvement of students in the process, etc.). <i>“The partnership understood quality assurance as a continuous process that helped to maintain the high standards of the project and its activities and to improve and adapt them wherever possible or required.”</i></p> <p>All projects employed all or some of the following approaches to quality assurance:</p> <ul style="list-style-type: none"> • Quality Assurance Committees which monitored the evolution of the project and the academic performance of the selected candidates, proposed improvements for the project, and approved reports from all grantees; • Independent external experts who evaluated the overall performance and impact of the projects; • Results Oriented Monitoring (ROM) which reported on the relevance, efficiency, impact and sustainability of the project with respect to the main objectives of the underlying funding instrument; • Regular reports from grantees and supervisors: a monitoring tool on which the decision to continue the scholarships were based; the reports were revised and approved by the Quality Assurance Committees; • Evaluation and impact surveys which provided feedback from the grantees shortly after the end of their stay abroad and at the end of the project. |
| Alternative and flexible learning pathways (including e-learning) offered to undergraduate and graduate students | No evidence in project documentation |
| Evidence of increase in number and academic value of degrees achieved by 1st and 2nd cycle students | No evidence in project documentation |
| Application of Bologna process guidelines to HEIs teaching and learning organisation, modalities and practices | See under JC 3.1 |

Overall JC assessment with main achievements of the EU support and main lessons learnt

All projects put in place aimed at ensuring overall quality assurance of the actions and on results obtained, including but not limited to, internal and external evaluation, individual academic follow-ups, involvement of students in the process, etc. However, quality assurance was restricted to the implementation and direct results of the mobilities and did not cover quality of teaching and learning in general terms.

4.3.3 JC 33 - Enhanced institutional and human capacity and conditions for academic research

| <i>Indicators</i> | <i>Evidence</i> |
|--|--------------------------------------|
| Evidence for adequate resources allocation (equipment and academic/ technical staff) to undertake relevant research | No evidence in project documentation |
| Increased number of research outputs and outcomes produced by research-active academic staff of partner countries HEIs | No evidence in project documentation |
| Evidence of national and international recognition of improved research capacities of partner countries HEIs | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

No evidence in project documentation

4.4 EQ 4 on reform of HE policy

Not a case study focus

4.5 EQ 5 on inclusiveness

4.5.1 JC 51 - Enhanced equitable access to HE for all groups of society

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| The % of beneficiaries of EU mobility programmes and projects, which have access for vulnerable or under-represented groups as an objective, who are identified as coming from those groups | <p>This is a key aspect of the mobility programmes which project coordinators have to cover in detail in progress and final reports. All EM projects in Latin America included a <i>“Target Group 3: Nationals of the LA Countries that are under particularly vulnerable situations, for social, economic and political reasons”</i>. However, the emphasis that projects have given to this target group varies.</p> <p>The current 4th call for <i>BABEL</i> does even not invite Target Group 3 (TG3) applicants (http://babel.up.pt/general_information). This is surprising as the Third Progress Report, 2015, admits that <i>“At the end of the 1st cohort we realised that vulnerable students in Bolivia, Ecuador, Peru and Paraguay are in most cases very distant from the possibility of being selected by the partnership. Therefore the partnership agreed on opening TG3 mobility to Group B students. This was done also taking into consideration the very high number of indigenous populations in Brazil [...] From the total of TG3 applications received in the two cohorts which Brazilian applicants were able to apply to, 53% were [...] from Brazilians, and only 47% from all the four Group A countries’ students. Being so, and taking into account the absolute need of complying with the proposed number of</i></p> |

| Indicators | Evidence | | | | | | | | | | | | |
|-----------------------|---|-----------------------|------------|------------|-----------------------|-----------|------------|-----------------------|----------|-----------|--------------|------------|-------------|
| | <p><i>scholarships for TG3 students, the consortium decided to award these grants”.</i></p> <p>The final report of <i>MONESIA</i>, 2013, summarises the final distribution of mobilities according to Target Groups and shows that only 8 out of 157 students (5%) came from vulnerable groups.</p> <p><i>Table 2 Distribution of mobilities in MONESIA</i></p> <table border="1" data-bbox="560 483 1262 701"> <tbody> <tr> <td><i>Target Group 1</i></td> <td><i>127</i></td> <td><i>81%</i></td> </tr> <tr> <td><i>Target Group 2</i></td> <td><i>22</i></td> <td><i>14%</i></td> </tr> <tr> <td><i>Target Group 3</i></td> <td><i>8</i></td> <td><i>5%</i></td> </tr> <tr> <td>Total</td> <td>157</td> <td>100%</td> </tr> </tbody> </table> <p>Nevertheless, the final report states that TG 3 applications were treated with absolute priority and allocated at the very beginning of the selection meeting. <i>“This ensured that all positively evaluated candidates from vulnerable groups were offered an opportunity to study abroad.”</i> The report refers to the Universidade Federal de Piauí (UFPI) which summarises the opportunities provided by the project for applicants from vulnerable groups as follows: <i>“The selection process gave students from TG3 and excellent opportunity to study abroad by taking into consideration their academic strengths and socially vulnerable situation at the same time. The students from UFPI are many times isolated culturally and educationally because Piauí is distant from the centre of the country and does not have many immigrants. Therefore, the opportunity given by MONESIA was of paramount importance for their academic and social growth and also for the growth of the university as a whole.”</i></p> <p>In a similar vein, the Universidade Federal de Goiás acknowledges, <i>“We could send abroad students belonging to a social disadvantaged group promoting the reduction of social inequalities. This was one of the selection criteria stipulated by the consortium.”</i></p> <p>The first progress report of <i>EuroInkaNet</i>, 2015, notes that in its first call of applications only 6 out of 75 were selected from TG 3. However, this was mainly due to the small number of applications from this group. While only 13 applications were received from TG3, there were 305 candidates from TG1 and 197 from TG2.</p> <p>According to the final report for <i>Ánimo, ¡Chévere!</i>, 2013, about 50% of the partner universities are established or have campuses in least developed regions of their respective countries. Against this backdrop a <i>“significant number”</i> of students from these geographical areas benefitted. According to the impact survey conducted at the conclusion the project, 17% of the grantees who answered not only confirmed that they belonged to a disadvantaged group but also stated that the mobility had a specific impact on their situation.</p> <p>The final reports of <i>MONESIA</i> and <i>Ánimo, ¡Chévere!</i> elaborate in detail on gender balance as a criterion which was continuously monitored during project implementation. As for <i>Ánimo, ¡Chévere!</i>, out of 171 grantees who went on mobility, 96 (56%)</p> | <i>Target Group 1</i> | <i>127</i> | <i>81%</i> | <i>Target Group 2</i> | <i>22</i> | <i>14%</i> | <i>Target Group 3</i> | <i>8</i> | <i>5%</i> | Total | 157 | 100% |
| <i>Target Group 1</i> | <i>127</i> | <i>81%</i> | | | | | | | | | | | |
| <i>Target Group 2</i> | <i>22</i> | <i>14%</i> | | | | | | | | | | | |
| <i>Target Group 3</i> | <i>8</i> | <i>5%</i> | | | | | | | | | | | |
| Total | 157 | 100% | | | | | | | | | | | |

| Indicators | Evidence | | | | | | | | | |
|--|---|--------|----|-----|------|----|-----|-------|-----|------|
| | where male and 75 (44%) female. | | | | | | | | | |
| | <p><i>Table 3 Gender balance in Ánimo, ¡Chévere!</i></p> <table border="1"> <tr> <td>Female</td> <td>75</td> <td>44%</td> </tr> <tr> <td>Male</td> <td>96</td> <td>56%</td> </tr> <tr> <td>Total</td> <td>171</td> <td>100%</td> </tr> </table> | Female | 75 | 44% | Male | 96 | 56% | Total | 171 | 100% |
| Female | 75 | 44% | | | | | | | | |
| Male | 96 | 56% | | | | | | | | |
| Total | 171 | 100% | | | | | | | | |
| The number of HEIs that have taken steps to increase access to vulnerable and/or under-represented groups | There is no information available as to whether and what extent HEIs have taken steps to increase the access of vulnerable or under-represented groups to HE in general. | | | | | | | | | |
| The number and scope of HE policy reforms and strategies that promote access to vulnerable or under-represented groups | No evidence in project documentation. | | | | | | | | | |

Overall JC assessment with main achievements of the EU support and main lessons learnt

As a default requirement, all projects had to put special emphasis on the inclusion of students from disadvantaged or under-represented backgrounds into the mobilities. These students formed a special target group (target group 3). All projects developed and implemented mechanisms to facilitate access for vulnerable/under-represented groups through the granting of special conditions or by treating TG 3 applications with priority. In these cases, TG 3 applicants were allocated at the very beginning of the selection process. However, virtually all progress and final reports mentioned difficulties in the inclusion of TG3 students due to either a low number or poor quality of applications (which did not meet acceptable minimum standards) or a combination of both. None of the reports provided any indication as to whether and what extent the projects' approach towards the inclusion of students from vulnerable/under-represented background had any impact on the policies and strategies of HEIs regarding the admission of students from the groups in general terms.

4.5.2 JC 52 - Equitable access to resources for HEIs, especially those suffering from former disadvantage

Evidence at Indicator level

| Indicators | Evidence |
|--|--------------------------------------|
| The number and scope of reforms taken in partner countries to support HEIs suffering former disadvantage | Aspect not covered by the EU support |
| The number of formerly disadvantaged HEIs that have improved their access to resources | Aspect not covered by the EU support |

Overall JC assessment with main achievements of the EU support and main lessons learnt

There is no explicit elaboration on progress regarding (formerly) disadvantaged HEIs regarding their access to resources. The project documentations only mention the institutional strengthening of these HEI in general terms. For example, the *MONESIA* final report, 2013, stresses that through their participation in the project, especially the less

experienced partners gained visibility and, moreover, credibility. They became more attractive as a reliable partner for further international activities.

4.6 EQ 6 on responsiveness to labour market needs and brain circulation

4.6.1 JC 61 - Strengthened institutional set-up in the HEIs to respond to labour market needs in specific professional qualifications

Evidence at Indicator level

| Indicators | Evidence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---------------|--------------|----------|-----------------|-----|----|---------------------|----|----|--------------|------------|------------|-----------------------|---------------------------|--|----------------------------|---|----|----------------------------------|----|----|------------------------------|----|-----|-----------------------|----|----|-----------------------|----|-----|----------------------|----|-----|--------------|------------|-------------|
| Evidence for follow up of labour market trends by HEIs ad hoc set-up | <p>Strong evidence is not available but there is some indication that EM projects took into account labour market needs and priorities. According to the final report, 2013, <i>MONESIA</i> followed the development priorities of the partner countries. The following tables detail the numbers and percentages of grants that were awarded in priority fields and the corresponding distribution among them. More than 82% of the grants were awarded in the priority fields.</p> <p><i>Table 4 MONESIA – distribution of mobilities in priority and non-priority areas</i></p> <table border="1"> <thead> <tr> <th>Fields</th> <th>Total</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><i>Priority</i></td> <td>129</td> <td>82</td> </tr> <tr> <td><i>Non priority</i></td> <td>28</td> <td>18</td> </tr> <tr> <td>Total</td> <td>157</td> <td>100</td> </tr> </tbody> </table> <p>Due to societal problems and challenges in Latin America and public awareness of them, Social Sciences attracted the highest number of selected <i>MONESIA</i> grantees (47%). This priority field of study is followed by Natural Sciences (14%) and Engineering and Technology (14%). The rest of scholarships were granted to applicants in the fields of Medial Sciences (9%), Education and Teacher Training (9%) and Agricultural Sciences (7%)</p> <p><i>Table 5 MONESIA - Number of grantees according to priority fields</i></p> <table border="1"> <thead> <tr> <th>Priority Field</th> <th colspan="2">Number of grantees</th> </tr> </thead> <tbody> <tr> <td>Agricultural Sciences (01)</td> <td>9</td> <td>7%</td> </tr> <tr> <td>Education, Teacher Training (05)</td> <td>12</td> <td>9%</td> </tr> <tr> <td>Engineering, Technology (06)</td> <td>18</td> <td>14%</td> </tr> <tr> <td>Medical Sciences (12)</td> <td>11</td> <td>9%</td> </tr> <tr> <td>Natural Sciences (13)</td> <td>18</td> <td>14%</td> </tr> <tr> <td>Social Sciences (14)</td> <td>61</td> <td>47%</td> </tr> <tr> <td>Total</td> <td>129</td> <td>100%</td> </tr> </tbody> </table> | Fields | Total | % | <i>Priority</i> | 129 | 82 | <i>Non priority</i> | 28 | 18 | Total | 157 | 100 | Priority Field | Number of grantees | | Agricultural Sciences (01) | 9 | 7% | Education, Teacher Training (05) | 12 | 9% | Engineering, Technology (06) | 18 | 14% | Medical Sciences (12) | 11 | 9% | Natural Sciences (13) | 18 | 14% | Social Sciences (14) | 61 | 47% | Total | 129 | 100% |
| Fields | Total | % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Priority</i> | 129 | 82 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Non priority</i> | 28 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 157 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Priority Field | Number of grantees | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agricultural Sciences (01) | 9 | 7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Education, Teacher Training (05) | 12 | 9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Engineering, Technology (06) | 18 | 14% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Natural Sciences (13) | 18 | 14% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Sciences (14) | 61 | 47% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 129 | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence for exchange between employers and HEIs on teaching/learning process and outcomes | No evidence in project documentation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Existence of mechanisms | The establishment of such mechanisms was not a project focus | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| to reflect labour market needs in degree programmes and related curricula | but some emphasis was given to labour market needs in the HE sector. The second progress report of <i>AMIDILA</i> , 2015, states: <i>“AMIDILA is contributing to develop the educational curricula of some professors of the partner universities in the region, in fact many Full PhD grantees work as lecturers or professors in the partner universities.”</i> |
| Existence of mechanisms for interchange between universities and public and private sector production- and services-providing organisations | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Strong evidence is not available but there is some indication that EM projects took into account labour market needs and priorities. *MONESIA* followed an explicit and specific approach of aligning student mobilities with the development priorities of the partner countries. This led to the identification of several priority areas which were linked to labour market needs. Three of these priority sectors – social sciences, natural sciences and engineering/technology comprised the lion share of grantees.

4.6.2 JC 62 - Increased ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Institutionalised opportunities to students for gaining practical experiences (apprenticeships, internships) | No evidence in project documentation |
| Evidence of relative match of HE learning outcomes with qualifications required by the labour market | No evidence in project documentation |
| Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange programmes compared to non-participants | <p>Figures are not available but in more general terms, according to the final report of <i>MONESIA</i>, 2013, the younger credit transfer and degree seeking grantees who benefited from a scholarship were better prepared and more attractive for the labour market due to the international experience gained abroad. This was due to additional language knowledge, intercultural communication and other related soft skills. These students are expected to play and will continue to play an important role in knowledge transfer in their home countries and contribute to the development of the corresponding society.</p> <p>The report also claims that grantees from disadvantaged groups increased their employment opportunities due to the mobility. <i>“The strong focus of the project on individuals from vulnerable groups and socioeconomically disadvantaged strata of the society mentioned [...] contributes to social cohesion, equal opportunities and poverty reduction at local level.”</i></p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The evidence is very sketchy and solely the *MONESIA* final report generally addresses issues related to the ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries. According to the report, the younger credit transfer and degree seeking grantees who benefited from a scholarship were better prepared and more attractive for the labour market due to the international experience gained abroad. This was due to additional language knowledge, intercultural communication and other related soft skills.

4.6.3 JC 63 - Enhanced internationalisation of HEIs and individuals in partner countries

Evidence at Indicator level

| Indicators | Evidence |
|--|--|
| Number and scope of academic co-operation networks and links | <p>All project documentation elaborates in detail on this aspect. According to the final report of <i>Ánimo, ¡Chévere!</i>, 2013, a number of collaborations between the University of Cambridge and other HEIs evolved as the result of the programme, particularly in Chemistry and Plant Science. The grantees commented on how valuable the experience had been in terms of being exposed to different research techniques and having access to highly prestigious research groups. The report mentions several examples of universities within the network which established or consolidated research networks and joint PhD training programmes. For example, several Latin American universities signed co-operation agreements with the Karl-Franzens-University Graz as the result of the project. At the same time Graz University focused on Latin America as a new partner region.</p> <p>The report continues: <i>“The institutional impact of the project and the possibilities for new channels for international co-operation were probably highest for partner universities in less developed areas.”</i> Universidad Técnico de Manabí (Ecuador), for example, states that <i>Ánimo, ¡Chévere!</i> helped without any doubt to build institutional co-operation between HEIs from South America and Europe.</p> <p>The <i>MONESIA</i> final report, 2013, notes that <i>“although the grants for academic and administrative staff had durations of only one or two months, their impact on institutional level was probably the highest. Distinguished professors and researcher and high level administrative and managerial staff are in a position where the training they received and the co-operation activities they started have the best chances to be applied and implemented successfully at institutional level. This is confirmed by the results of the impact survey. About 85% of the scholarship holders at staff level think that their stay abroad gave rise to an increased institutional co-operation between their home and host institutions, especially regarding additional exchange of academic staff, continuous exchange of knowledge and know-how, joint research projects and proposals and activities for improving their teaching capacity. Moreover, not even 10% of this group thinks that their home institution is not better prepared for international co-operation activities than before.”</i></p> <p>The Universidad Nacional del Este (Paraguay), to give just one example, emphasized in their report that participation in</p> |

| Indicators | Evidence |
|--|--|
| | <p><i>MONESIA</i> strengthened their international dimension substantially allowing them to establish more and deeper links with other institutions and networks outside Paraguay.</p> <p>According to the third progress report, 2015, <i>LAMENITEC</i>, has had a particular focus on organising and hosting conferences and seminars in Latin America for scholars not only to present and disseminate their own research but also to make contacts and lay the groundwork for possible future collaboration.</p> |
| Trends of postgraduate students returning to their home countries after their studies abroad | <p>Brain-drain prevention has been a major concern in all projects. For example the third progress report of <i>BABEL</i>, 2015, states that several instruments had been adopted in order to ensure that the scholarship holders return to their home countries upon the conclusion of the mobility periods in Europe. <i>“All partners have signed the Consortium Agreement that included specific commitments concerning this topic. [...] As for the scholarship holders, no one has been officially selected without formally committing to return to the home country. This was done through the signature of the Statement of Scholarship Acceptance and later on, the commitment was reinforced through the signature of the Statement of Scholarship Contract. At the present moment we can guarantee that there’s not a single student of staff that is not fully aware of the real importance of returning to the home country and of the commitment assumed towards the BABEL project.”</i></p> <p>In a similar vein, the third progress report of <i>LAMENITEC</i>, 2015, explains: <i>“All partners are well aware of this point and no Brain-Drain cases have been detected.”</i></p> <p>However, the final report of <i>MONESIA</i>, 2013, admits that it was <i>“very difficult to obtain reliable data regarding brain drain, i.e., about grantees who did not return to their home country, after the end of the project.”</i> At the same time, <i>“since there were no complaints by the partners and it was never treated as a real problem for the partnership, the measurements implemented to avoid brain drain seem to have worked reasonably well. Comparing the citizenships of the grantees and the present home country they indicated in the impact survey, shows that more than 80% of the former grantees are living in the country of their citizenship. This means that brain drain is definitely less than 20%. It is quite eye-opening that this percentage corresponds to 8% of Latin American citizens staying in Europe, 5% of nationals of a country of the European Union who did not return and 8% of grantees who moved to other countries. Hence, brain drain did not turn into a real problem for the partnership and one might rather speak of a small percentage of brain circulation.”</i></p> <p>According to the 2nd Progress Report of <i>AMIDILIA</i>, 2014, <i>“the issue of brain drain is particularly sensitive at Full PhD level where the candidates will spend the next 3 years in Europe with many chances to create connections offering post doc opportunities in Europe. In some extent this is also applicable at Full master degree level. In fact the likelihood that young students and researchers may develop an interest in continuing their research abroad is in general higher than in undergraduate students and experienced researchers.”</i></p> |

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Trends of exchange of academic personnel between HEIs at global and regional level | See under Indicator “Number and scope of academic co-operation networks and links” |
| Trends in former grantees of partner countries having worked at EU HEIs | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Strengthened internationalisation is a main outcome of all EM projects. All projects can legitimately claim that they contributed to the establishment of new or the expansion of existing partnerships between European and Latin American universities as well as among HEIs within Latin America. There is ample evidence for increased exposure to international research networks for most of the Latin American HEIs.

Brain-drain prevention has been a major concern for all projects, which adopted a range of strategies, measures and instruments to ensure that the scholarship holders return to their home countries upon the conclusion of the mobility periods in Europe. Usually grantees entered into contractual agreements with their home universities. However, reliable data regarding brain drain, i.e. about grantees who did not return to their home country, after the end of the project, is not available. Based on data of its survey of grantees, the *MONESIA* project estimated that “*brain drain is definitely less than 20%.*” The issue of brain drain is particularly sensitive at Full PhD level where the candidates spend three years in Europe with many chances to create connections offering post doc opportunities at European HEIs. To some extent this is also applicable at full master degree level. The likelihood that young students and researchers may develop an interest in continuing their research abroad is in general higher than in undergraduate students and experienced researchers.

4.7 EQ 7 on intra-regional harmonisation

4.7.1 JC 71 - Strengthened inclusive regional co-operation on harmonisation

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Regional dialogues on HE established or supported | The project documentation does not systematically elaborate on regional dialogues but some give evidence of increased intra-regional collaboration on core matters in HE. <i>AMIDILA</i> (2 nd Progress Report, 2015) has collaborated with other projects in the region from the very beginning, with particular regards to the Alfa project <i>MISEAL</i> to stimulate the creation of spin off projects and long-lasting co-operation in Latin America |
| Regional organisations have HE agenda and play active role towards harmonisation of national HE systems | Aspect not covered by the EU support |
| Increased participation of non-state stakeholders (civil society, private sector etc.) in regional dialogues | Aspect not covered by the EU support |

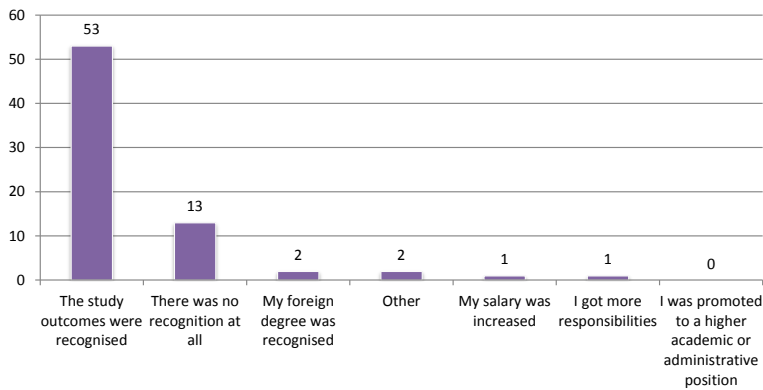
Overall JC assessment with main achievements of the EU support and main lessons learnt

The project documentation does not systematically elaborate on regional dialogues but some give evidence of increased intra-regional collaboration on core matters in HE. However, more specific information, let alone elaboration on outcomes of this collaboration, is not available.

4.7.2 JC 72 - Advanced standardisation of HE at regional level

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Number and scope of partnerships among HEIs at regional level | <p>EM projects have fostered regional partnerships almost by default as the projects were collaboratively implemented based on formal agreements. <i>MONESIA</i> (final report, 2013) provides a good example in this regard: Institutional co-operation was one of the major objectives of <i>MONESIA</i>. The organisation of the mobility flows was designed jointly during the preparation phase for the proposal, fine-tuned during the kick-off meeting of the Partnership Co-ordination Board and implemented and improved until the end of the project. The initial and final Partnership Co-ordination Board meetings were held together with workshops and seminars on relevant topics for all partners and associates such as good practices in student and staff mobility, joint programmes, organisation of doctoral studies, programmes for co-operation between Latin America and the EU, etc.</p> <p>All project events aimed directly or indirectly at strengthening the co-operation capacity of individuals and institutions. The final Partnership Co-ordination Board meeting held together with the Coimbra Group (CG) – Asociación de Universidades Grupo de Montevideo (AUGM) seminar on Academic Mobility in Europe and Latin America was an example on how the partnership made use of synergies and multiplier effects extended the impact of the project to the entire region.</p> |
| Number and scope of agreements on mutual recognition of qualifications | <p>The Third Progress Report of <i>BABEL</i>, 2015, confirms the existence of Academic Recognition Agreements which are signed for all exchange students. These Agreements confirm both host and home institutions' commitment in recognising the activities undertaken by the student at the host institution as part of the course at the home HEI. This document is an essential tool for mutual recognition of credit points and grades achieved as part of the respective degree programmes. Relatedly, a Transcript of Records (ToR) is issued by the European host HEI at the end of each semester. It contains the subjects/activities completed by the student and the corresponding credit points according to the European Credit Transfer System (ECTS). The ToR is mandatory and all coordinating HEI within <i>BABEL</i> uses this information to monitor the quality of the mobility flows. According to the progress report, the tools and mechanisms created and used by the consortium for ensuring academic recognition were implemented as planned and proved effective.</p> <p>The final report of <i>Ánimo, ¡Chévere!</i>, 2013, states that – based on an impact survey carried out at the end of the project – “more than 82% of study outcomes achieved during short term credit transfer mobility flows were recognized without any problem. The remaining 18% do not only correspond to cases where recognition was not achieved but</p> |

| Indicators | Evidence | | | | | | | | | | | | | | | | |
|---|---|---------------------|-----------------------|------------------------------------|----|---------------------------------|----|----------------------------------|---|-------|---|-------------------------|---|-----------------------------|---|--|---|
| | <p>also to students who did not apply for recognition, did not return to the home university, accepted a job, etc. In any case, the project co-ordination did not receive major complaints regarding recognition". For <i>MONESIA</i>, the rate of successfully recognized study outcomes was 75%.</p> <p>The final report of <i>MONESIA</i>, 2013, further notes that the recognition of study arrangements followed the established procedures and mechanisms of study recognition, credit recognition and transfer. All non-degree seeking mobility students at undergraduate and master level signed an Erasmus type learning and recognition agreement that was the basic document for the entire process. All partners issued comprehensive transcripts of records making use of ECTS or the local grading and study load accounting systems that had to be presented at the home universities. All grantees were asked to provide proof of recognition once the recognition decision was taken by their home universities. Since degree seeking master students and doctoral candidates obtained a European degree and the corresponding Diploma Supplement, recognition was achieved easily following the standard procedures foreseen for this purpose in the home countries. The work performed during short term stays of doctoral, post-doctoral and staff fellows became part of PhD dissertations, scientific publications, reports, etc. and thus, of the grantees' Curriculum Vitae. Since the latter is the basis for evaluation and promotion in any job, it can be considered as full recognition.</p> | | | | | | | | | | | | | | | | |
| | <p><i>Figure 5 MONESIA Impact Survey: Recognition of study outcomes, number of respondents</i></p>  <table border="1"> <caption>Data for Figure 5: MONESIA Impact Survey: Recognition of study outcomes, number of respondents</caption> <thead> <tr> <th>Recognition Outcome</th> <th>Number of Respondents</th> </tr> </thead> <tbody> <tr> <td>The study outcomes were recognised</td> <td>53</td> </tr> <tr> <td>There was no recognition at all</td> <td>13</td> </tr> <tr> <td>My foreign degree was recognised</td> <td>2</td> </tr> <tr> <td>Other</td> <td>2</td> </tr> <tr> <td>My salary was increased</td> <td>1</td> </tr> <tr> <td>I got more responsibilities</td> <td>1</td> </tr> <tr> <td>I was promoted to a higher academic or administrative position</td> <td>0</td> </tr> </tbody> </table> | Recognition Outcome | Number of Respondents | The study outcomes were recognised | 53 | There was no recognition at all | 13 | My foreign degree was recognised | 2 | Other | 2 | My salary was increased | 1 | I got more responsibilities | 1 | I was promoted to a higher academic or administrative position | 0 |
| Recognition Outcome | Number of Respondents | | | | | | | | | | | | | | | | |
| The study outcomes were recognised | 53 | | | | | | | | | | | | | | | | |
| There was no recognition at all | 13 | | | | | | | | | | | | | | | | |
| My foreign degree was recognised | 2 | | | | | | | | | | | | | | | | |
| Other | 2 | | | | | | | | | | | | | | | | |
| My salary was increased | 1 | | | | | | | | | | | | | | | | |
| I got more responsibilities | 1 | | | | | | | | | | | | | | | | |
| I was promoted to a higher academic or administrative position | 0 | | | | | | | | | | | | | | | | |
| Joint or collaborative degree programmes established | No evidence has emerged that would confirm the establishment of joint or collaborative degree programmes. | | | | | | | | | | | | | | | | |
| Strategic partnerships with a balanced involvement of business and HE established | Aspect not covered by the EU support | | | | | | | | | | | | | | | | |

Overall JC assessment with main achievements of the EC support and main lessons learnt

EM projects have fostered regional partnerships almost by default as the projects were collaboratively implemented based on formal agreements. However, there is no information available on the number and scope of partnership agreements which were signed as a direct result of the individual projects. The mutual recognition of qualifications is a key aspect of

any EM project because without some agreement on recognition mobility exchanges could not work. In most - possibly all - cases the HEI signed Academic Recognition Agreements for all exchange students. These agreements confirm both host and home institutions' commitment in recognising the activities undertaken by the student at the host institution as part of the course at the home HEI. This document is an essential tool for the mutual recognition of credit points and grades achieved as part of the respective degree programmes. Relatedly, a Transcript of Records (ToR) is issued by the European host HEI at the end of each semester. It contains the subjects/activities completed by the student and the corresponding credit points according to the European Credit Transfer System (ECTS). There were slight variations across projects concerning the process of recognition but all reports suggest that no major problems or challenges were encountered in the process of recognition and credit transfers.

4.8 EQ 8 on modalities and instruments

4.8.1 JC 81 - Responsiveness of the instruments and aid modalities to the national and regional context in partner countries

Aspect not covered by the EU support

4.8.2 JC 82 - Mutual understanding of European and Partner Countries' HE promoted Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Evidence of a better understanding of European standards and tools (EQF, Tuning, ECTS, the Diploma Supplement, the National Academic Recognition Information Centre (NARIC) network) | This happened as a result of mutual recognition of qualifications and similar agreements which were all based on European standards (see JC 7.2). |
| Enhanced use of European instruments (as mentioned above) and their recognition as global standards | See under JC 7.2 |

Overall JC assessment with main achievements of the EC support and main lessons learnt

While the project reports do not explicitly elaborate on this specific issue, it can be reasonably assumed that mutual understanding of European and partner countries' HE was fostered as the result of mutual recognition of qualifications and similar agreements.

4.8.3 JC 83 - EU support has been delivered in a timely fashion, minimising costs for all parties involved

No evidence in project documentation

4.9 EQ 9 on coherence and synergies

Not a case study focus

5 Annex

5.1 Annex 1: Detailed overview of Erasmus Mundus Latin America projects

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|---|--------------------------|--------------------|
| 2008 | L16 Coimbra - Brazil | 3,083,550 € | 2,294,396 € |
| 2008 | L16 München - Brazil | 3,099,925 € | 3,099,925 € |
| 2008 | L16 Porto - Brazil | 3,094,400 € | 3,078,211 € |
| 2008 | L17 Valladolid - Chile | 4,919,950 € | 4,918,596 € |
| 2008 | L18 Groningen - Mexico | 3,998,300 € | 3,160,103 € |
| 2009 | L15 Compostela - Brazil | 3,057,150 € | 3,057,150 € |
| 2009 | L15 Porto - Brazil | 3,095,600 € | 3,091,187 € |
| 2009 | L15 Torino - Brazil | 3,100,000 € | 3,060,925 € |
| 2009 | L16 Bologna - Argentina | 2,099,050 € | 1,779,016 € |
| 2009 | L17 Compostela - Brazil, Paraguay, Uruguay | 3,431,550 € | 3,431,550 € |
| 2009 | L17 Granada - Brazil, Paraguay, Uruguay | 3,445,850 € | 3,364,836 € |
| 2009 | L17 Porto - Brazil, Paraguay, Uruguay | 3,075,225 € | 2,957,665 € |
| 2009 | L18 Compostela - Argentina, Bolivia, Peru | 3,189,775 € | 3,189,775 € |
| 2009 | L18 Deusto - Argentina, Bolivia, Peru | 3,190,000 € | 3,128,582 € |
| 2009 | L18 Padova - Argentina, Bolivia, Peru | 3,188,800 € | 3,136,475 € |
| 2009 | L20 Groningen - Central America | 3,059,875 € | 2,926,603 € |
| 2009 | L20B Univ Pais Vasco - Central America | 3,142,475 € | 2,883,499 € |
| 2009 | L21 Barcelona - Colombia, Costa Rica, Panama | 3,124,650 € | 2,843,616 € |
| 2009 | L21B Rotterdam - Colombia, Costa Rica, Panama | 2,976,925 € | 2,751,150 € |
| 2009 | L21B Valencia - Colombia, Costa Rica, Panama | 2,947,475 € | 2,481,612 € |
| 2010 | S1-L13A-EADICII (ARGENTINA) | 1,699,950 € | 1,698,815 € |
| 2010 | S1-L13A-EUROTANGO (ARGENTINA) | 1,699,200 € | 1,699,200 € |
| 2010 | S1-L13B-MoE-A Move on Education (ARGENTINA) | 997,300 € | 995,100 € |
| 2011 | S1-L16A Argentina Cooperation for International Research and Study | 1,249,975 € | 1,249,975 € |
| 2011 | S1-L16A EuroTANGO II | 1,246,700 € | 1,246,700 € |
| 2011 | S1-L16B Argentina Towards Europe for Social Sciences | 1,348,475 € | 1,078,780 € |
| 2011 | S1-L16B Europlata | 1,347,450 € | 1,347,450 € |
| 2012 | Building Academic Bonds between Europe and Latin America (Bolivia, Ecuador, Paraguay, Brazeil, Peru, Uruguay) | 3,319,600 € | 2,655,680 € |
| 2012 | European Union - Latin America Academic Links (Honduras, El Salvador, Guatemala, Nicaragua, Argentina, Chile, Colombia, Cuba, Mexico) | 3,317,025 € | 2,653,620 € |
| 2012 | Latin America International Network for the Development of Opportunities (Bolivia, Peru, Ecuador, Paraguay, Brazil, Chile, Cuba) | 3,319,650 € | 2,655,720 € |
| 2012 | Latin American Engineering and Information Technologies Network (Honduras, El Salvador, | 4,000,000 € | 3,200,000 € |

| <i>Contract year</i> | <i>Contract Title</i> | <i>Contracted amount</i> | <i>Paid amount</i> |
|----------------------|--|--------------------------|----------------------|
| | Guatemala, Nicaragua, Argentine, Brazil, Colombia, Mexico) | | |
| 2012 | Programme of Exchange and Cooperation for International Studies between Europe and South America (Bolivia, Peru, Ecuador, Paraguay, Argentina, Brazil, Chile, Uruguay, Venezuela) | 3,319,600 € | 1,659,800 € |
| 2012 | Project for European - Latin American Cooperation and Exchange (Honduras, El Salvador, Guatemala, Nicaragua, Argentina, Chile, Costa Rica, Panama, Uruguay) | 3,299,550 € | 3,299,550 € |
| 2013 | AMIDILA - Academic Mobility for Inclusive Development in Latin America | 4,131,500 € | 2,065,750 € |
| 2013 | BE MUNDUS - Brazil Europe Mundus | 3,202,550 € | 1,601,275 € |
| 2013 | EUREKA - Enhancement of University Research and Education in Knowledge Areas useful for Sustainable Development (EU - Latin America) | 4,294,100 € | 2,147,050 € |
| 2013 | EURICA - EUROpe and latin amerICA: Enhancing University Relationships by Investing in Cooperative Actions | 4,329,075 € | 2,164,538 € |
| 2013 | FELLOW-MUNDUS - Fostering Education and Learning mobilities for Latin-American academics Outgoing Worldwide with ERASMUS MUNDUS - Strand 1, Lot 14 (Bolivia, Ecuador, Paraguay, Peru, Brasil, Colombia, Panama, Uruguay) | 4,179,525 € | 2,089,763 € |
| 2013 | IBRASIL - Inclusive and Innovative Brazil | 3,289,225 € | 1,644,613 € |
| 2013 | PUEDES - University Engagement in Economic and Social Development in Latin America (Participación Universitaria para El Desarrollo Económico y Social en Latinoamérica) | 4,138,275 € | 2,069,138 € |
| 2013 | SUD-UE - Student Mobility (EU - Latin America) | 4,256,700 € | 2,128,350 € |
| 2014 | CRUZ DEL SUR - Enhancing university internationalization for comprehensive development in Latin America | 3,112,750 € | 933,825 € |
| 2014 | EULALINKS-SENSE | 3,155,275 € | 946,583 € |
| 2014 | Euro Brazilian Windows+ | 2,793,525 € | 838,058 € |
| 2014 | Euro-Latin America partnership in natural Risk mitigation & protection of the Cultural Heritage | 3,160,250 € | 948,075 € |
| 2014 | Europe and Latin America Sustainable Innovation and Knowledge Academic Network | 3,159,800 € | 947,940 € |
| 2014 | Mobility As keY factor for quAlity eNhancement of EU and LA univErsiTies | 2,964,625 € | 889,388 € |
| 2014 | SMART2: SmartCities & SmartGrids for Sustainable Development | 2,791,000 € | 837,300 € |
| 2014 | Sustain-T Technologies for Sustainable Development | 3,160,950 € | 948,285 € |
| Total | | 150,604,125 € | 109,275,190 € |

5.2 Annex 2: List of documents and main sources of information consulted

5.2.1 List of documents

AMIDILA - Academic Mobility for Inclusive Development in Latin America. Project Summary Sheet

AMIDILA - Academic Mobility for Inclusive Development in Latin America GRANT AGREEMENT NUMBER: 2013 – 2588, NAME OF THE COORDINATING INSTITUTION: Alma Mater Studiorum – Università di Bologna, SECOND PROGRESS REPORT, 2015

Ánimo, ¡Chévere! – Academic Network for International Mobility: Cuba, Chile, Ecuador, Venezuela and Europe reaching for excellence. Education, Audiovisual & Culture Executive Agency, Annex IV, Final Report EM II Action 2 (former ECW) Partnerships (Call for proposals EACEA N° 13/09) SGA or GAA number: 2009 – 5124, Coordinating Institution: Universidad de Granada, 2013

BABEL - Building Academic Bonds between Europe and Latin America Erasmus Mundus Action 2 – Strand 1 PROJECT SUMMARY SHEET

BABEL - Building Academic Bonds between Europe and Latin America Erasmus Mundus, Specific Agreement/Grant Agreement Number 2012-2634, Coordinating Institution: University of Porto, Third Progress Report, 2015.

Call for Proposals: EACEA/13/09 - Lot 19b (Ecuador, Venezuela, Chile and Cuba) Ánimo, ¡Chévere! – Academic Network for International Mobility: Cuba, Chile, Ecuador, Venezuela and Europe reaching for excellence,
http://eacea.ec.europa.eu/erasmus_mundus/ecw/funding/documents/2008/latin_america/lot19b_granada_v3.pdf

Erasmus Mundus Action 2 Strad 1. EuroInkaNet Project. Grant Agreement 2014-0870/001-001). First Progress Report, 27 August 2015.

EuroInK - Europe and Latin America Sustainable Innovation and Knowledge Academic Network: Erasmus Mundus Action 2 – Strand 1/ Lot L07 PROJECT SUMMARY SHEET

LAMENITEC - Latin American Engineering and Information Technologies Network. Project Summary Sheet.

LAMENITEC - Latin American Engineering and Information Technologies Network, Specific Agreement / Grant Agreement Number: 2012 – 2737, COORDINATING INSTITUTION: Mondragon Unibertsitatea, THIRD PROGRESS REPORT, 2015.

MONESIA - Mobility Network Europe South America (MONESIA) EDUCATION, AUDIOVISUAL & CULTURE EXECUTIVE AGENCY, ANNEX IV, FINAL REPORT EM II ACTION 2 (former ECW) PARTNERSHIPS (Call for proposals EACEA N° 35/08) SGA or GAA number: 2009 – 1673, COORDINATING INSTITUTION: Universidad de Granada, 2013

5.2.2 Other main sources of information (website, etc)

<http://www.euroinka.eu/>

<http://lamenitec.mondragon.edu/en>

<http://www.unibo.it/amidila/en>

<http://babel.up.pt/>

Call for Proposals: EACEA/13/09 - Lot 19b (Ecuador, Venezuela, Chile and Cuba) Ánimo, ¡Chévere! – Academic Network for International Mobility: Cuba, Chile, Ecuador, Venezuela and Europe reaching for excellence

5.3 Annex 3: Description of projects

Mobility Network Europe-South America (MONESIA): an Institutional Approach (MONESIA), 2009-2013 (also referred to as L17 Granada - Brazil, Paraguay, and Uruguay): The main objective of the project was to set-up an active institution-based academic mobility network between Europe and Lot 17 countries (Brazil, Paraguay and Uruguay). The project

aimed at producing a pool of well-trained students, post-doctoral fellows or moving staff who will return to their home countries either holding a relevant degree (master or doctorate) or having gained valuable experience, knowledge and contacts. The project focused strongly on the regional needs of the Lot 17 countries and the development of specific areas such as Agriculture, Education, Teacher Training, Engineering and Technology, Medical, Natural and Social Sciences. Furthermore, the project provided improved education and training opportunities for vulnerable groups and socioeconomically disadvantaged students and promoted equal access to HE for students from least developed regions.

Academic Network for International Mobility: Cuba, Chile, Ecuador, Venezuela and Europe reaching for excellence (Ánimo, ¡Chévere!), 2009-2013 (also referred to as L19B Granada - Ecuador, Venezuela, Chile, Cuba): The main objective of the project was to set-up an active institution-based academic mobility network between Europe and Lot 19b countries (Cuba, Chile, Ecuador and Venezuela). The project aimed at producing a pool of well-trained students, post-doctoral fellows or moving staff who will return to their home countries either holding a relevant degree (master or doctorate) or having gained valuable experience, knowledge and contacts. The project focused strongly on the regional needs of Lot 19b countries and the development of specific areas such as Agricultural Sciences, Architecture, Urban and Regional Planning, Education, Teacher Training, Engineering, Technology, Geography, Geology, Natural Sciences and Social Sciences. Furthermore, the project aimed at providing improved education and training opportunities for vulnerable groups and socioeconomically disadvantaged students and promoting equal access to HE for students from least developed regions. The main expected results of this project are: 1. An institution-based sustainable Europe - Latin America mobility network focused on regional needs; 2. A pool of well-educated and responsible young men and women; 3. Improved education and training opportunities for vulnerable groups and socioeconomically disadvantaged students; 4. Equal access to higher education for students from least developed regions; 5. Reinforcement of teaching and research skills of the partner universities; 6. Transfer of knowledge, know-how and experience between Europe and Latin America; 7. Promotion of Common Spaces of Higher Education; 8. Alumni network; 9. Synergies with partner projects.

MONESIA and *Ánimo, ¡Chévere!* were twin projects which followed the same – or very similar objectives – and were both implemented in parallel by the University of Granada.

Academic Mobility for Inclusive Development in Latin America (AMIDILA), ongoing, is a project that aims at building a solid mobility scheme for students, scholars and academic staff between Latin American and European universities under the framework of inclusive development. Inclusive development is the core of the proposal and must be seen from a two-fold perspective. On one hand, it is the methodology that will be adopted in *AMIDILA* project. Latin America and, above all, Central America, is the region of the world that shows the highest inequalities in the access to (higher) education and knowledge. Despite considerable improvements in enrolment rates in the last 20 years, higher education is still accessible to a limited group of population and, even when possible, only a limited portion of students may afford to study abroad. This scenario is reflected also in *AMIDILA* context. Therefore, principles that characterise inclusive development such as participation, non-discrimination and creating opportunities will be assumed by *AMIDILA* mobility scheme that will aim at offering equal access and participation to all partners, with special focus on students from Guatemala, Nicaragua, Honduras and Salvador that are traditionally the 4 countries with the weakest mobility rates at university level; and students that are in particularly vulnerable situations. But inclusive development is also the main topic that will characterise most of the mobilities implemented within *AMIDILA*. Inclusive development is an interdisciplinary approach that involves social sciences studies but, in the case of countries participating to *AMIDILA*, inclusive development requires also deeper knowledge on those contexts that may foster the inclusion of a larger portion of the population into economic and social life: protection on environment, renewable energies, and sustainable infrastructural development. *AMIDILA* partners offer good opportunities on these fields and are willing, through mobilities, to exchange knowledge and to contribute to increased understanding.

Building Academic Bonds between Europe and Latin America (BABEL), ongoing, comprises 20 partner European and several Latin American countries' Higher Education

Institutions and 34 associate institutions, and is implemented within the framework of the Erasmus Mundus, Action 2 – STRAND 1, Lot 12, Latin America. Among this initiative's main goals, one can point out:

- the mutual enrichment and a better understanding between Europe and Latin America, through the exchange of people, knowledge and skills at Higher Education level;
- the increase of international co-operation between European and Latin American Countries' HEIs, thus contributing to foster the socio-economic development of this region;
- the promotion of transparency and recognition of studies and qualifications at an international level.

As a way of reaching these goals, this project foresees 150 mobility flows.

The main objective of this project is to enhance cooperation between European and Latin American countries in Higher Education, through the implementation of students, researchers and staff mobility. In particular, this project aims at contributing to overcome the constraints of these countries, through Higher Education co-operation with emphasis on the thematic areas of strategic/key interest for the involved countries: Agricultural Sciences, Architecture, Management & Business, Education & Teacher Training, Engineering & Technology, Geography & Geology, Law, Mathematics & Informatics, Medical Sciences, Natural Sciences, Social Sciences and Communication. These areas were defined as priority by the European Commission for co-operation with Latin America. Furthermore it aims at promoting transfer of know-how and capacity building gained by European (HEIs) during their 25 years of experience within the scope of the Erasmus Program and also by the co-ordinator (UFRJ), as a consequence of its previous experience in Erasmus Mundus projects and of its direct contact with the management aspects of the *BABEL* project.

The partnership is composed of 20 HEIs: 9 European (from Belgium, France, Italy, Netherlands, Poland, Portugal, Spain and Sweden) and 11 Latin American (from Bolivia, Brazil, Ecuador, Peru, Paraguay and Uruguay), having as co-coordinating HEI probably the most experienced Latin American HEI within the partnership in International Co-operation: the Federal University of Rio de Janeiro (BR).

Latin American Engineering and Information Technologies Network (LAMENITEC), ongoing, aims at implementing a Latin American students Exchange-to-Europe scheme which allows educating ground breaking professionals with a deep knowledge on the local reality and its needs, and the most topical methodologies and initiatives worldwide. In order to do so, an alliance among 6 European and 9 Latin-American universities has been created. It will implement such scheme and offer exchange opportunities at undergraduate, master, doctorate and post-doctorate levels to the people from the countries participating in this project. In addition, this project aims at reinforcing scientific and academic co-operation between Europe and Latin America in the Engineering, Technology, Mathematics and Informatics areas because they are keystone aspects for the economic and social development of the countries represented in the consortium *LAMENITEC* (Salvador, Guatemala, Nicaragua, Honduras, Brazil, Colombia, Mexico and Argentina). *LAMENITEC* seeks to reach the most isolated regions of Latin America as well as those cities in which a large amount of professionals dwell. For this reason, 70 % of the higher education institutions enrolled in this project is public. Their coverage in the countries they come from is large, and their acknowledgement, as well as the amount of academic programs they offer, makes them a keystone to attain this project goal. Finally, *LAMENITEC* intends to strengthen the bonds among the associate higher education institutions and to generate the opportunity to interchange experiences that facilitate the development of academic and scientific skills as well as the international exchange management.

Europe and Latin America Sustainable Innovation and Knowledge Academic Network (EuroInK), ongoing: The key objective of the *EuroInkaNet* consortium is to enhance capacity for international co-operation between universities in Latin America's least developed countries and HEIs in EU countries, by facilitating transfer of knowledge and best practice in training the next generation of researchers and academic staff. The consortium comprises 20 HEIs 7 from the EU and 13 from LA. On the European side, the applicant,

MMU, and six other EU partners, from Spain (2), Sweden, Portugal, Finland and Hungary have accumulated a rich track record of experience of working in similar successful projects. From the 13 HEIs from Latin America, 7 are from the least developed countries in South America: Peru (3), Bolivia (2); Ecuador and Paraguay, and six from Argentina (2), Colombia, Brazil (2) and Mexico. Eight of the LA universities are situated in vulnerable areas in each of these countries, into which the project mobility of undergraduate (UG), postgraduate (PG) students and training staff intends to make a big impact in the areas of Business Studies, Management, Science; Mathematics Informatics, Education, Teacher Training, Engineering, and Technology. It is expected that 182 UG, PG, PhD, post-doc and academic staff from LA countries (133) and EU (49) will benefit from physical mobility through the *EuroInkaNet* project. It is also expected that over 800 people from these and other countries of Latin America and EU countries will benefit through physical and virtual (Virtual Learning Centre (VLC) based eSeminars, eWorkshops, eMeetings and eConference) meetings and thematic workshops generated by the consortium related activities. Engaging to build a lasting network is *EuroInkaNet* motto. We will encourage joint-collaboration and international conferences joint-submissions of teams of LA/EU researchers which will make the dialogue between LA and EU researchers durable and sustainable.

Desk phase case study – Erasmus Mundus South Africa

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List of acronyms and abbreviations

| | |
|----------|---|
| ACP | African, Caribbean and Pacific Group of States |
| ALFA | América Latina Formación Académica |
| CRIS | Common RELEX Information System |
| DG | Directorate General |
| DG DEVCO | European Commission's Directorate-General for International Cooperation and Development |
| DG RTD | European Commission's Directorate-General for Research and Innovation |
| EAC | EU Commission's Directorate-General for Education and Culture |
| EACEA | Education, Audiovisual and Culture Executive Agency |
| EC | European Commission |
| ECTS | European Credit Transfer and Accumulation System |
| EM | Erasmus Mundus |
| EQ | Evaluation Question |
| EQF | European Qualifications Framework for Life Long Education |
| EU | European Union |
| EUR | Euro |
| HE | Higher Education |
| HEI | Higher Education Institution |
| IEASA | International Education Association of South Africa |
| JC | Judgment Criterion |
| MS | Member State |
| PhD | Doctor of Philosophy |
| PRSP | Poverty Reduction Strategy Paper |
| RUB | Ruhr University Bochum |
| SA | South Africa |
| TG | Target Group |
| USA | United States of America |

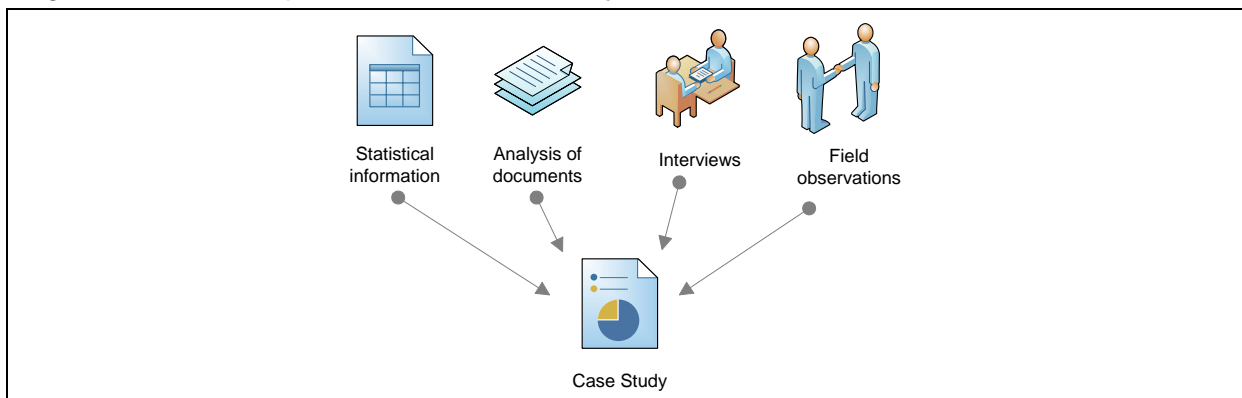
1 Introduction

As part of the desk phase of the Evaluation of the EU development co-operation support to higher education in partner countries, ten programme case studies and three bilateral country case studies have been selected as in-depth case studies. In line with the EU methodological guidelines, case studies allow a detailed examination of certain elements and should provide a picture of the EU support in different contexts.

The programme case studies are related to the major higher education programmes (ALFA, Tempus, Edulink, Intra-ACP, and Erasmus Mundus). Due to the large number of individual projects implemented within a programme, a number of projects have been selected for more in-depth analyses. The country case studies are related to bilateral support in the area of higher education. The case studies have the main focus on the bilateral support provided in a given country, but also assess the complementarity and coherence with the major higher education programmes taking place in this country.

The case studies include the analysis of various types of documents and statistical information, and for the case studies further investigated in the field will also include field observations and interviews with people directly involved in the programme.

Figure 1 Components of the case study



The outline of the case studies follows the structure of the evaluation matrix, to ensure a consistent and harmonised data collection approach. However, as projects implemented under major HE programmes cover a huge variety of different topics, not every project is relevant for all the evaluation questions. This tailored case study approach ensures that resources are spent in an efficient way.

2 Context of EU support

2.1 Background of Erasmus Mundus South Africa

Erasmus Mundus (EM) – phase 1 (2004-2008) and phase 2 (2009-2013) – was a co-operation and mobility programme in the field of HE for:

- The enhancement of quality in European HE;
- The promotion of the EU as a centre of excellence in learning around the world;
- The promotion of intercultural understanding through co-operation with third countries as well as for the development of third countries in the field of HE.

The aims and specific objectives of EM were pursued through the following actions:

- Action 1: Erasmus Mundus joint programmes of outstanding quality at masters (Action 1 A) and doctoral (Action 1 B) levels including scholarships/fellowships to participate in these programmes;
- Action 2: Erasmus Mundus partnerships between European and third-country HEIs as a basis for structured co-operation, exchange and mobility at all levels of HE (from undergraduates to post-docs and academic staff), including a scholarship scheme;
- Action 3: Promotion of European HE through measures enhancing the attractiveness of Europe as an educational destination and a centre of excellence at the global level.

The Education, Audio-visual and Culture Executive Agency (EACEA) was responsible for the management of all three actions of EM, under the supervision of DG EAC and DG DEVCO. In 2014, EM – together with Tempus, ALFA, and EDULINK – was integrated into the new programme Erasmus+, which is also managed by EACEA.

The evaluation focuses only on:

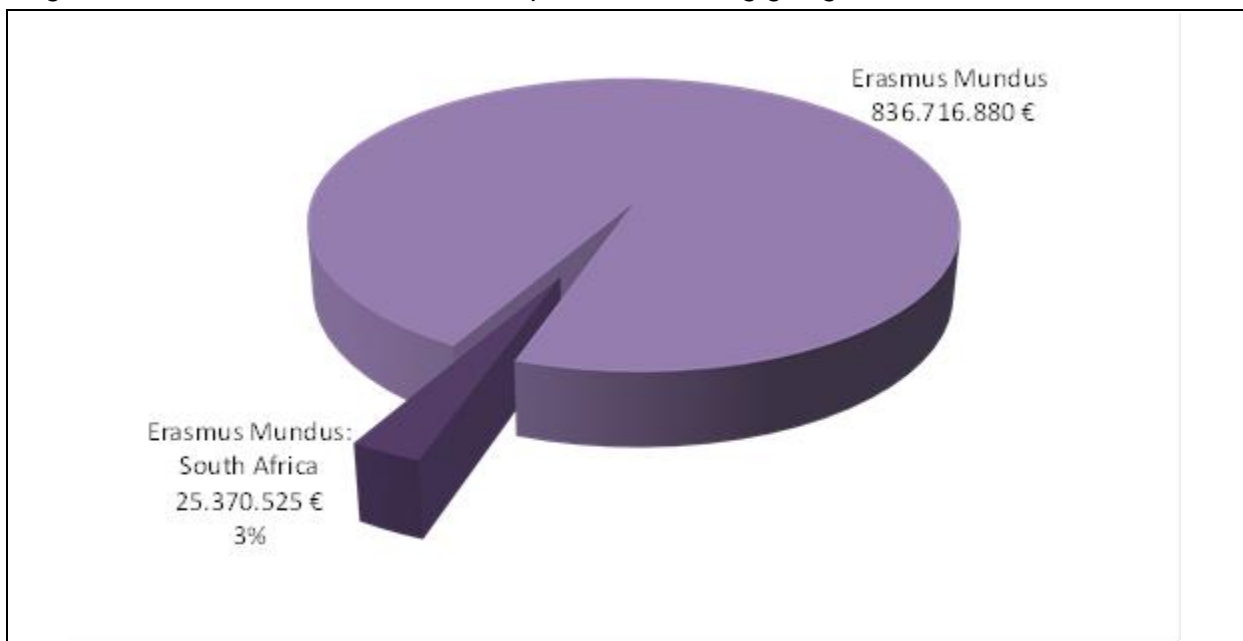
- Erasmus Mundus Action 2, Strand 1 – student and staff mobility,
- Erasmus Mundus External Co-operation Window,
- Erasmus Mundus Action 1: under Action 1 the evaluation covers only mobility funded by Heading 4.¹

The EM projects in South Africa have been in line with the overall EM objectives. There was no specific national approach or aspects which were particularly highlighted.

2.2 Overview of financial support

- During the evaluation period, a total of 836.72 million EUR was contracted for Erasmus Mundus, making out 62% of all of the EU's support to major higher education programmes.
- Within Erasmus Mundus, South Africa received a total of 25.37 million EUR, which represents 3% of all Erasmus Mundus support.
- The Erasmus Mundus support to South Africa was quite equally spread over 14 projects, each receiving between 1.6 and 2.3 million EUR.
- By the time of completion of the inventory, a total of 15.12 million EUR of the above-mentioned amount (60%) was already paid out.

Figure 2 Erasmus Mundus – Proportion of funding going to South Africa



Source: CRIS & EACEA database, Particip analysis

¹ Evaluation of the EU development co-operation support to Higher Education in partner countries (2007-2014), Terms of Reference, p. 4.

2.3 Involvements of HEI as participants and co-ordinating institutions

Erasmus Mundus is implemented via indirect centralised management by EACEA. The implementation modality involves a co-ordinating institution (EU MS), several partners (EU MS or partner country) and associate partners (EU MS or partner country).

In total, involvements of partner countries amount to 3025. With 125 involvements, institutions from South Africa were most frequently involved among African countries.

Figure 3 Erasmus Mundus – Involvements of HEI – EU MS

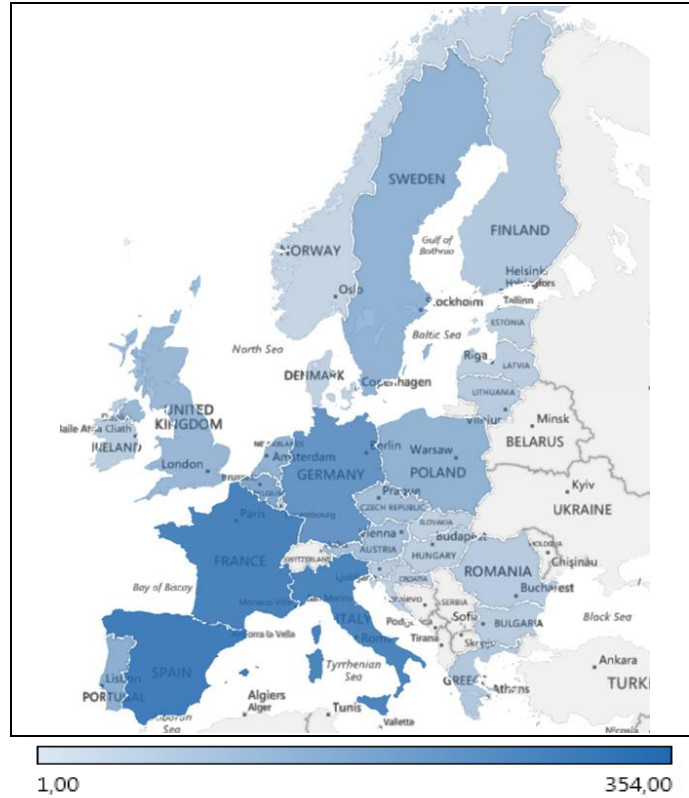
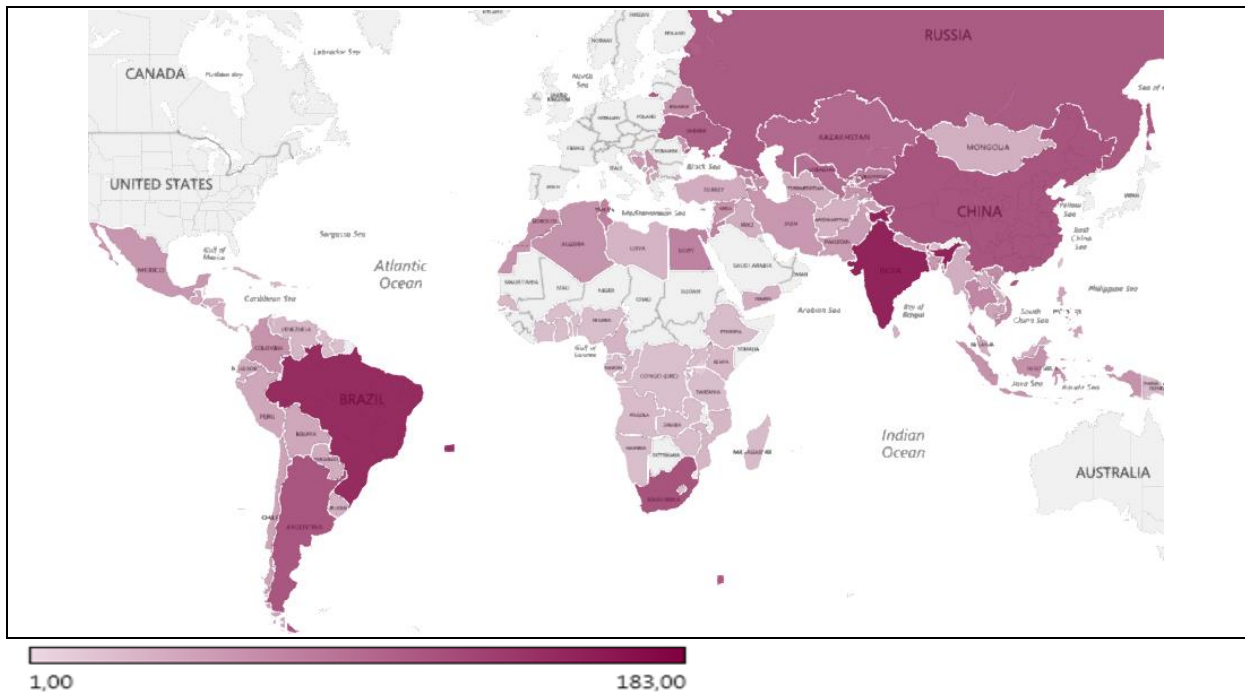


Figure 4 Erasmus Mundus – Involvements of HEI – partner countries



3 Overview of case study selection

For the Erasmus Mundus case studies the Evaluation Team applied the following selection criteria and rules:

Regional and sub-regional representation: to ensure a balanced sample we have selected projects for Asia, Latin America and South Africa.

Based on the above, the following projects have been analysed more in-depth within the case study:

Table 1 Erasmus Mundus – suggested selection of projects

| Title | Year | EU contribution € | Focus of case study | | | | | | | | |
|--|------|-------------------|---------------------|------|------|------|------|------|------|------|------|
| | | | EQ 1 | EQ 2 | EQ 3 | EQ 4 | EQ 5 | EQ 6 | EQ 7 | EQ 8 | EQ 9 |
| South Africa | | | | | | | | | | | |
| S1-L14-SAPIENT-South Africa Partnership with International research universities network: the next step | 2010 | 1,588,100 | | | ✓ | | ✓ | | ✓ | | |
| S1-L14 Erasmus Mundus Action 2 for South Africa II-EM2SA II | 2011 | 1,399,675 | | | | | ✓ | ✓ | ✓ | | |
| European-South African programme in tuning for regional needs in higher education-EU-SATURN | 2012 | 3,319,600 | | | ✓ | | | | ✓ | ✓ | |
| EUSA_ID - Capacity Building in Higher Education for an improved co-operation between the EU and SA in the field of Development Studies | 2013 | 2,297,650 | | | | | | | ✓ | ✓ | |
| A European and South African Partnership on Heritage and Past+ (AESOP+) | 2014 | 3,159,800 | | | ✓ | | | | ✓ | ✓ | |

4 Information matrix

A general remark: The evidence is very sketchy overall and information – based on the provided small number of progress and final reports as well as evaluations – is only available for some indicators. The project documentation regarding European-South African programme in tuning for regional needs in higher education was not received by the time the desk report was submitted; it will be considered for the draft final report.

4.1 EQ 1 on relevance

4.1.1 JC 11 Support to HE has been linked to EU commitments and development policies

Aspect not covered by the EU support

4.1.2 JC 12 Support to HE has been linked to EU commitments and development policies

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| Evolution of specific references and consideration of HE in overall development policy documents related to co-operation with partner countries and regions | No evidence in project documentation |
| Design and implementation of EU support to HE reflect the specific needs of partner countries and regions at different levels of development | Only <i>SAPIENT</i> final report, 2014, elaborates on this point and stresses that by offering opportunities to candidates from different backgrounds, the project contributed to the South African government's strategy to offer quality education to everyone and to redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities. More specifically, the project responded to the need for more staff members in South African Academia. The report quotes the Council of the Academy of Science of South Africa (ASSAf): <i>"There is a broad consensus within the science community in South Africa that not enough high-quality PhDs are being produced in relation to the developmental needs of the country"</i> . |
| Programmes and projects in support of HE have flexibly responded to new and emerging needs in partner countries and regions | According to <i>SAPIENT</i> final report, 2014, the project made a strong contribution to the development of the South African economy against the backdrop science and innovation being the engine for economic development. <i>"SAPIENT offered candidates from a disadvantaged socio-economic background the opportunity to study abroad and broaden their horizons - An opportunity they would not have had without the EMA2 programme (as testified in reports)"</i> |
| Support has targeted HE challenges in Fragile and Conflict-Affected Situations (FCAS) | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Only *SAPIENT* final report elaborates on aspects relevant to this JC but it does not go beyond the general self-assessment that the project was aligned with the South African strategy to offer quality education to everyone, to redress past inequalities, to transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities. It is also claimed that through its science-oriented programme as such and by offering post-graduate degree opportunity to students from disadvantaged backgrounds, the project made a contribution to economic development.

4.2 EQ 2 on alignment

Not a case study focus

4.3 EQ 3 on management, learning, teaching and research

4.3.1 JC 31 Improved management practices

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--------------------------------------|
| HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff | No evidence in project documentation |
| Internal guidelines, rules and procedures to ensure compliance with HE policies are in place and regularly updated | No evidence in project documentation |
| A performance monitoring and assessment system is in place, with adequate resourcing | No evidence in project documentation |
| Application of Bologna process management guidelines to HEIs | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

4.3.2 JC 32 - Improved quality of teaching and learning

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Evidence of efficient M&E instruments for continuous assessment of quality teaching | <p>The project documents do not elaborate on existence and application of M&E instruments at HEI in general terms, but provide information on the use of such instruments in the context of project implementation.</p> <p>The <i>SAPIENT</i> final report, 2014, notes that the overall quality assurance of the study programmes was subject to the respective national systems for quality assurance in Higher Education, such as accreditation of the programmes and the code of conduct concerning international students. The academic evaluation of the individual grantees was the responsibility of the examination board of the programme the student had enrolled in. There were no reasons for contact between the examination boards and the Steering Committee.</p> <p>The report continues, “<i>The SAPIENT consortium has done its utmost to assure the quality of the project and of the study abroad periods of the grantees, as was confirmed by the external evaluator. SAPIENT has asked the grantees about their experiences in different ways and on several occasions. In addition to the normal evaluation procedures in place at the universities, each grantee was asked to evaluate the project when he/she started and finished the programme. In some cases exit interviews took place. Furthermore the consortium launched a survey among the grantees on the promotion, organisation and</i></p> |

| Indicators | Evidence |
|--|--|
| | <p><i>implementation of the mobility. The outcome was very positive. Evaluation of the staff contribution by the South African universities discovered that expansive areas of activities are included: guest lectures, joint articles, applying new research techniques and teaching methods, discussions on and the commencement of joint research projects.”</i></p> <p>However, the Evaluation of <i>SAPIENT</i>, 2013 found that the quality of the structure, organisation and management of the project was somewhat hampered by the division between administrative or support staff on the one hand and academic staff on the other. <i>“Overall, the project was run by administrators with limited direct involvement of academics (especially in northern Europe). The involvement of the academics consisted mainly of lecturing and supervision of the Grantees”.</i> The report also notes that this was a common occurrence in many EM projects.</p> <p>In a similar vein, the progress report of <i>EM2SA II</i> stresses that the consortium monitored the quality of all activities internally, within the network (in addition to external monitoring). Evaluation and quality assurance takes place for all mobility levels via questionnaires, online surveys and interviews. The monitoring of the students’ performance via interviews with the students was done by the local <i>EM2SA II</i> teams. The <i>project</i> coordinator also visited the various partner locations in order to be able to do an overall quality review. Overall, the project implemented shared mechanisms to monitor activities and their quality.</p> |
| Alternative and flexible learning pathways (including e-learning) offered to undergraduate and graduate students | No evidence in project documentation |
| Evidence of increase in number and academic value of degrees achieved by 1st and 2nd cycle students | No evidence in project documentation |
| Application of Bologna process guidelines to HEIs teaching and learning organisation, modalities and practices | <p>The <i>SAPIENT</i> final report, 2014, confirms the application of the Bologna system for: All diploma seeking master students obtained their diploma; depending on the duration of their master course (12-22 months) they received 60 or 120 ECTS. The exchange master students (4-6 months) obtained 21 to 31 ECTS during their study stay abroad. Because of the duration of the PhD education in the destination countries (36-48 months) all diploma doctoral candidates will obtain their doctorate diploma after the project has come to an end. Recognition of study arrangements was a constant item of attention by the consortium members and the consortium regularly discussed possible improvements. <i>SAPIENT</i> asked the exchange students about their experiences in order to monitor the receipt of the transcripts of records and the recognition of study arrangements. The overall outcome was positive. According to the report, there was no indication that individual grantees had encountered difficulties.</p> <p>Likewise, the <i>EM2SA II</i> third Progress Report, 2014, notes that all mobilities that take place will get recognition through the tools</p> |

| <i>Indicators</i> | <i>Evidence</i> |
|-------------------|--|
| | of the Bologna process: ECTS grading scales, diploma supplements and joint diplomas where possible (if the local education laws allow). <i>“All South African partners have become quite acquainted with the mechanisms for student examination, study recognition and transfer of credits as defined in the framework of the Bologna process. All mechanisms in place for the two-way mobility are, therefore, in line with these rules and regulations.”</i> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The rules and tools of the Bologna process were duly followed and applied, including the modalities and practices governing the ECTS grading scales, transcript of records, diploma supplements and joint diplomas (where applicable). There is evidence that the South African HEIs became acquainted with the mechanisms for student examination, study recognition and transfer of credits as defined in the framework of the Bologna process.

4.3.3 JC 33 - Enhanced institutional and human

4.3.4 Capacity and conditions for academic research

| <i>Indicators</i> | <i>Evidence</i> |
|--|--------------------------------------|
| Evidence for adequate resources allocation (equipment and academic/ technical staff) to undertake relevant research | No evidence in project documentation |
| Increased number of research outputs and outcomes produced by research-active academic staff of partner countries HEIs | No evidence in project documentation |
| Evidence of national and international recognition of improved research capacities of partner countries HEIs | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Surprisingly, the final and progress reports do not mention, let alone elaborate, on any aspects related to JC 33.

4.4 EQ 4 on reform of HE policy

Not a case study focus

4.5 EQ 5 on inclusiveness

4.5.1 JC 51 - Enhanced equitable access to HE for all groups of society

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| The % of beneficiaries of EU mobility programmes | All projects had some procedures in place to facilitate access/admission for vulnerable or under- |

| Indicators | Evidence |
|--|---|
| and projects, which have access for vulnerable or under-represented groups as an objective, who are identified as coming from those groups | <p>represented/disadvantaged groups. However, the exact approaches differ and it remains unclear how the individual admissions criteria were weighted. Furthermore, there is no information available on the absolute number or percentage of students from these groups.</p> <p><i>SAPIENT</i>, final report, 2014: “<i>The Selection Committee did take into account the background of the applicants and in case of (nearly) equal quality gave preference to good students from vulnerable groups. The number of participants from historically disadvantaged institutions was limited; the participation of grantees studying at institutions known for their share of first generation students is satisfying though.</i>”</p> <p>The report also states that “<i>to attract the appropriate number and type (gender, disadvantaged groups) of candidates and to assist the partners in their recruitment efforts, the consortium disseminated posters and flyers and designed a consortium website. In addition it followed a fivefold approach, based on the structure of the project and of the different target groups: The academic staff of the European and South African universities in the consortium communicated the possibilities directly to students and staff they considered eligible to enter the programme. A local visibility campaign was held at the South African universities in the consortium in order to increase awareness about consortium mobility flows.</i>”</p> <p><i>AESOP+</i>, first progress report, 2015: “<i>Methods to allocate selected mobilities are defined during selection committees. The partnership has implemented a fair policy selection by trying to stick as much as possible with Agency mobility scheme proposal (respect of the balance between home/host universities, gender and target group and level of study percentage)</i>”</p> <p><i>EUSA_ID</i>; second progress report, 2015: “<i>The quality of the envisaged research/work/training project is judged by consideration of the nomination letter provided by the home institution and evaluation of the suggested research/work/training plan. The motivation criterion takes into account the relevance of the planned research/work/training in relation to previous experience, its relevance for future career perspectives, and the relevance related to needs of the home institution, ideally also outlined in the nomination letter. Cross-cutting issues refer to gender balance, integration of designated groups and balanced distribution of mobility between the partners. In practice quality and motivation are judged in a close communication process between applicant, coordinator and joint coordinator, and potential host institutions.</i>”</p> |
| The number of HEIs that have taken steps to increase access to vulnerable and/or under-represented groups | |
| The number and scope of HE policy reforms and strategies that promote access to vulnerable or under-represented | While the projects claim to have successfully applied admission criteria for under-represented groups and took care of the gender balance, the Interim evaluation EM II, 2013, concludes on the basis of interviews that it was very difficult for a programme like EM to change the gender balance in education and research at the HEI level. Many inequalities are produced in secondary or |

| <i>Indicators</i> | <i>Evidence</i> |
|-------------------|---|
| groups | <p>even primary education. Cooperation with public authorities and alignment of priorities can mitigate this issue, as in the example of South Africa.</p> <p>The annex of the evaluation report notes that in South Africa, accessibility is high on the national policy agenda, and EM's recruitment policies in general are consistent with national policies. Yet, according to the representative of the Dialogue Facility, society in South Africa is extremely unequal, and access to higher education is mostly available for the most privileged groups. This is because the quality of obligatory education in poor rural areas does not allow achieving the standard needed to enter higher education. According to the EU Delegation representative, lower levels of education should be the EU's priority, since otherwise equal opportunities are difficult to achieve. However, there are national bursary schemes for underprivileged students.</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The picture is ambivalent. While all projects claim to have some procedures in place to facilitate access/admission for vulnerable or under-represented/disadvantaged groups, the exact approaches differ substantially and it remains unclear how the individual admission criteria were weighted. Furthermore, there is no information available on the absolute number or percentage of students from these groups. Accessibility ranks high on the South African national policy agenda, and EM's recruitment policies in general are consistent with national policies. Yet, the society in South Africa is extremely unequal, and access to higher education is mostly available for the most privileged groups. This is because the quality of obligatory education in poor rural areas does not allow achieving the standard needed to enter higher education.

4.5.2 JC 52 - Equitable access to resources for HEIs, especially those suffering from former disadvantage

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--------------------------------------|
| The number and scope of reforms taken in partner countries to support HEIs suffering from former disadvantage | No evidence in project documentation |
| The number of formerly disadvantaged HEIs that have improved their access to resources | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

4.6 EQ 6 on responsiveness to labour market needs and brain circulation

4.6.1 JC 61 - Strengthened institutional set-up in the HEIs to respond to labour market needs in specific professional qualifications

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--------------------------------------|
| Evidence for follow up of labour market trends by HEIs ad hoc set-up | No evidence in project documentation |
| Evidence for exchange between employers and HEIs on teaching/learning process and outcomes | No evidence in project documentation |
| Existence of mechanisms to reflect labour market needs in degree programmes and related curricula | No evidence in project documentation |
| Existence of mechanisms for interchange between universities and public and private sector production- and services-providing organisations | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Quite strikingly, project documents do not provide any information on, or discussion, on the way HEIs respond to labour market needs.

4.6.2 JC 62 - Increased ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Institutionalised opportunities to students for gaining practical experiences (apprenticeships, internships) | The projects do not include opportunities for internship, work experience etc. |
| Evidence of relative match of HE learning outcomes with qualifications required by the labour market | The reports do not explicitly elaborate on this aspect. In very general and indirect terms the <i>SAPIENT</i> final report 2014 explains that Social Sciences and Natural Sciences are the most popular fields which attract mobilities. The interest for all other topics was substantially lower. Within the other subjects, the thematic fields Business Studies/Management Science as well as Education/Teacher Training were slightly more popular than other themes. Possible explanations include the needs of South Africa, the available offer of master courses in English at the EU universities, existing contacts between supervisors for the doctoral candidates, and the presence of research groups largely consisting of PhDs, especially in the field of Natural Sciences. |

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| <p>Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange programmes compared to non-participants</p> | <p>According to the Interim evaluation of EM II, 2013, in South Africa academia was willing to absorb all the PhD graduates of EM projects, and some opportunities were available for them in industry.</p> <p>The <i>SAPIENT</i> final report, 2013, claims that as a result of the project a number of South Africans obtained a master or a doctoral degree which enhanced their employability. <i>“All grantees had the opportunity to enlarge their networks and ameliorated their skills in such a way that they will qualify better for the labour market, within or outside academia. E.g. the engagement of doctorates and staff in joint research projects offered them an opportunity to pursue their scientific career. Several grantees mention in the benefits of their experience and the new established international contacts for their academic careers.”</i></p> <p>The report also notes that several <i>SAPIENT</i> grantees were now employed in academia or research. <i>“E.g. a female staff member of Pretoria University was appointed head of a research group. Two female grantees from Rhodes University have taken up an academic positions in their home university and a third, another black female candidate, got a job in a research institute and is about to embark on her PhD at Lund, as part of another EM programme. We trust more appointments are to follow as the doctorates who will graduate in the upcoming year will be qualified for posts at the SA universities even better than before their participation in the SAPIENT project.”</i></p> <p>In a similar vein, the <i>EUSA_ID</i>, second progress report, 2015, states that on the individual level <i>EUSA_ID</i> grantees are expected to improve their employability as professionals or academics in fields related to international and development cooperation. Master candidates are in addition expected to directly improve their perspectives of being accepted for PhD programmes at a South African HEI while South African PhD candidates and academic as well as administrative staff are expected to improve their career perspectives at South African HEIs. <i>EM2SA II</i>, Third Progress Report, 2014, also mentions that job opportunities mainly exist in the academic area. <i>“Only a very limited number of mobility flows from South Africa lead to a European degree, in most cases for TG2 candidates. These participants are very likely to become faculty members at their South African home university or to obtain high-level jobs in South Africa.”</i></p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

All projects claim having markedly improved job opportunities for their graduates, particularly in the higher education section. However, robust evidences – i.e. examples of graduates who actually found high-level employment – is restricted to about half a dozen cases mentioned in the *SAPIENT* final report.

4.6.3 JC 63 - Enhanced internationalisation of HEIs and individuals in partner countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Number and scope of academic co-operation networks and links | <p>There is no doubt that – as in the case of virtually all EM projects in all regions – South African HEIs also benefitted with regard to internationalisation.</p> <p>According to the <i>SAPIENT</i> final report, 2014, when the project started, some partners knew each other very well, and others did not know each other at all. Where links did not already exist between the partners, they grew during the course of the project. As a result, existing cooperation was strengthened and new links were established. The visits of PhDs and staff led to (joint) publications. In some cases links established within the network resulted in joint (research) projects. Existing agreements were revived and new partnerships were signed or were under consideration</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Rhodes University and Jagiellonian University in the field of Society-Environment-Technology • Rhodes University and the University of Munster in the field of Anthropology • the University of KwaZulu-Natal and the University of Muenster in the field of Geo-informatics • the University of Cape Town and Radboud University Nijmegen in the field of Astrophysics • the University of South Africa and Radboud University Nijmegen in the field of Arts • North West University and Radboud University Nijmegen in the field of Arts • University of the Free State and Radboud University Nijmegen in the field of Philosophy and Theology • the University of Stellenbosch and Radboud University Nijmegen in the field of Arts • the University of Stellenbosch and the University of Poitiers in the field of Sport Sciences <p>Through the requirements of the project and the mutual contacts the partner universities learned from each other in the fields of management and organisation of mobility. Those universities that had not been internationally very active probably learned most, e.g. about the use of Learning Agreements and ECTS credits, project management etc. And by sharing experiences all universities could learn from each other regarding services for international visitors, e.g. regarding the organisation of an Orientation for international visitors. In addition the contacts between those directly involved in the organisation of the project activities deepened.</p> <p>The report also stresses that <i>“South African partners that through the EMA2 projects they got to know and appreciate each other better, overcoming the old barriers between institutions of different backgrounds. The fact that this EMA2 Lot concentrated on one country might have been very supportive for this result. Also, in this light the inclusion of so called TG2 candidates in the EM programme structure has been of great importance. Through the EMA2 projects they were able to build new networks</i></p> |

| Indicators | Evidence |
|---|---|
| | <p><i>inclusive of many other South African institutions. And of course these projects offered an excellent opportunity to establish links with new partners in the EU as well as strengthen existing relations.”</i></p> |
| <p>Trends of postgraduate students returning to their home countries after their studies abroad</p> | <p>All projects had procedures in place to prevent brain drain. In the case of <i>SAPIENT</i> the contract and in the grant acceptance letter the grantee committed him-/herself to return to his/her home country after concluding his/her stay in Europe and to actively contribute to its sustainable development. Universities in the network also signed a Memorandum of Understanding specifying that they will not carry out any activity which may encourage brain drain (such as offering jobs to students and researchers directly after their <i>SAPIENT</i> scholarship). This is confirmed by the external evaluation of <i>SAPIENT</i>, 2013, which confirms that <i>“no evidence has been found that would support the worries of EACEA in this respect. The SAPIENT network was very clear from the beginning that all grantees were expected to return to South Africa after their stay in Europe. To date all of them have done so, to the best of knowledge of the project coordinator. In fact, some have actually had a promotion in their home university, so brain-gain might be more at play than brain-drain!”</i></p> <p>In a similar vein, according to the <i>EUSA_ID</i>, second progress report, 2015, the participating universities judged the brain drain risk as relatively low especially for formerly disadvantaged individuals, who as well trained and internationally experienced Alumni, <i>“will have excellent perspectives on the South African labour market. Past experiences of European partners confirm this judgement and show that more than 70% of international students are returning to their home countries while another substantial proportion is working at least in their home region or in a relevant international institution which reflects a situation of brain circulation where former students are still contributing to the development of their home countries.”</i></p> <p>Mechanisms and measures foreseen in <i>EUSA_ID</i> were expected to further help preventing brain drain:</p> <ul style="list-style-type: none"> • Most of the European <i>EUSA_ID</i> partners have established mechanisms to ensure that grantees are continuously linked up with their home countries, especially via the empirical component of Development Studies related Master or PhD projects which foresee linking up with institutions in the home country for empirical research. • TG II applicants already employed are asked to provide a confirmation letter of employers, preferably confirming a study leave period. • Integration into the <i>EUSA_ID</i> network with continuous opportunities for collaborative research and future funding of projects beyond Erasmus Mundus is regarded as a measure to reduce the risk of brain drain. |
| <p>Trends of exchange of academic personnel between HEIs at global and regional level</p> | <p>According to the <i>SAPIENT</i> final report, 2014: the range of EMA2 project and the activities organised around it have contributed to the further internationalisation of the higher education system in South Africa. The cooperation between partner institutions in South Africa and the EU was markedly strengthened. The overlap of the membership of the International Education Association of South Africa (IEASA) and the South Africa</p> |

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| | representatives, involved in the EM programme, worked very well for the promotion of both Erasmus Mundus and internationalisation in South Africa. <i>“The last three years have seen fresh thinking and high levels of activity of internationalisation within IEASA. Updates on the Erasmus Mundus consortia were frequently shared within the IEASA meetings ...Erasmus Mundus was the most visible and actively discussed programme among the IEASA membership, during this period.”</i> However the evaluation of <i>SAPIENT</i> , 2013, cautions: <i>“It was felt by most that the project focus has been too much on realising the mobility and using as much of the grants as possible, as a result of which not enough time and attention was given to long term sustainability of the collaboration between the various partners. This was partly due to the (relative) inexperience with this kind of EM projects on the part of Radboud University Nijmegen and most project partners. But it was also felt to be due to the short period of time for the call for proposals.”</i> |
| Trends in former grantees of partner countries having worked at EU HEIs | This does not seem to be the case. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Specific and detailed evidence is available for the expansion or establishment of a range of bilateral university partnerships which were negotiated and signed as the result of the participation of these HEIs within the EM project networks. As an important achievement of *SAPIENT* South African HEIs got to know and appreciate each other better, overcoming the old barriers between institutions of different backgrounds. Evidence for the establishment for international research networks is less strong. All projects put formal procedures and mechanism in place to prevent brain drain. None of the projects considered brain drain a problem.

4.7 EQ 7 on intra-regional harmonisation

4.7.1 JC 71 - Strengthened inclusive regional co-operation on harmonisation

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| Regional dialogues on HE established or supported | According to the Interim Evaluation of EM II, Annexes, 2013, EM projects have not resulted in establishment of regional dialogues on HE. Neither did the project support them. <i>“South African universities tend to collaborate with institutions in the North rather than in the region. Two of the universities involved in the partnership have agreements with institutions in Africa (e.g. Karolinska Institutet with Uganda).”</i> This is indirectly confirmed by all project progress reports which do not mention any ambitions to contribute to establishing or promoting regional exchanges on HE. |
| Regional organisations have HE agenda and play active role towards harmonisation of national HE systems | Aspect not covered by the EU support |

| <i>Indicators</i> | <i>Evidence</i> |
|--|--------------------------------------|
| Increased participation of non-state stakeholders (civil society, private sector etc.) in regional dialogues | Aspect not covered by the EU support |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The promotion or even establishment of regional co-operation on HE matters, let alone regional harmonisation, was not a focal point of the projects selected for this case study. Generally, South African universities tend to collaborate with institutions in Europe rather than in the region.

4.7.2 JC 72 - Advanced standardisation of HE at regional level

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| Number and scope of partnerships among HEIs at regional level | No evidence in project documentation |
| Number and scope of agreements on mutual recognition of qualifications | No evidence in project documentation |
| Joint or collaborative degree programmes established | <p>The only hint at a potential collaborative degree programmes is found in the <i>EUSA_ID</i> second progress report, 2015:</p> <ul style="list-style-type: none"> • First steps were undertaken towards sustaining institutional cooperation and broadening of the partnership which are related to PhD training. Ruhr University Bochum and Erasmus University Rotterdam signed a joint PhD agreement in October 2014 which also allows <i>EUSA_ID</i> grantees to benefit from joint supervision. • Two European and two South African <i>EUSA_ID</i> partners were invited to join a potential Erasmus+ partnership which is planning to submit an application in the field “<i>capacity building in higher education</i>”. • The Free University Amsterdam has taken the initiative to coordinate the proposal. In terms of content, the project is directed towards strengthening PhD supervision capacities. The partner region is again South Africa. |
| Strategic partnerships with a balanced involvement of business and HE established | No evidence in project documentation |

Overall JC assessment with main achievements of the EC support and main lessons learnt

Only *EUSA_ID* provided a framework for the potential establishment of joint degree programmes.

4.8 EQ 8 on modalities and instruments

4.8.1 JC 81 - Responsiveness of the instruments and aid modalities to the national and regional context in partner countries

Aspect not covered by the EU support

4.8.2 JC 82 - Mutual understanding of European and Partner Countries' HE promoted

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Evidence of a better understanding of European standards and tools (EQF, Tuning, ECTS, the Diploma Supplement, the National Academic Recognition Information Centre (NARIC) network) | <p>The Interim Evaluation of EM II, annexes, 2013, reports a growing interest in European higher education in South Africa. <i>“Most students motivated to go abroad would rather choose Europe than the USA, Japan or other countries. Yet the main perceived barrier for studying in Europe is language. Once students understand that they can study in English beyond the UK, they overcome the barrier, and therefore projects promoting doctoral education are essential in changing the students’ attitudes.”</i></p> <p>According to the <i>SAPIENT</i> final report, 2013, the visibility in South Africa of the EU and its institutions has increased, resulting from the promotion of the scholarships, the experience shared by returned grantees and the intensified cooperation. Furthermore, the activities of the EU Delegation to the Republic of South Africa, such as yearly pre-departure meeting for EMA2 grantees, have also contributed to the visibility of the EU. Grantees have shared their experience. They communicated their knowledge to their home institutions and the South African society. As well as the transfer of academic knowledge several grantees stimulated others to pursue a study period in Europe. Furthermore, the presence of South African staff and students at European universities has raised the interest of Europeans to study in and/or visit South Africa.</p> |
| Enhanced use of European instruments (as mentioned above) and their recognition as global standards | <p>According to the <i>EM2SA II</i> Third Progress Report, 2014, staff participation in the project plays a vital role in the distribution of knowledge. The understanding of the use of transcripts of records, learning agreements etc. by these staff level grantees adds to the overall awareness and understanding of these concepts in the home university of the participants. In this way, the project contributes to the understanding of the Bologna Process and its administrative aspects in South Africa.</p> |

Overall JC assessment with main achievements of the EC support and main lessons learnt

There is some evidence that the projects have increased the visibility of EU higher education in South Africa and contributed to a better understanding of the Bologna process.

4.8.3 JC 83 - EU support has been delivered in a timely fashion, minimising costs for all parties involved

Aspect not covered by the EU support

4.9 EQ 9 on coherence and synergies

Not a case study focus

5 Annex

5.1 Annex 1: Detailed overview of Erasmus Mundus South Africa projects

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|--|--------------------------|---------------------|
| 2010 | S1-L14-EUROSA-Europe & South Africa Partnership for Human Development | 1,588,500 € | 1,270,800 € |
| 2010 | S1-L14-SAPIENT-South Africa Partnership with International research universities network: theE Next sTep | 1,588,100 € | 794,050 € |
| 2011 | Erasmus Mundus Action 2 for South Africa | 1,399,675 € | 1,399,675 € |
| 2011 | S1-L14 Erasmus Mundus Action 2 for South Africa II | 1,399,675 € | 1,399,675 € |
| 2011 | S1-L14 Europe & South Africa Partnership for Human Development II | 1,399,850 € | 1,399,850 € |
| 2011 | S1-L14-EMA2SA-Erasmus Mundus Action 2 South Africa | 1,399,675 € | 1,399,675 € |
| 2012 | Europe and South Africa Partnership for Human Development | 1,597,825 € | 1,278,260 € |
| 2012 | European-South African programme in tuning for regional needs in higher education | 1,598,650 € | 799,325 € |
| 2013 | AESOP - A European and South African Partnership on Heritage and Past | 2,289,375 € | 1,144,688 € |
| 2013 | EUROSA+: Europe & South Africa Partnership for Human Development | 2,190,275 € | 1,095,138 € |
| 2013 | EUSA_ID - Capacity Building in Higher Education for an improved co-operation between the EU and SA in the field of Development Studies | 2,297,650 € | 1,148,825 € |
| 2014 | A European and South African Partnership on Heritage and Past+ (AESOP+) | 2,265,575 € | 679,673 € |
| 2014 | Europe and South Africa Sustainable Partnership for Human Development | 2,098,400 € | 629,520 € |
| 2014 | INSPIRE - INternational Science Promoting Innovation and entrepREneurship - Strand 1 - Lot 10 South Africa | 2,257,300 € | 677,190 € |
| Total | | 25,370,525 € | 15,116,343 € |

5.2 Annex 2: List of documents and main sources of information consulted

5.2.1 List of documents

ASEOP+, Grant Agreement Number 2014-0878, First Progress Report, 2015.

EMA2SA II, Grant Agreement Number 2011-2580, Third Progress Report, 2014.

EUSA-ID, GRANT AGREEMENT NUMBER: 2013 – 2717, Second Progress Report, 2015.

Interim Evaluation of Erasmus Mundus II (2009-2013)” Specific contract EAC - 2011 – 0255, FINAL REPORT 9 March 2012.

SAPIENT, External Evaluation for Radboud University Nijmegen, iE&D Solutions BV, July 2013.

SAPIENT, Final Report, EM II ACTION 2 PARTNERSHIPS (Call for proposals EACEA 29/09) SGA or GAA number: 010 -12367, 2014.

Desk phase case study – Tempus IV Central Asia

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List of acronyms and abbreviations

| | |
|-----------|--|
| ACP | African, Caribbean and Pacific Group of States |
| ALFA | América Latina Formación Académica |
| BBSE | Basic Bachelor for Software Engineering |
| CA | Central Asia |
| CANQA | Central Asian Network for Quality Assurance |
| CRIS | Common RELEX Information System |
| CSO | Civil Society Organisation |
| DG DEVCO | European Commission's Directorate-General for Development Co-operation |
| EACEA | Education, Audiovisual and Culture Executive Agency |
| EC | European Commission |
| ECTS | European Credit Transfer and Accumulation System |
| EEAS | European External Action Service |
| EFQM | European Foundation for Quality Management |
| EQ | Evaluation Question |
| ET | Education and Training |
| EU | European Union |
| EuropeAid | European Commission's Directorate-General for International Co-operation and Development |
| GEM | Geoinformatics Managing Energy, Resources, Environment |
| GISCA | Geographic Information Science in Central Asia |
| HE | Higher Education |
| HEI | Higher Education Institution |
| HEICA | Higher Education Initiative for Informatics in Central Asia |
| HES | Higher Education System |
| ICT | Information & Communication Technologies |
| INOCAST | InnoLabs in CA for a sustainable catalyzation of innovations in the knowledge triangle |
| IT | Information Technology |
| JC | Judgment Criterion |
| LLL | Lifelong Learning |
| LMD | Licence, Maitrise, Doctorat |
| ML | Multilateral Linkage |
| MSc | Master of Science |
| NGO | Non-Governmental Organisation |
| QA | Quality Assurance |
| SCO | Shanghai Co-operation Organization |
| TERSID | Technical Education in Resource Savings for Industrial Development |

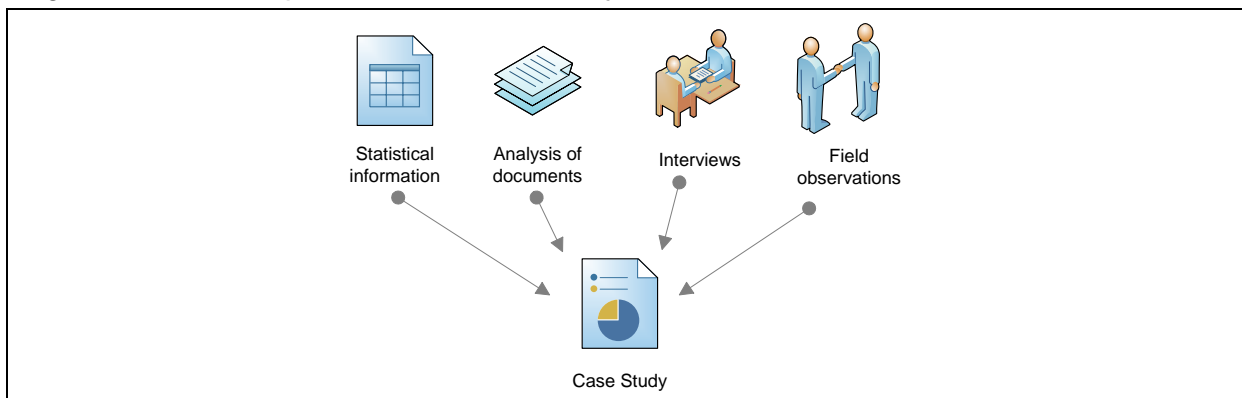
1 Introduction

As part of the desk phase of the Evaluation of the EU development co-operation support to higher education in partner countries, ten programme case studies and three bilateral country case studies have been selected as in-depth case studies. In line with the EU methodological guidelines, case studies allow a detailed examination of certain elements and should provide a picture of the EU support in different contexts.

The programme case studies are related to the major higher education programmes (ALFA, Tempus, Edulink, Intra-ACP, and Erasmus Mundus). Due to the large number of individual projects implemented within a programme, a number of projects have been selected for more in-depth analyses. The country case studies are related to bilateral support in the area of higher education. The case studies have the main focus on the bilateral support provided in a given country, but also assess the complementarity and coherence with the major higher education programmes taking place in this country.

The case studies include the analysis of various types of documents and statistical information, and for the case studies further investigated in the field will also include field observations and interviews with people directly involved in the programme.

Figure 1 Components of the case study



The outline of the case studies follows the structure of the evaluation matrix, to ensure a consistent and harmonised data collection approach. However, as projects implemented under major HE programmes cover a huge variety of different topics, not every project is relevant for all the evaluation questions. This tailored case study approach ensures that resources are spent in an efficient way.

2 Context of EU support

2.1 Background of Tempus Central Asia

After the initial phase 1 (1990-1993), Tempus was extended three times: phase 2 (1994-2000), phase 3 (2000-2006) and phase 4 (2007-2013). After the completion of the fourth phase, it was merged with other thematic programmes into Erasmus +. Tempus aimed to reform and upgrade the HE systems and institutions in the Tempus partner countries¹, with the specific goals of:

- strengthening civil society;
- promoting democracy; and
- enhancing mutual understanding and intercultural dialogue between the EU and its partners.

Since 2007, Tempus IV emphasizes inter-regional co-operation and reinforcing links between HE and society. It is integrated into the EU “Neighborhood”, “Enlargement” and “Development” policies, which aim to promote prosperity, stability and security. The

¹ As of today 27 countries in the Western Balkans, Central Asia, Eastern Europe, Northern Africa and the Middle East.

programme combines “bottom-up” and “top-down” approaches: bottom-up in that it favors and supports the initiatives of beneficiary HEIs and top-down by matching these initiatives with the national and regional priorities established by national authorities of each partner country. Hence, Tempus IV supports projects to enhance HE system and individual (or groups of) HEIs at the same time. The Education, Audiovisual and Culture Executive Agency (EACEA) is responsible for both the management and the implementation of Tempus via powers delegated by the EC (indirect centralised management). The Directorates General for Development and Co-operation (DEVCO-EuropeAid) and for Enlargement allocate funds to EACEA to manage Tempus. The Directorate General for Education and Culture facilitates links with the EU’s internal HE reform policies, while the European External Action Service (EEAS) contributes to the strategic orientations of the Programme. The Evaluation focuses only on the Tempus interventions funded under Tempus IV.

The Tempus programme promotes institutional co-operation and focuses on the reform and modernisation of HE systems in the partner countries in order to address challenges identified by the EU and partner countries. It contributes to an area of co-operation in the field of HE involving EU and partner countries in the surrounding area. Tempus is implemented in close co-ordination with the Erasmus Mundus programme², which provides scholarships to third country students, allowing them to participate in top level master courses and doctorate programmes within the EU. At the same time, a greater number of partner countries have signed the Bologna Declaration and have expressed interest in the harmonisation of their HE systems, inspired by the developments made in this respect within Europe. The Tempus programme aims thus at assisting partner countries in reforming their HE systems in line with the principles of the “Bologna process” which aims at creating a “European Area for HE” and is becoming a common reference point for EU Member States and partner countries. Finally, the Tempus programme promotes voluntary convergence of partner countries’ HE with EU developments in HE derived from the Europe 2020 strategy, the Strategic framework for European Co-operation in education and training (ET 2020) and the Bologna process.

In the five Central Asian countries eligible for Tempus IV³, the programme has been assisting HEIs in 73 projects, 39 of which were directed exclusively at the Central Asian region, while the remaining 34 involved Central Asia, but other regions as well. The supported projects involved mostly Central Asian public and, to a lesser extent, private universities who acted either as coordinating or participating institution. The majority of the Tempus IV projects in Central Asia were multi-country projects, either being joint projects for developing the HEIs themselves (JP) or structural measures projects (SM)⁴. The projects focused mainly on the general modernisation and enhancement of the teaching/learning process on the basis of the Bologna process principles rather than on specific fields and academic disciplines. One of the key issues of the six case study projects was the development of technological innovations to catch up with modern ICT-based practices and systems. This has been achieved through major emphasis on *management, learning/teaching and research, matching labour market needs, brain circulation and intra-regional harmonisation*. These Tempus IV focal points to achieve the modernisation and development of HE systems and institutions have been pursued through “peer to peer” staff activities and exchanges. In addition, Tempus IV encouraged the involvement of national Ministries in order to increase local ownership of projects⁵. The regional dimension was also promoted in order to encourage and reinforce co-operation between the five Central Asian partner countries.

² With which (among others) it has merged in 2014 in order to establish the Erasmus + thematic programme.

³ Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan.

⁴ JP = Joint Projects (to develop higher education institutions, e.g. by modernising curricula or governance)

SM = Structural Measures (to carry out structural reforms to higher education systems at national level).

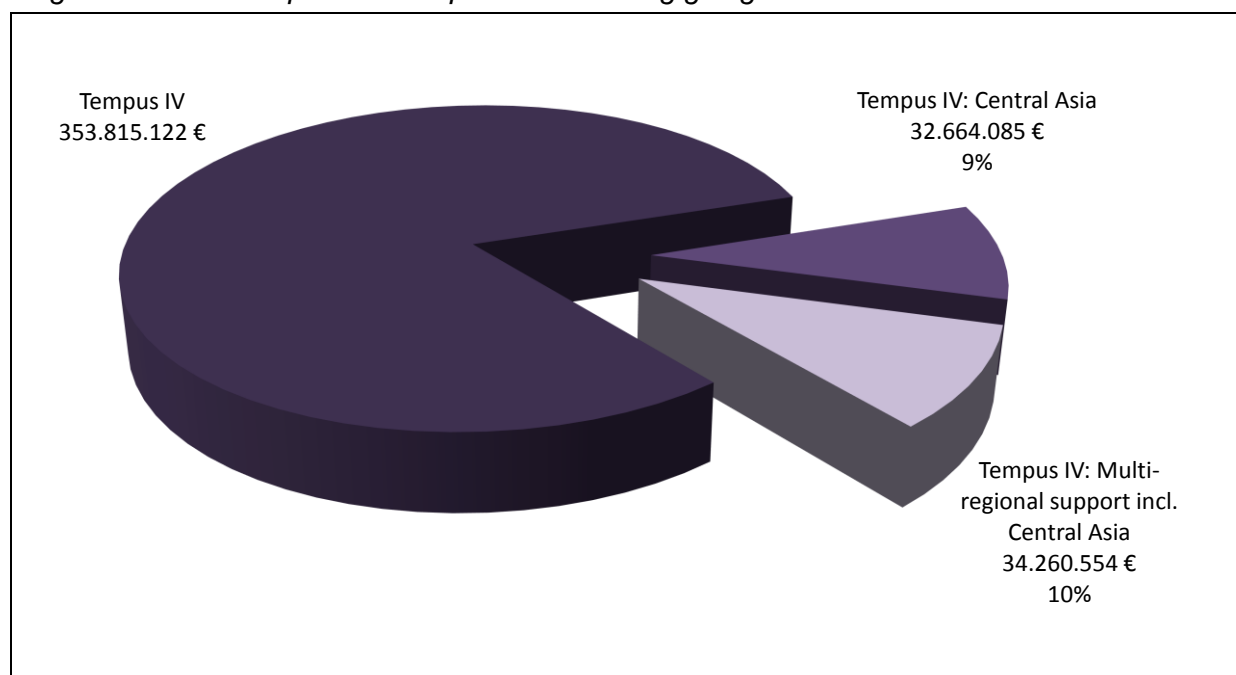
⁵ For example, “...national priorities were defined locally and had to be respected by all project proposals. The Ministries were systematically consulted during the selection process and public administrations from the Partner Countries could be partners in projects...” (cf. EACEA (2014): *The Main Achievements of the Tempus Programme in Central Asia 1994-2013 – A Tempus study, April 2014*).

The present case study is based on the six sampled projects listed in Table 1 below, which add up to a total of EUR 5,838,164. The present assessment was performed on the basis of available project documentation and reports (cf. Annex 2).

2.2 Overview of financial support

- During the evaluation period, a total of 353.82 million EUR was contracted for Tempus IV, making out 26% of all of the EU's support to major higher education programmes.
- Within Tempus IV, projects directed exclusively at Central Asian countries received a total of 32.66 million EUR, which represents 9% of all Tempus IV support.
- In addition, 34.26 million EUR were spent on Tempus IV projects going to several regions, including Central Asia.
- The Tempus IV support to Central Asia consisted in 39 projects, as well as 34 multi-region projects including HEIs from Central Asia, each receiving between 0.4 and 1.4 million EUR.
- By the time of completion of the inventory, a total of 24.99 million EUR of all above-mentioned support (37%) was already paid out.
- 77% were regional support, while 23% were country-specific support, the latter going to Uzbekistan (53% of all country-specific support), Turkmenistan (21%), Tajikistan (13%) and Kazakhstan (13%).
- The support was entirely financed by the DCI instrument.

Figure 2 Tempus IV – Proportion of funding going to Central Asia



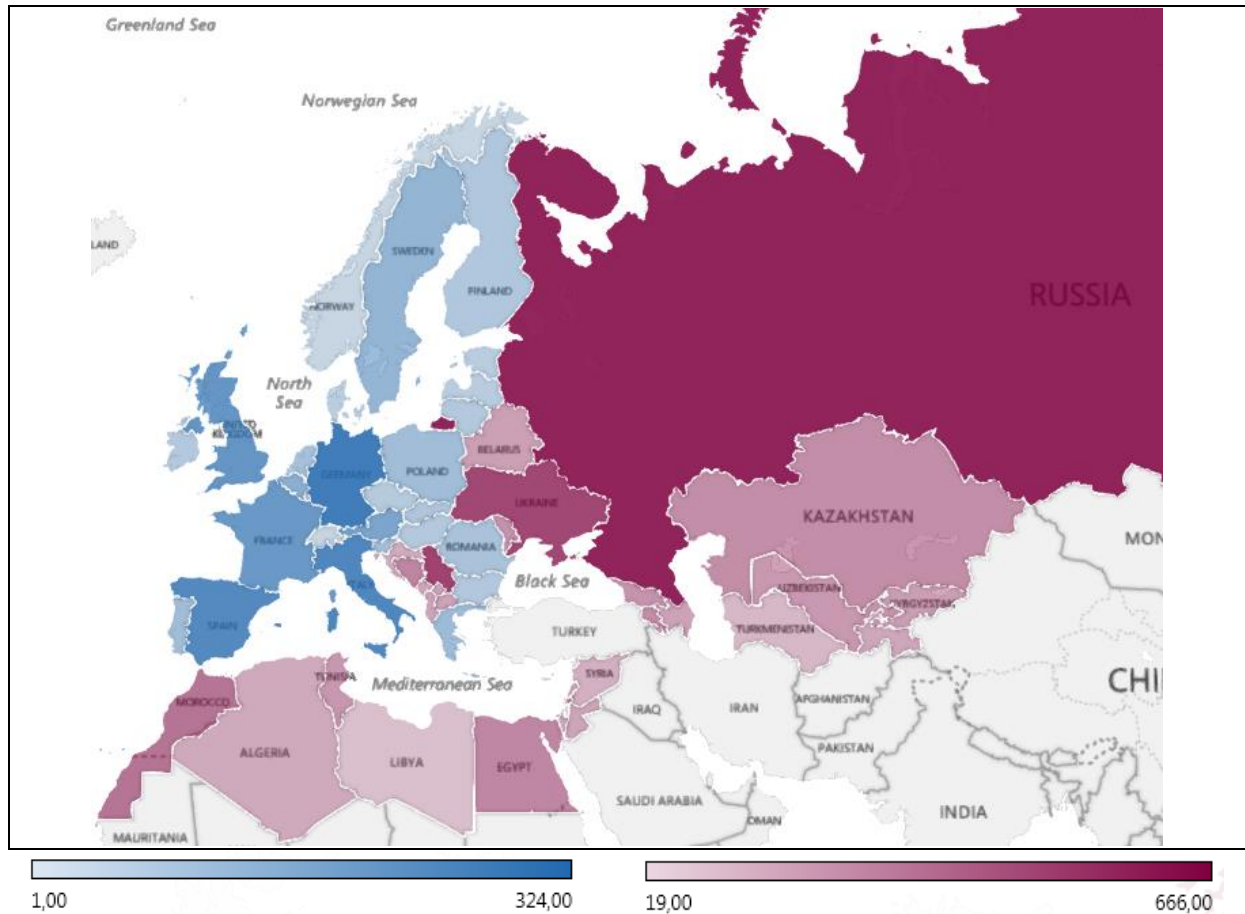
Source: CRIS & EACEA database, Particip analysis

2.3 Involvements of HEI as participants and co-ordinating institutions

Tempus is implemented via indirect centralised management by EACEA. It involves an applicant HEI (EU MS or partner country) and several participants (EU MS or partner country).

In total involvements of non EU-MS participants amount to 5429, with Russian institutions being the most frequently involved. In Central Asia, institutions from Kazakhstan achieved the highest involvement rate with 218 involvements.

Figure 3 Tempus IV – Involvements of HEIs



3 Overview of case study selection

For the Tempus IV Central Asia case study the Evaluation Team applied the following selection criteria and rules:

- **Regional and sub-regional representation:** we selected one case study (regional or country) per sub-region. To analyse the potential differences between support provided for one region compared to projects that only involve institutions from one country, we have also included a country case study with projects only involving institutions from Egypt.
- **Amount of aid:** we selected sub-regional-level projects with the highest contracted amounts. For the Tempus country case study, we selected the country with the highest contracted amounts.
- **Temporal coverage:** we selected projects for the whole evaluation period.

Based on the above, the following projects will be analysed more in-depth within the case study:

Table 1 Tempus IV – Central Asia – suggested selection of projects

| Title | Yr | EU contribution € | Focus of case study | | | | | | | | |
|---|------|-------------------|---------------------|------|------|------|------|------|------|------|------|
| | | | EQ 1 | EQ 2 | EQ 3 | EQ 4 | EQ 5 | EQ 6 | EQ 7 | EQ 8 | EQ 9 |
| Central Asia | | | | | | | | | | | |
| Central Asian Network for Quality Assurance and Accreditation | 2008 | 399,222 | | | ✓ | | | | | ✓ | |
| Higher Education Initiative for Informatics in Central Asia | 2009 | 1,012,232 | | | | | | | ✓ | ✓ | |
| Geoinformatics: Managing Energy, Resources, Environment | 2010 | 835,023 | | | ✓ | | | | ✓ | | |
| Technical Education on Resource Savings for Industrial Development | 2011 | 1,065,932 | | | | | | | ✓ | | |
| Qualification Frameworks In Central Asia: Bologna-Based Principles And Regional Co-ordination | 2012 | 1,222,343 | | | ✓ | | | | | ✓ | |
| InnoLabs in Central Asia for a sustainable catalyzation of innovation in the Knowledge Triangle | 2013 | 1,303,412 | | | ✓ | | | | | ✓ | |

4 Information matrix

4.1 EQ 1 on relevance

Not a case study focus

4.2 EQ 2 on alignment

Not a case study focus

4.3 EQ 3 on management, learning, teaching and research

4.3.1 JC 31 - Improved management practices

Evidence at Indicator level

| Indicators | Evidence |
|--|---|
| HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff | <p>Evidence of the four projects considered for this EQ suggests that individual participating HEIs had difficulties in communicating clearly and completely the objectives, expected results and related activities of projects to the concerned academic staff and student, but rather relied on pre-existing Central Asian communication network and data bases.</p> <p>For example, the management of the three Central Asian HEIs involved in the Central Asian Network for Quality Assurance and Accreditation (<i>CANQA</i>) did not set internal strategic objectives for the project activities, but relied on pre-existing communication networks such as the Educational network association (EdNet) or CA Foundation of management development (CAMAN) created prior to the project for integrating EFQM standards into the HEIs' academic practices (cf. <i>CANQA</i> intermediate report). They relied also on networks such as the <i>CANQA</i> Google groups (cf.</p> |

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Internal guidelines, rules and procedures to ensure compliance with HE policies are in place and regularly updated | CANQA intermediate report. For <i>CANQA</i> as well as for the Qualification Frameworks In Central Asia, agreements were signed with the national Ministries of Education for advising on the compliance of the projects with national HE policies (cf. project documentation for these two projects). Other than that, no evidence of “good practices” in this respect has been found in the project documentation. |
| A performance monitoring and assessment system is in place, with adequate resourcing | In the four projects considered under this EQ, the M&E function has been performed through ad hoc mechanisms such as “monitoring workshops” (cf. CANQA intermediate report, annex III) or intermediate and/or final reporting. Consequently, the projects were not supported by an existing, funded M&E system, a fact which prevented the project management (or steering committees) from having the necessary information and data for continuously assessing the project performances. However, in the framework of the project Higher Education Initiative for Informatics in Central Asia (<i>HEICA</i>), all stakeholders – five Central Asian and three European HEIs – “ <i>were involved in the academic decisions of the project, with support by the HEICA-board</i> ” (cf. HEICA intermediate report). In addition to this internal M&E sub-system, an external quality control sub-system was in place where “ <i>two external experts (of CA & EU origin) were involved with full access to the HEICA-board; they provided the 5 CA partner HEIs with a feedback [...]</i> ” (cf. HEICA final report: Review Conference attachment). In addition, the <i>CANQA</i> project was dedicated to quality assurance (cf. CANQA intermediate report). |
| Application of Bologna process management guidelines to HEIs | In the four projects considered for this EQ, Bologna process management guidelines have been a permanent reference for the projects activities. Nevertheless, their application has been only partial and has concentrated almost exclusively on the implementation of ECTS, Quality Assurance framework and LMD structure, but not on LLL, Supplementary Diplomas, Joint curricula, etc. (cf. project documentation for the four projects). |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The overall assessment under this JC provides evidence that Tempus IV support has achieved little to improve HEIs management practices and to introduce key management instruments recommended by the Bologna Process. The key management issues assessed through the above indicators have been met by the co-beneficiary Central Asian HEIs by **ad hoc solutions rather than systematic mechanisms and practices** developed under Tempus IV support. Nevertheless, evidence exists which points towards a few **positive and promising trends** which emerged during some projects’ life cycles, such as effective capacity building of HEIs’ management (for a higher quality teaching/ learning) achieved through regional networking and high level exchanges with EU partners; and support to Central Asian HEIs acquired from the involvement of national Ministries of Education providing guidelines for adopting more systematic result-oriented quality management practices and standards.

4.3.2 JC 32 - Improved quality of teaching and learning

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Evidence of efficient M&E instruments for continuous assessment of quality teaching | <p>There is no evidence in the project documentation pointing to the set-up of an efficient M&E system for quality teaching by the Central Asian HEIs. Apart from a quality assessment through the certification of degrees and teaching body by the national Ministries of Education, the only M&E mechanisms “developed” and used by the projects have been the ad hoc support of EU partner HEIs within the Tempus IV-supported projects.</p> <p>For example, within the Geoinformatics Managing Energy, Resources, Environment (<i>GEM</i>) project, a mechanism was established to monitor the outcome of the teaching/learning process: <i>“The assessment of student work and award of grades has been and still is supported through tight co-operation with EU partners, in particular VUA⁶. Through their responsibility for QA, VUA is assisting with types of assessment, compatibility of grading systems, and guidance for teachers.”</i> (cf. <i>GEM</i> final report, annex IV).</p> <p>This is illustrative for the practices used in all projects for M&E. However, within the <i>CANQA</i> project, the following outcome was achieved: <i>“Creation, development and strengthening of Central Asian Centers on QA and accreditation, implementation of internal QA system in universities [...]”</i> (cf. <i>CANQA</i> intermediate report, annex III).</p> |
| Alternative and flexible learning pathways (including e-learning) offered to undergraduate and graduate students | <p>Except in Kazakhstan, the poor Internet access has hampered dramatically a proper implementation of e-learning pathways which were designed by the projects.</p> <p>One example is the <i>GEM</i> project, which provided good opportunities for e-learning with regard to the key subjects taught, but which did not succeed, the reason being that <i>“Internet coverage in Central Asia, especially in Tajikistan, is a major bottleneck for online components in education. Other serious internet obstacles exist, like high tariffs and lack of competition in the communication market....although costs for good internet connection were partly covered from the project budget”</i> (cf. <i>GEM</i> final report, annex IV). Nevertheless, within the <i>GEM</i> project still experimented with a wide array of alternative teaching/learning paths, e.g. <i>“the introduction of “blended learning” concept, e-learning, group work, and project based learning [...]”</i> (cf. <i>GEM</i> final report, annex IV).</p> |
| Evidence of increase in number and academic value of degrees achieved by 1st and 2nd cycle students | <p>No evidence was found in the project documentation regarding achievements against this indicator, apart from increased employability in a highly specialized field – software engineering – demonstrated by graduates of the joint CA BBSE in software engineering, designed and implemented through the <i>HEICA</i> project (cf. <i>HEICA</i> final report).</p> |
| Application of Bologna process guidelines to HEIs teaching and learning organisation, modalities and practices | <p>All projects were launched with a built-in objective to apply Bologna process guidelines as a condition and instrument to achieve better their specific objectives. Final and intermediary reports of the projects show evidence that this objective has been pursued, not as a systematic consortium-led effort, but at the initiative of individual Central Asian partner HEIs.</p> <p>There have been differences in the extent to which each tool of</p> |

⁶ VUA: Vrije Universiteit Amsterdam.

| <i>Indicators</i> | <i>Evidence</i> |
|-------------------|--|
| | <p>the Bologna process has been adopted by the four projects considered for this EQ:</p> <ul style="list-style-type: none"> • ECTS and QA Framework tools have been adopted by all; • LMD structure and e-learning pathways have been adopted by three projects: <i>GEM</i>, the <i>Qualifications Framework in Central Asia</i>, and InnoLabs in CA for a sustainable catalyzation of innovations in the knowledge triangle (<i>INOCAST</i>); • Joint degrees and diplomas have been adopted by <i>GEM</i> and the <i>Qualifications Framework in Central Asia</i>. <p>Moreover, there is evidence that these pilot actions to introduce some Bologna tools at HEI level (“bottom-up” reforms) have encouraged Ministries of Education in Kazakhstan, Kirgizstan and Tajikistan in particular to remodel the degree structure along the Bologna model.</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Under this JC, the desk review has provided widely dispersed evidence, depending on the projects, their topics and the indicators. Given the wide scope and large amount of sub-indicators of the fields covered by this JC, resulting evidence shows a mixed panorama of achievement.

On the one hand, **all projects have carefully endeavoured to apply Bologna process tools**, although in a piecemeal way and focusing more on “system tools” than on “process or content tools”⁷. On the other hand, **resulting changes in the quality and innovation of the teaching/learning & research processes have not met the expectations**. This assessment should be mitigated by the fact that the dissemination process – first between the project consortia members and then at a larger, national level – takes time and evidence of a recognised “step forward” in teaching/learning quality might just not be found yet. Nevertheless, it proves the need, from the overall results (regional and national) of the present evaluation, to recommend to national Ministries of Education and individual HEIs to elaborate, from the results of the Tempus IV supported projects, a HE Quality Chart Manual and to collect comments, suggestions and final approval from all national HE stakeholders; and to increase the number and frequency of HEI and HES staff exchanges to disseminate the Manual and enhance its contents.

4.3.3 JC 33 - Enhanced institutional and human capacity and conditions for academic research

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Evidence for adequate resources allocation (equipment and academic/ technical staff) to undertake relevant research | <p>In the research and/or technological innovations-oriented projects – <i>HEICA</i> and <i>INOCAST</i> in particular – equipment was procured and implemented mostly widely and timely, with some constraints and limitations due to insufficient numbers or qualifications of workshop technicians (cf. intermediate and final reports of the projects).</p> <p>However, staff allocation did not always meet the needs, due to the fact that the projects were not systematically embedded into the HEI’s annual budget estimates and academic programming process.</p> |
| Increased number of | No evidence was found in the project documentation relevant |

⁷ Defining LMD or ECTS as “system tools” and LLL or Joint curricula as “process and content tools”.

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| research outputs and outcomes produced by research-active academic staff of partner countries HEIs | with this indicator. Throughout the consulted documentation and reports, evidence appears of the low success or lack of efforts to establish linkages with the industrial world; such linkages were established as shown under EQ6, but for employment needs matching rather than for developing joint HEI-Industry research projects. Evidence suggests that such an objective (joint development of research projects) could be met eventually, but at a very further stage and through bilateral co-operation projects between European HEIs and one Central Asian HE, covering one or two specific topics (cf. GEM intermediate report and INOCAST project documentation). |
| Evidence of national and international recognition of improved research capacities of partner countries HEIs | No evidence in project documentation. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The projects covered by this EQ show a definite orientation towards technological modernisation- and industrial sector-oriented academic renovation. While they have achieved outcomes in terms of academic teaching methods and teaching/learning pathways (as shown in the previous JCs), there was **no apparent progress** with regards to enhanced institutional and human capacity and conditions for academic research.

4.4 EQ 4 on reform of HE policy

Not a case study focus

4.5 EQ 5 on inclusiveness

Not a case study focus

4.6 EQ 6 on responsiveness to labour market needs and brain circulation

4.6.1 JC 61 - Strengthened institutional set-up in the HEIs to respond to labour market needs in specific professional qualifications

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Evidence for follow up of labour market trends by HEIs ad hoc set-up | The three projects which have been assessed under this EQ ⁸ are definitely oriented towards the needs of the productive sectors (manufacturing, maintenance and services), and in particular Information & Communication Technologies (ICT). However, few evidence of achieved outcomes has been found. For example, as stated in the <i>HEICA</i> intermediate report: <i>“Partnership with labour market is needed. [...] In addition, the new courses to be launched at the CA partners could be delivered to the engineers of local industries as well, to create a basis for further co-operation in form of contracts and joint projects (e.g. in the field of FPGA design or SW development and testing)[...]”</i> (cf. HEICA final report, attachment external M&E |

⁸ Higher Education Initiative for Informatics in Central Asia (HEICA), Geoinformatics Managing Energy, Resources, Environment (GEM) and Education in Resource Savings for Industrial Development (TERSID).

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| | report 2011). |
| Evidence for exchange between employers and HEIs on teaching/learning process and outcomes | Because of a lack of activities aiming at a follow-up of the market trends by Central Asian HEIs, no evidence could be found of exchanges between them and employers. In the intermediate reports, in particular for <i>HEICA</i> , this situation was assessed as “ <i>damageable</i> ” and recommendations were formulated such as: “ <i>The feedback from the local industries to the project and to the new study programs would be beneficial [...]</i> ” (cf. HEICA final report, attachment external M&E report 2011) |
| Existence of mechanisms to reflect labour market needs in degree programmes and related curricula | See indicators above. |
| Existence of mechanisms for interchange between universities and public and private sector production- and services-providing organisations | See indicators above. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Evidence shows that EU support has certainly contributed to facilitating the orientation of the Tempus-supported new programmes and curricula towards the needs of public and private sector production and service providing organisations. European partner HEIs have done so through a transfer of their own experience and know-how in curriculum development methods based on labour market needs analysis (as well, if not more than, as on academic excellence). This has been certainly useful for the academic staff who have undergone training and study sessions abroad; but in doing so, **EU support has not triggered their Central Asian partner HEIs’ institutional dynamics** (between them and the industry) of exchanges and mutual assessment of degree programmes and market needs. This is a missed opportunity in the five Central Asia countries which are – to varied degrees – transition economies.

4.6.2 JC 62 - Increased ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Institutionalised opportunities to students for gaining practical experiences (apprenticeships, internships) | The projects <i>HEICA</i> , <i>TERSID</i> and <i>Qualifications Framework in Central Asia</i> have demonstrated evidence that giving opportunities to gain practical experiences was beneficial; not only for the students, but also for the faculty as a source of references and benchmarks for the design of their curricula and syllabi. However, no evidence was found that this was the result of an institutionalised policy, neither from Tempus side nor from the Central Asian HEI managements. On the contrary, evidence showed that such opportunities arose mostly due to personal connections of the faculty established prior to the design of the projects. |
| Evidence of relative match of HE learning | In both the <i>HEICA</i> and <i>GEM</i> projects, respectively in <i>HEICA</i> ’s Basic Bachelor for Software Engineering (BBSE) and in four |

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| outcomes with qualifications required by the labour market | MScs of <i>GEM</i> in three Central Asian partner HEIs, progress reports show evidence that personal contacts with the market (see JC 61 above) had taken place to design the curricula of these degrees on the basis of the qualifications required for the available positions on the market (national and regional) (cf. HEICA and GEM intermediate and final reports). However, no explicit evidence of the outcomes of these measures could be found in the consulted documents. |
| Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange programmes compared to non-participants | No evidence in project documentation. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

EU support to the considered Central Asia Tempus IV projects and in particular to the HEIs from Kazakhstan, Kirgizstan and Tajikistan has followed **two modalities to enable HE graduates to find professional positions** corresponding to their qualification levels in their home countries: **European HEI faculties provided their Central Asian counterparts with their experiences** with regard to the best ways to provide early opportunities to the students for understanding the qualification requirements of their future jobs; and **Central Asian HEI faculties stimulated (and facilitated) the students' search for personal professional contacts** with employers and/or executives who could explain to them what kind of qualifications (and behaviours) they should expect once entering the labour market.

4.6.3 JC 63 - Enhanced internationalisation of HEIs and individuals in partner countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Number and scope of academic co-operation networks and links | All Central Asian Tempus IV projects were designed and performed as co-operation platforms between the universities and other HEIs of the five countries, officially adopted by the HES authorities. Moreover, the basic structure and modalities of Tempus IV project operations offered natural co-operation networks for linking European HEIs and their Central Asian partners. Consequently, evidence emerged from all progress, intermediate and final reports about the existence of such linkages. In quantitative terms, the situation can be summarized as follows: In the three projects <i>HEICA</i> , <i>GEM</i> and <i>TERSID</i> , networking took place between 16 Central Asian HEIs and 9 European HEIs. Resulting established multilateral linkages (ML) ⁹ between partner HEIs faculty were 41; resulting bilateral linkages (BL) were approximately 220 (Source: own calculations based on figures provided by project documentation and reports). |
| Trends of postgraduate students returning to their | No evidence in project documentation. |

⁹ A *bilateral linkage* (BL) involves 2 HEIs (either 1 CA HEI and 1 EU HEI or 2 CA HEIs); a *multilateral linkage* (ML) involves at least 2 CA HEIs and 2 EU HEI. ML sets the ground for staff mobility within a project, while BL generates operational exchanges between faculty of both HEIs, thus generating concrete transfer of know-how (and mutual understanding of the different academic and labour market contexts).

| | |
|--|---|
| home countries after their studies abroad | |
| Trends of exchange of academic personnel between HEIs at global and regional level | No evidence can be provided for the trends of exchange of academic personnel, since the sustainability of the exchanges beyond the project operations is still unknown. But some lines of approach have been identified and presented such as <i>“the establishment of communities of practice for teachers, through a ,group‘ on the LinkedIn platform and personal involvement in the annual regional GISCA conference.”</i> (cf. <i>GEM</i> final report). |
| Trends in former grantees of partner countries having worked at EU HEIs | No evidence in project documentation. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Tempus IV-funded projects have certainly **enhanced the internationalisation of the participating Central Asian HEIs**, which were, since the creation of the Commonwealth of Independent States, hampered in their quest for the establishment of international linkages by internal and external political tensions. There is a potential that bilateral linkages (BL) or even some multilateral linkages (ML) – in particular in highly demanded markets such as IT – might continue even without Tempus IV support to internationalise the HEIs of the region. However, the sustainability of this Tempus-triggered movement would **require the set-up of co-operation linkages also with private (or public) organisations** from the production or services sectors, which are more advanced than the public institutions (even HEIs) in terms of internationalisation of their staff.

4.7 EQ 7 on intra-regional harmonisation

4.7.1 JC 71 - Strengthened inclusive regional co-operation on harmonisation

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| Regional dialogues on HE established or supported | As pointed out in EQ 6, structural and factual evidence of Tempus IV support to Central Asia dialogues on HE has been found in the project reports. As a matter of fact, the page has been turned since the past difficulties in political dialogue between the different Central Asian States; and Tempus IV (now within Erasmus +) has been, together with bilateral support, identified by decision makers of the region as <i>“the key instrument for promoting the regional dialogue and mutual support in HE”</i> ¹⁰ . |
| Regional organisations have HE agenda and play active role towards harmonisation of national HE systems | Although constantly referred to as the “region” of Central Asia, the five countries differ enormously from each other – on the domestic as well as foreign policy front. Regarding regional organisations in Central Asia, Laruelle/Peyrouse stated in 2012 that <i>“though most observers expected a kind of regional co-operation to make the Central Asian voice heard better on the world arena, it was regional competition that prevailed for a long time to come (e.g. competition opposing Kazakhstan and</i> |

¹⁰ Cf. Concluding remarks of the Kazakhstan Minister of Education and Sciences of Kazakhstan in the opportunity of the Final Conference – Annual Forum of the Central Asian Network on Quality Assurance and Accreditation in Central Asia (CANQA) in 2011.

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| | <p><i>Uzbekistan, Turkmenistan and Uzbekistan and – for cultural and civil war reasons – Tajikistan and Uzbekistan)</i>¹¹.</p> <p>Only slowly different forms of regional co-operation appeared, and since then, Central Asian states have founded regional or intra-regional organisations such as the EurAsia Economic Community (EAEC¹²), or the individual countries have become members of other organisations with a regional outlook or organisations which put a certain emphasis on Central Asia, such as the Organization for Security and Co-operation in Europe (OSCE) or the Shanghai Co-operation Organization (SCO) in particular. Only organizations belonging to this 2nd group have demonstrated interest in HE co-operation and exchanges.</p> <p>However, none of the regional organisations (either endogenous or exogenous) have played an active role in the promotion of Central Asian co-operation in HE and even less in harmonizing their respective HES, putting their priority on economic and security co-operation. Consequently, there is no evidence that regional organisations have played an active role towards harmonisation of national HE systems; apart from the EU (through Tempus) and to a lesser extent the SCO “<i>through annual meetings of the Ministries of education and Sciences in regional caucuses, among which the Central Asia caucus</i>”¹³.</p> |
| Increased participation of non-state stakeholders (civil society, private sector etc.) in regional dialogues | <p>From their start, four of the six selected projects¹⁴ had included the institutional participation of CSOs/NGOs and private sector enterprises in their regional networking dialogue processes. The most active project at this respect was <i>TERSID</i> (cf. project documentation). However, intermediate and final reports give no evidence of an actual increase in their participation.</p> <p>However, some progress reports suggest that personal initiatives during the life cycle of the projects might have been taken by faculty members in order to establish non-formal exchanges about academic or employability issues.</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Inclusive regional co-operation on harmonisation of HE systems has been triggered and shaped by Tempus IV-funded projects. In spite of (sometimes huge) tensions resulting from their historical, cultural and political differences, the five Central Asian states have allowed (and in some cases even pushed) their HEIs to form co-operations leading to incipient harmonisation of their HE systems. The best evidence has been in the development of joint degrees such as the MSc in the *HEICA*, *GEM* and *TERSID* projects; and coordinated (if not yet fully harmonized) Quality Assurance Systems (*CANQA* project) configured under the EFQM model.

Nevertheless, the sustainability of these Tempus IV-triggered co-operation movements remains an issue, which to overcome only a continuation of an EU support (under Erasmus +) could contribute to. This is particularly true since participation of non-state stakeholders (private sector in particular) is still very incipient.

¹¹ Cf. Regional Organizations in Central Asia: Patterns of interaction , dilemmas and efficiency – Marlene Iaruelle and Sebastien Peyrouse – University of Central Asia, Graduate School of Development, Institute of Public Policy and Administration – Working papers No 12 2012.

¹² Which became EurAsia Economic Union (EAEU) in 2015.

¹³ Cf. Regional Organizations in Central Asia: Patterns of interaction , dilemmas and efficiency – Marlene Iaruelle and Sebastien Peyrouse – University of Central Asia, Graduate School of Development, Institute of Public Policy and Administration – Working papers No 12 2012.

¹⁴ CANQA, GEM, TERSID, and Qualifications Framework in Central Asia.

4.7.2 JC 72 - Advanced standardisation of HE at regional level

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Number and scope of partnerships among HEIs at regional level | A study about Tempus' main achievements in Central Asia has shown that 74 partnerships between Central Asian HEIs were launched and developed between 2007 and 2013 under funding of Tempus IV (cf. EACEA 2014), either between all or part of the five Central Asian states and between Central Asian and European HEIs). Activities of these partnerships are the development or enhancement of joint graduate and post-graduate degrees, Quality assurance systems and Bologna process key features (LMD, ECTS and LLL in particular). Key topics of co-operation along these pathways have been informatics, energy, optimal use of natural resources and academic-industry innovation networks. |
| Number and scope of agreements on mutual recognition of qualifications | Project documentation and reports from the projects <i>HEICA</i> , <i>GEM</i> and <i>TERSID</i> show evidence of agreements on mutual recognition. The projects helped develop, thanks to strong academic support from their EU partners, four MSc degrees, mutually recognized by respectively three (<i>HEICA</i> and <i>GEM</i>) and four (<i>TERSID</i>) Central Asian states. It should be noted though that the recognition was not effective for non-participating HEIs. |
| Joint or collaborative degree programmes established | Joint or collaborative degree programmes were, for example, established in the <i>HEICA</i> project. One objective of <i>HEICA</i> was the creation of curricula for six Central Asian partner universities, which are conform to the Bologna process (cf. HEICA project documentation). <i>HEICA</i> only targeted the creation of Bachelor and Master programs. On the conferences in Tashkent and Kaunas, the preparation of the Basic Bachelor in Software Engineering (BBSE) was decided. All documents are available on the <i>HEICA</i> platform: https://heica.inf.tu-dresden.de . |
| Strategic partnerships with a balanced involvement of business and HE established | Significant evidence of such strategic partnership has only be found in the <i>TERSID</i> project. <i>TERSID</i> established a business-HE co-operation involving five Central Asian HEIs (2 in Kazakhstan and 3 in Uzbekistan) and eight industrial enterprises (4 in each State). The project designed and launched a MSc degree in Industrial Engineering with 18 modules shared between HEI classroom teaching and workshops and internships in the eight industrial companies. |

Overall JC assessment with main achievements of the EC support and main lessons learnt

Based on evidence from the considered projects, **standardisation of HE at the regional level in Central Asia still has a long way to go**. However, evidence of the project documentations demonstrates that **important first steps have been taken** thanks to Tempus IV support, such as the mutual degree recognition among Central Asian HEIs, the design and implementation of joint degrees and, finally, the establishment of at least one partnership between HEIs and business stakeholders in two different Central Asian countries, collaboratively designing postgraduate degree.

4.8 EQ 8 on modalities and instruments

Not a case study focus

4.9 EQ 9 on coherence and synergies

Not a case study focus

5 Annex

5.1 Annex 1: Detailed overview of Tempus Central Asia projects

| Contract year | Contract Title | Contracted amount | Paid amount |
|---|---|--------------------------|--------------------|
| Tempus IV projects exclusively directed at Central Asia | | | |
| 2008 | Central Asian Network for Quality Assurance and Accreditation | 399,222 € | 399,222 € |
| 2008 | Plan to Establish Research-Science-Enterprise oriented Universities for the benefit of Society | 736,125 € | 686,883 € |
| 2008 | Solar Cell Technology Courses for VET and Industry in TM | 600,738 € | 580,512 € |
| 2009 | Development of International Relations related to the Needs of the Higher Educational System of Turkmenistan (DoIT) | 559,015 € | 531,759 € |
| 2009 | Higher Education Initiative for Informatics in Central Asia | 1,012,232 € | 967,729 € |
| 2009 | Professional training of non-university teachers and transfer of experiences on the ECTS | 600,507 € | 525,238 € |
| 2009 | Teaching Competency and Infrastructure for e-Learning and Retraining | 870,554 € | 870,554 € |
| 2009 | TOWARDS SUSTAINABLE WATER RESOURCES MANAGEMENT IN CENTRAL ASIA | 693,020 € | 623,134 € |
| 2010 | Development of Quality Assurance System in Turkmenistan on the base of Bologna Standards | 575,834 € | 0 € |
| 2010 | Etablierung eines Blended-Learning basierten Bachelor-Studiengangs "Energiemanagement" in Kasachstan und Turkmenistan | 745,422 € | 740,741 € |
| 2010 | Geoinformatics: Managing Energy, Resources, Environment | 835,024 € | 758,583 € |
| 2011 | Enhancement of Quality Assurance System through Professional Development of Academic Leaders | 869,612 € | 760,048 € |
| 2011 | Environment protection through development and application of sustainable Agriculture Technologies | 738,672 € | 0 € |
| 2011 | Institute for Strategic Management of Universities | 694,434 € | 0 € |
| 2011 | Language and Pedagogical Innovation in Schools | 608,776 € | 0 € |
| 2011 | MASTER DEGREE ON INFORMATICS AND TELECOMMUNICATION: EU EXPERIENCE FOR TAJIKISTAN | 755,514 € | 0 € |
| 2011 | Modernization and development of curricula on pedagogy and educational management in the Central Asian countries | 769,373 € | 0 € |
| 2011 | STUdents self-governance & Democratic Involvement in Kazakhstan | 1,082,274 € | 0 € |
| 2011 | Technical Education on Resource Savings for Industrial Development | 1,065,932 € | 0 € |
| 2012 | Advanced Curriculum development in | 812,916 € | 0 € |

| <i>Contract year</i> | <i>Contract Title</i> | <i>Contracted amount</i> | <i>Paid amount</i> |
|---|--|--------------------------|--------------------|
| | Telemedicine for Turkmenistan | | |
| 2012 | Central Asian Network for Education, Research and Innovation in Environmental Health | 846,178 € | 0 € |
| 2012 | Geoinformatics: enabling sustainable development in Uzbekistan | 847,668 € | 0 € |
| 2012 | Integrating Water cycle management: building capability, capacity and impact in Education and Business | 835,178 € | 0 € |
| 2012 | Master program in environmental science and sustainable development with focus on water management for Uzbekistan higher education | 852,363 € | 0 € |
| 2012 | Quality of Engineering Education in Central Asia | 1,105,794 € | 0 € |
| 2012 | Towards a Central Asian Higher Education Area: Tuning Structures and Building Quality Culture | 1,161,935 € | 0 € |
| 2013 | Curriculum development: Highway/Road Construction Engineering and Vehicle Engineering | 837,997 € | 0 € |
| 2013 | Einführung des Qualitätsmanagements im E-Learning an zentralasiatischen Hochschulen | 897,506 € | 0 € |
| 2013 | Enhancing quality of doctoral education at Higher Education Institutions in Uzbekistan | 615,204 € | 0 € |
| 2013 | Higher Education Structures to Enhance Public Health Learning and Teaching in the Republic of Uzbekistan | 927,046 € | 0 € |
| 2013 | InnoLabs in Central Asia for a sustainable catalyzation of innovation in the Knowledge Triangle | 1,303,415 € | 0 € |
| 2013 | Introduction of new Master program and Doctoral courses in Mechatronics in Uzbekistan | 774,107 € | 0 € |
| 2013 | IT Training for non-university teachers | 699,588 € | 0 € |
| 2013 | Modernisation of higher education in the area of food quality and safety in Tajikistan | 600,557 € | 0 € |
| 2013 | Réseau Professionnel de Masters "Informatique Seconde Compétence" | 1,238,726 € | 0 € |
| 2013 | Strengthening Career Centres in Central Asia Higher Education Institutions to empower graduates in obtaining and creating quality employment | 1,223,104 € | 0 € |
| 2013 | Sustainable Agrarian Management Studies for Uzbekistan | 752,284 € | 0 € |
| 2013 | Towards the ModernisATion of Higher Education InstitutiionS in Uzbekistan | 897,896 € | 0 € |
| 4024 | QUALIFICATION FRAMEWORKS IN CENTRAL ASIA: BOLOGNA-BASED PRINCIPLES AND REGIONAL COORDINATION | 1,222,344 € | 0 € |
| Tempus IV projects directed at several regions, including HEIs in Central Asia | | | |
| 2008 | Awareness raising, Interest development, Desire creation and Action stimulation on the Bologna Process expansion in Central Asian countries and Russia | 791.093 € | 581.552 € |

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|--|--------------------------|--------------------|
| 2008 | Chemical Engineering: Curriculum Development and International Recognition | 1.305.661 € | 1.305.661 € |
| 2008 | Création de 4 " Ecoles Hôtelières Supérieures d'Application (ESHA) " | 1.367.251 € | 1.263.215 € |
| 2008 | Curricula Reform in Space Technology in KZ,RU,UA | 1.158.284 € | 1.139.444 € |
| 2008 | Entrepreneurial University as a model for proper managerial interrelation among education, science and innovation development | 1.153.461 € | 964.453 € |
| 2008 | Master " Interopérabilité / Sécurité / Certification " dans le domaine du Transport International Ferroviaire en Ukraine et en Asie Centrale | 986.511 € | 804.309 € |
| 2008 | Masters Ingénieurs Economistes de l'Energie et du Développement Durable | 956.376 € | 855.469 € |
| 2008 | NEW MASTERS PROGRAMME ON LIBRARY AND INFORMATION SCIENCE | 617.787 € | 578.800 € |
| 2008 | Professionnalisation des enseignements en travail social | 1.330.929 € | 1.312.950 € |
| 2009 | Implementing tools and policies for quality work at institutional level | 1.187.380 € | 1.176.585 € |
| 2009 | Reseau Europe-Russie-Asie Centrale de Masters "Informatique Seconde Compétence" (ERAMIS) | 1.017.530 € | 1.017.312 € |
| 2010 | Creation of third cycle studies - Doctoral Programme in Renewable Energy and Environmental Technology | 786.242 € | 693.968 € |
| 2010 | Curriculum Invoking Bologna-aligned Education Leading to reform in Environmental Studies | 1.209.225 € | 1.209.225 € |
| 2010 | Enhancement of role of universities in transfer of innovations into enterprise | 840.307 € | 840.106 € |
| 2010 | Entwicklung und Implementierung nachhaltiger wirksamer Strukturen zur Entrepreneurship Erziehung in der Russischen Föderation und Tadschikistan | 864.011 € | 816.742 € |
| 2010 | Practice oriented Master Programmes in Engineering in RU, UA and UZ | 1.091.913 € | 1.091.913 € |
| 2011 | Development and implementation of the Master Programme "Eco-Engineering - environmental processing and sustainable use of renewable resources and bio-waste" | 783.573 € | 695.525 € |
| 2011 | DOCUMENTATION FOR QUALITY ASSURANCE OF STUDY PROGRAMMES | 1.089.600 € | 0 € |
| 2011 | Establishing Modern Master-level Studies in Industrial Ecology | 1.010.907 € | 0 € |
| 2011 | Internationalization in Central Asia and the Eastern Neighbouring Area | 825.618 € | 0 € |
| 2011 | Licence-Master professionnels en psychologie sociale pour intervenir auprès des publics migrants en Russie, Ukraine et au Kazakhstan | 1.224.705 € | 1.193.896 € |
| 2012 | Establishment of the Supra-Regional Network of the National Centres in Medical Education, | 1.151.093 € | 0 € |

| <i>Contract year</i> | <i>Contract Title</i> | <i>Contracted amount</i> | <i>Paid amount</i> |
|----------------------|--|--------------------------|---------------------|
| | focused on PBL and Virtual Patients. | | |
| 2012 | Master programmes on Renewable Energy and Energy Efficiency in Buildings in Central Asia and Russia | 1.030.691 € | 0 € |
| 2012 | Modernizing higher engineering education in Georgia, Ukraine and Uzbekistan to meet the technology challenge | 1.169.357 € | 0 € |
| 2012 | Student Support and Development Services | 1.074.708 € | 0 € |
| 2013 | A Methodology for the Formation of Highly Qualified Engineers at Masters Level in the Design and Development of Advanced Industrial Informatics Systems | 797.909 € | 0 € |
| 2013 | Developing the Teaching of European Languages: Modernising Language Teaching through the development of blended Masters Programmes | 1.190.619 € | 0 € |
| 2013 | Development and implementation of masters programmes in food safety and the production and marketing of TRADitional food PROducts in Russia and Kazakhstan | 787.351 € | 0 € |
| 2013 | Development and improvement of the University Administration on International Affairs | 653.909 € | 0 € |
| 2013 | Foreign Languages Education for Professional Purposes | 1.142.902 € | 0 € |
| 2013 | Lifelong Language Learning University Centre Network for New Career Opportunities and Personal Development | 905.374 € | 0 € |
| 2013 | PICTET: EQF-based professional ICT training for Russia and Kazakhstan | 898.925 € | 0 € |
| 2013 | Promoting Educational Organisation through peoPLE | 745.275 € | 0 € |
| 2013 | Strengthening education in space-based remote sensing for monitoring of eco systems in Israel, Azerbaijan, Kazakhstan | 1.114.076 € | 0 € |
| Total | | 66.924.640 € | 24.985.528 € |

5.2 Annex 2: List of documents and main sources of information consulted

5.2.1 List of documents

Project 145688 – Central Asian Network for Quality Assurance (CANQA)

- 145688 intermediate report - 2010
- 145688 project documentation

Project 158677- Higher Education Initiative for Informatics in Central Asia (HEICA)

- 158677 Final report – 2014
- 158677 Intermediate report – 2011
- 158677 project documentation

Project 510978 – Geoinformatics Managing Energy, Resources, Environment (GEM)

- 510978 Final report – 2014
- 510978 Grant agreement – 2010

Project 517381 – Technical Education in Resource Savings for Industrial Development (TERSID)

- 517381 project documentation

Project 530183 –Qualifications Framework in CA: Bologna-based principles and regional coordination

- 530183 project documentation

Project 543146 – InnoLabs in CA for a sustainable catalyzation of innovations in the knowledge triangle (INOCASST)

- 543146 project documentation

5.2.2 Other main sources of information

2011 – Concluding remarks of the Kazakhstan Minister of Education and Sciences of Kazakhstan in the opportunity of the Final Conference – Annual Forum of the Central Asian Network on Quality Assurance and Accreditation in Central Asia (CANQA).

2012 – Regional Organizations in Central Asia: Patterns of interaction , dilemmas and efficiency – Marlene Iaruelle and Sebastien Peyrouse – University of Central Asia, Graduate School of Development, Institute of Public Policy and Administration – Working papers No 12 2012.

2014 – EACEA: The Main Achievements of the Tempus Programme in Central Asia 1994-2013 – A Tempus study, April 2014.

HEICA platform: <https://heica.inf.tu-dresden.de>

Desk phase case study – Tempus IV ENP East

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List of acronyms and abbreviations

| | |
|-----------|---|
| ACP | African, Caribbean and Pacific Group of States |
| ALFA | América Latina Formación Académica |
| BSc | Bachelor of Science |
| BY | Belarus |
| CITISSET | Communication and Information Technology for improving Safety and Efficiency of Traffic flows: EU-Russia-Ukraine Master and PhD programs in Intelligent Transport Systems |
| CRIS | Common RELEX Information System |
| CSO | Civil Society Organisation |
| DG DEVCO | European Commission's Directorate-General for International Cooperation and Development |
| EACEA | Education, Audiovisual and Culture Executive Agency |
| EC | European Commission |
| ECTS | European Credit Transfer and Accumulation System |
| EEAS | European External Action Service |
| ENI | European Neighbourhood Instrument |
| ENP | European Neighbourhood Policy |
| ENPI | European Neighbourhood and Partnership Instrument |
| EQ | Evaluation Question |
| ET | Education and Training |
| EU | European Union |
| EuropeAid | European Commission's Directorate-General for International Co-operation and Development |
| FCAS | Fragile and Conflict-Affected Situations |
| HE | Higher Education |
| HEI | Higher Education Institution |
| HERE | Higher Education Reform Expert |
| HES | Higher Education System |
| ITS | Intelligent Transport Systems |
| JC | Judgment Criterion |
| LLL | Lifelong Learning |
| LMD | Licence, Maitrise, Doctorat |
| MODEP | Modernisation et Développement de cours Professionalisés |
| MSc | Master of Science |
| NGO | Non-Governmental Organisation |
| PhD | Doctor of Philosophy |
| QA | Quality Assurance |
| RU | Russia |

| | |
|--------|--|
| TEMPUS | Trans-European Mobility Programme for University Studies |
| UA | Ukraine |
| USSR | Union of Soviet Socialist Republics |

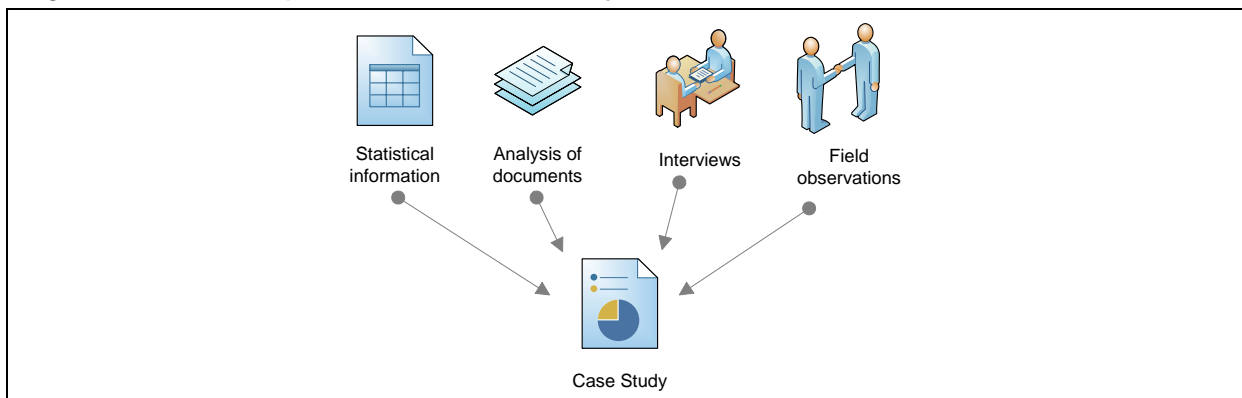
1 Introduction

As part of the desk phase of the Evaluation of the EU development co-operation support to higher education in partner countries, ten programme case studies and three bilateral country case studies have been selected as in-depth case studies. In line with the EU methodological guidelines, case studies allow a detailed examination of certain elements and should provide a picture of the EU support in different contexts.

The programme case studies are related to the major higher education programmes (ALFA, Tempus, Edulink, Intra-ACP, and Erasmus Mundus). Due to the large number of individual projects implemented within a programme, a number of projects have been selected for more in-depth analyses. The country case studies are related to bilateral support in the area of higher education. The case studies have the main focus on the bilateral support provided in a given country, but also assess the complementarity and coherence with the major higher education programmes taking place in this country.

The case studies include the analysis of various types of documents and statistical information, and for the case studies further investigated in the field will also include field observations and interviews with people directly involved in the programme.

Figure 1 Components of the case study



The outline of the case studies follows the structure of the evaluation matrix, to ensure a consistent and harmonised data collection approach. However, as projects implemented under major HE programmes cover a huge variety of different topics, not every project is relevant for all the evaluation questions. This tailored case study approach ensures that resources are spent in an efficient way.

2 Context of EU support

2.1 Background of Tempus ENP East

After the initial phase 1 (1990-1993), Tempus was extended three times: phase 2 (1994-2000), phase 3 (2000-2006) and phase 4 (2007-2013). After the completion of the fourth phase, it was merged with other thematic programmes into Erasmus +. Tempus aimed to reform and upgrade the HE systems and institutions in the Tempus partner countries⁷⁵, with the specific goals of:

- strengthening civil society;
- promoting democracy; and
- enhancing mutual understanding and intercultural dialogue between the EU and its partners.

Since 2007, Tempus IV emphasizes inter-regional co-operation and reinforcing links between HE and society. It is integrated into the EU “Neighbourhood”, “Enlargement” and “Development” policies, which aim to promote prosperity, stability and security. The programme combines “bottom-up” and “top-down” approaches: bottom-up in that it favours and supports the initiatives of beneficiary HEIs and top-down by matching these initiatives with the national and regional priorities established by national authorities of each partner country. Hence, Tempus IV supports projects to enhance HE system and individual (or

groups of) HEIs at the same time. The Education, Audio-visual and Culture Executive Agency (EACEA) is responsible for both the management and the implementation of Tempus via powers delegated by the EC (indirect centralised management). The Directorates General for Development and Co-operation (DEVCO-EuropeAid) and for Enlargement allocates funds to EACEA to manage Tempus. The Directorate General for Education and Culture facilitates links with the EU's internal HE reform policies, while the European External Action Service (EEAS) contributes to the strategic orientations of the Programme. The Evaluation focuses only on the Tempus interventions funded under Tempus IV.

The Tempus programme promotes institutional co-operation and focuses on the reform and modernisation of HE systems in the partner countries in order to address challenges identified by the EU and partner countries. It contributes to an area of co-operation in the field of HE involving EU and partner countries in the surrounding area. Tempus is implemented in close co-ordination with the Erasmus Mundus programme¹, which provides scholarships to third country students, allowing them to participate in top level master courses and doctorate programmes within the EU. At the same time, a greater number of partner countries have signed the Bologna Declaration and have expressed interest in the harmonization of their HE systems, inspired by the developments made in this respect within Europe. The Tempus programme aims thus at assisting partner countries in reforming their HE systems in line with the principles of the "Bologna process" which aims at creating a "European Area for HE" and is becoming a common reference point for EU Member States and partner countries. Finally, the Tempus programme promotes voluntary convergence of partner countries' HE with EU developments in HE derived from the Europe 2020 strategy, the Strategic framework for European Co-operation in education and training (ET 2020) and the Bologna process.

In the six ENP East countries eligible for TEMPUS IV², the programme has been assisting HEIs in 211 projects, 168 of which were directed exclusively at the ENP East & Russia region, while the remaining 43 involved ENP East & Russia, but other regions as well. They involved mostly public and, to a lesser extent, private universities and they were in majority multi-country projects, either being joint projects for developing the HEIs themselves (JP) or structural measures projects (SM)³. The projects focused on the modernisation and enhancement of the teaching/learning process on the basis of the Bologna process' principles. The projects contributed to the introduction, development and/or modernisation of courses/modules in e.g. environmental sciences, renewable energy, biotechnology, safety technologies, social work and communications. Most of the new degree courses⁴ that were established with the help of Tempus IV funding have been recognised by partner HEIs and Ministries of Education. Academic methods and Governance processes have been enhanced; Closer links between academics and professionals from different faculties and departments of the same universities were established as well. The regional dimension was also promoted in order to encourage and reinforce co-operation between the six Partner Countries.

2.2 Overview of financial support

- During the evaluation period, a total of EUR 353.82 million was contracted for Tempus IV, making out 26% of all of the EU's support to major higher education programmes.
- Within Tempus IV, projects directed exclusively at countries in ENP East & Russia added up to a total of EUR 146.71 million, which represents 41% of all Tempus IV support.

¹ With which it has merged in 2014 in order to establish the Erasmus + thematic programme.

² Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine.

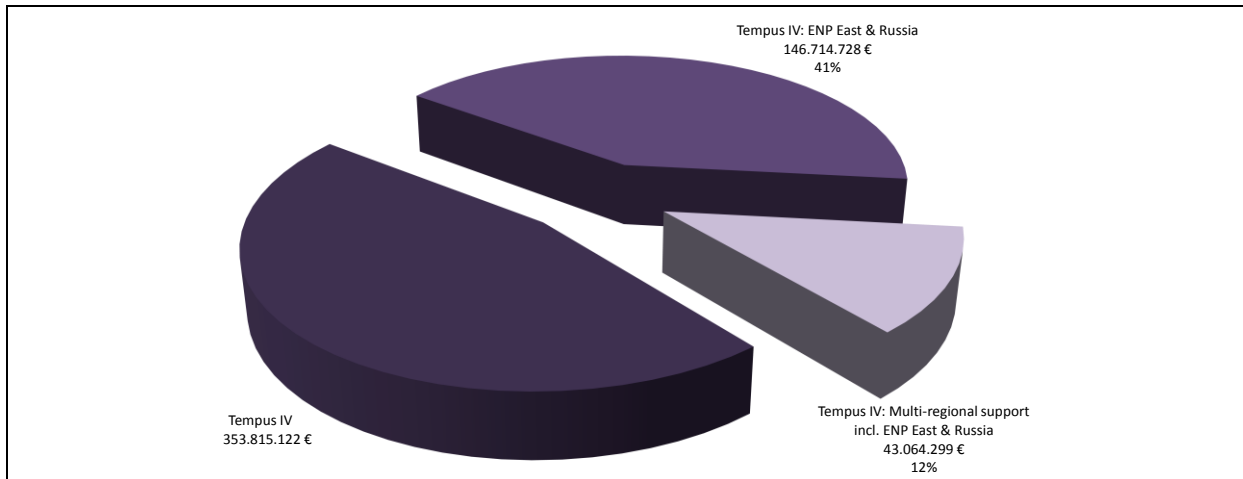
³ JP = Joint Projects (to develop higher education institutions, e.g. by modernising curricula or governance)

SM = Structural Measures (to carry out structural reforms to higher education systems at national level).

⁴ In general the new courses have included ECTS-based modules jointly developed during the project with EU partner HEIs.

- In addition, EUR 43.06 million were spent on Tempus IV projects going to several regions, including ENP East & Russia.
- The Tempus IV support to ENP East & Russia consisted in 168 projects exclusively targeted at HEIs from these countries as well as 43 multi-region projects including HEIs from ENP East & Russia, each receiving between EUR 0.5 and EUR 1.3 million.
- By the time of completion of the inventory, a total of EUR 70.73 million of all above-mentioned support (37%) was already paid out.
- 62% were regional support, while 38% were country-specific support, the latter mainly going to Russia (51% of all country-specific support) and Ukraine (22%).
- The support was entirely financed by the ENP instrument.

Figure 2 Tempus IV – Proportion of funding going to ENP East & Russia



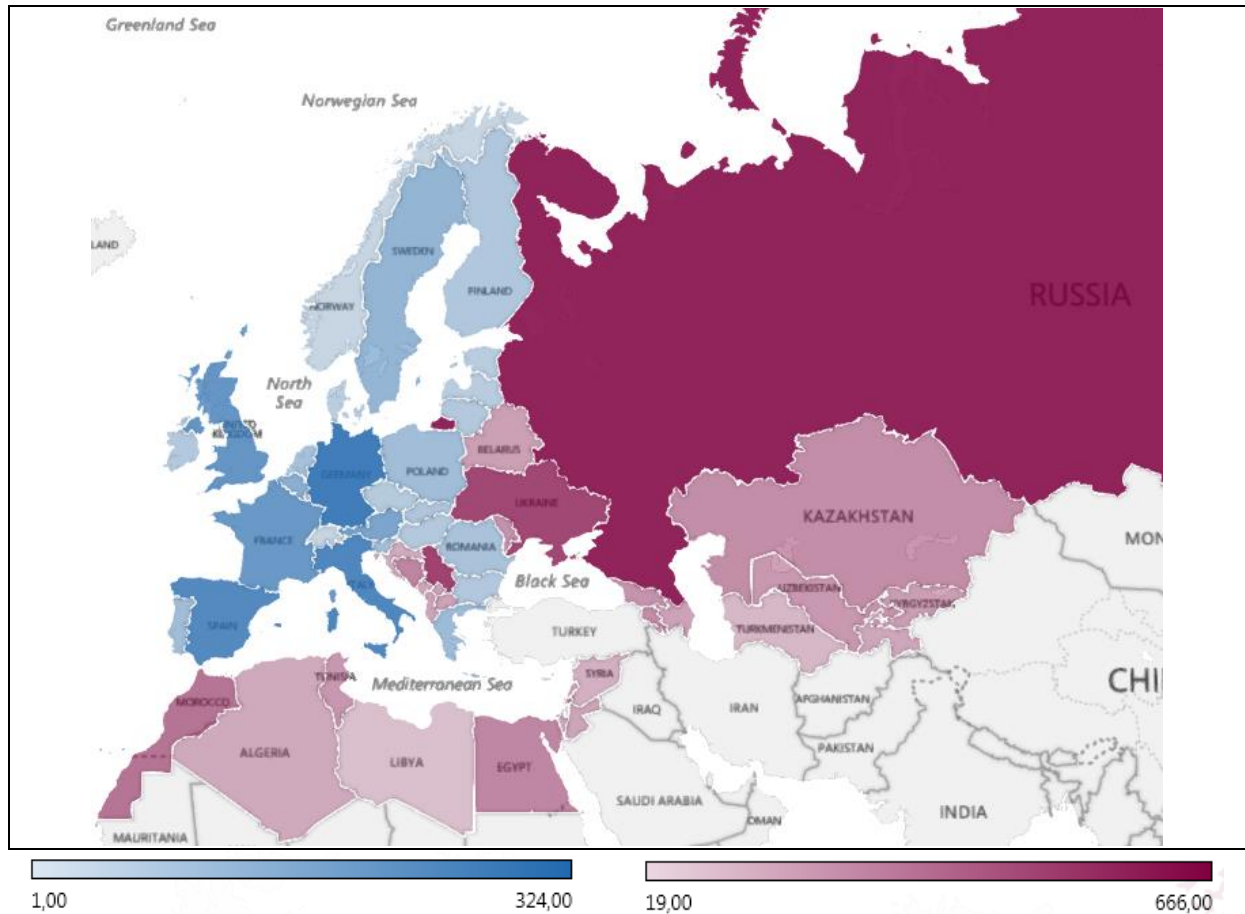
Source: CRIS & EACEA database, Particip analysis

2.3 Involvements of HEI as participants and co-ordinating institutions

Tempus is implemented via indirect centralised management by EACEA. It involves an applicant HEI (EU MS or partner country) and several participants (EU MS or partner country).

In total involvements of non EU-MS participants amount to 5429, with Russian institutions being the most frequently involved. In ENP East, institutions from Ukraine achieved the highest involvement rate with 513 involvements.

Figure 3 Tempus IV – Involvements of HEIs



3 Overview of case study selection

For the Tempus IV ENP East case study the Evaluation Team applied the following selection criteria and rules:

- **Regional and sub-regional representation:** we selected one case study (regional or country) per sub-region. To analyse the potential differences between support provided for one region compared to projects that only involve institutions from one country, we have also included a country case study with projects only involving institutions from Egypt.
- **Amount of aid:** we selected sub-regional-level projects with the highest contracted amounts. For the Tempus country case study, we selected the country with the highest contracted amounts.
- **Temporal coverage:** we selected projects for the whole evaluation period.

Based on the above, the following projects will be analysed more in-depth within the case study:

Table 1 Tempus IV – ENP East – suggested selection of projects

| Title | Yr | EU contribution € | Focus of case study | | | | | | | | |
|--|------|-------------------|---------------------|------|------|------|------|------|------|------|------|
| | | | EQ 1 | EQ 2 | EQ 3 | EQ 4 | EQ 5 | EQ 6 | EQ 7 | EQ 8 | EQ 9 |
| ENP East | | | | | | | | | | | |
| MODernisation et DEveloppement de cours Professionalisés (MODEP) | 2008 | 1,328,063 | | | | | | ✓ | ✓ | | |
| Vernetzte und gestufte Aus- und Weiterbildung in Bildungsmanagement | 2009 | 1,259,525 | | | ✓ | ✓ | | | | | |
| Reform der Hochschulausbildung in der Biotechnologie: Entwicklung und Modernisierung der BSc/MSc-Lehrangebote | 2010 | 1,248,893 | | | ✓ | | | | ✓ | | |
| Communication and Information Technology for Improvement Safety and Efficiency of Traffic Flows: EU-RU-UA Master and PhD Programs in Intelligent Transport Systems | 2011 | 1,127,487 | | | | | | | ✓ | | |
| Crossmedia und Qualitätsjournalismus | 2012 | 1,251,270 | ✓ | | | | | | ✓ | ✓ | |
| Ecological Education for Belarus, Russia and Ukraine | 2013 | 1,279,741 | | | | | | | | ✓ | |

4 Information matrix

4.1 EQ 1 on relevance

4.1.1 JC 11 Support to HE has been linked to EU commitments and development policies

Evidence at Indicator level

| Indicators | Evidence |
|---|---|
| Reference to intercultural understanding between regions in HE strategy papers and programmes | Tempus IV-funded projects have broken several cultural (and language ⁵) barriers which had been created/reinforced by the former regime. |
| Reference to sustainable socio-economic development in HE strategy papers and programmes | All internal statutes of partner HEIs make reference to sustainable socio-economic development. For example, <i>MODEP</i> mentioned “the contribution of their institution to a sustainable socio-economic development [...]” (cf. <i>MODEP</i> final report). The former USSR regime used to put emphasis on technical HE and its labour-market orientation and Tempus funding helped revive |

⁵ Taking advantage of German-, French-, English-speaking EU partners, ENP East HEIs have adopted their partner languages (including Russian) to communicate between them.

| Indicators | Evidence |
|--|---|
| | this emphasis. The <i>CITISSET</i> final report is a good example of a traditionally high-level cooperation between the aerospace industry and academic research being not only continued, but extended thanks to the Tempus support to EU industries and HEIs. |
| Reference to enhancement of political and economic co-operation in HE strategy papers and programmes | No evidence in project documentation. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Two apparent trends have been adopted by HEIs in the region. On the one hand, intercultural understanding has been enhanced and cultural (and language⁶) barriers have been broken down. On the other hand, the tradition of close relationships between industry / labour market and HEIs has been continued and received a new impetus.

4.1.2 JC 12 EU Support to HE has addressed, and adapted to, development contexts in partner countries and regions

Evidence at Indicator level

| Indicators | Evidence |
|---|--|
| Evolution of specific references and consideration of HE in overall development policy documents related to co-operation with partner countries and regions | Aspect not covered by the EU support. |
| Design and implementation of EU support to HE reflect the specific needs of partner countries and regions at different levels of development | Traditionally, ENP East countries have relied on centrally-determined technology priorities and management practices. The EU's funding broadened the focus of the HEIs towards environmental sciences, biotechnologies and a more systematic use of ICTs (cf. final reports of Reform of HE degree curricula in Biotechnology, CITISSET and Ecological Education for Belarus, Russia and Ukraine) and contributed to developing labour market linkages. ⁷ |
| Programmes and projects in support of HE have flexibly responded to new and emerging needs in partner countries and regions | The same references as in the above indicator provide evidence of efficiency of EU Tempus IV support in meeting emerging needs in the six ENP East countries. |
| Support has targeted HE | Aspect not covered by the EU support. |

⁶ Taking advantage of German-, French-, English-speaking EU partners, ENP East HEIs have adopted their partner languages (including Russian) to communicate between them.

⁷ A good example of such a flexible support by Tempus IV and the EU partner HEIs has been the *MODEP* project where "...the setting up or development of a "relationship with enterprises" unit within the HEIs (together with the training/upgrading of their staff) have been performed in a flexible way, in accordance with the specifics of each HEI and its binational context..." (cf. *MODEP* final report).

| <i>Indicators</i> | <i>Evidence</i> |
|---|-----------------|
| challenges in Fragile and Conflict-Affected Situations (FCAS) | |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The selected projects targeted concrete needs of the ENP East country contexts (e.g. adjusting degrees (BSc, MSc and PhD) to the changing social and economic context).

4.2 EQ 2 on alignment

Not a case study focus

4.3 EQ 3 on management, learning, teaching and research

4.3.1 JC 31 Improved management practices

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff | Tempus-supported projects have their own management, goals and objectives; these are in general well communicated to all relevant stakeholders within each partner HEI and outside; i.e. the Ministry of Education and civil society organisations (CSOs) in particular. Unfortunately, the organisation of EU-funded projects is not merged with the general management of the HEIs with regards to strategic goals & related objectives, so that Tempus projects are often external to the HEIs; sometimes even isolated (cf. project documentation of considered projects). |
| Internal guidelines, rules and procedures to ensure compliance with HE policies are in place and regularly updated | The management of ENP East HEIs ensures, through their internal rules and procedures, a minimum compliance of projects (including Tempus-supported projects) with HE policies; especially for the organisation of degrees and examinations and for complying with National Qualifications frameworks, all of which are guided by national HE policies. Nevertheless, HEIs' management provide their own internal guidelines for topics such as curriculum development, student-centred teaching, projects selection, etc. without always ensuring compliance with national HE policies. In this respect, documentation shows some evidence that the Tempus Higher Education Reform Experts (HERE ⁸) can play an important role in contributing to the setting of guidelines which are compliant with both national and EU HE policies (cf. project documentation as well as recommendations provided by a Georgian HERE attending the Oslo Seminar for Bologna experts in modernization of curricula in June 2011). |
| A performance monitoring and assessment system is in place, with adequate resourcing | Beyond the Logical Framework of the Grant Agreements (LogFrame), no systematic performance monitoring and assessment system is in place in any of the six considered projects (cf. project documentation of these projects). The complexity of the Tempus-supported exchanges ⁹ indeed make it difficult to go beyond this LogFrame and its simple execution |

⁸ HEREs are usually Rectors, Vice-Rectors, Deans, Senior Academics, Directors of Study, International Relations Officers and students. They provide a pool of expertise, promoting and enhancing progress toward further modernization of the higher education sector (cf. EACEA/Tempus (2013): HERE Activity report 2013).

⁹ Staff and student mobility, exchange seminars, working groups, joint production of pedagogical models, etc.

| Indicators | Evidence |
|--|---|
| | monitoring of the planned activities; and no outcome and impact assessment is thus performed. |
| Application of Bologna process management guidelines to HEIs | Consulted documentation shows evidence that the Tempus-supported projects dealing with the creation or upgrading of Joint or individual degrees – <i>MODEP, Reform of HE degree curricula in Biotechnology, CITISET and Ecological Education for Belarus, Russia and Ukraine</i> – have adopted Bologna management guidelines. These are in particular: LMD degree system (even if some partner HEIs, like the Russian ones, are not yet fully compliant with this guideline), the existence of a QA system, the use of ECTS in the design of degree modules and Life Long Learning (LLL) (cf. project documentation of these four projects). |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Based on the evidence gathered to assess the performances of ENP East HEIs on the above indicators, it can be said that **EU support through Tempus IV has contributed to the enhancement of the management practices in the partner HEIs**. In this respect, most of the evidence comes from a **definite trend among the partner ENP East HEIs towards adopting the Bologna process guidelines**, at least in their structural aspects (LMD, ECTS and LLL). This is a very basic “first step” since it has contributed to trigger and sustain a common “mindset” for the management of HEIs within the region, but also between regional and European partner HEIs. Nevertheless, important and lengthy **efforts remain to be done** for critical aspects:

- Harmonising HEI management practices with national HE policies;
- Creating/Developing an M&E culture within ENP East HEIs.

4.3.2 JC 32 - Improved quality of teaching and learning

Evidence at Indicator level

| Indicators | Evidence |
|--|---|
| Evidence of efficient M&E instruments for continuous assessment of quality teaching | Evidence in the project documentation does not show that Tempus-supported projects have systematised (or even created) instruments for the continuous assessment of quality teaching. All final reports provide indeed chapters about “ <i>overall achievement level and impact</i> ” and “ <i>obstacles and shortcomings</i> ” (cf. final reports of considered projects). However, there is no evidence that good practices have been disseminated to the other HEIs so that they remain isolated acts, left to the initiative of the project managers and concerned faculty. Finally, although the projects documentation does not show much evidence on the subject, it seems that quality assurance has also been fostered “ <i>through the field monitoring of projects by the National Tempus Offices in-country and project officers from the Education, Audiovisual and Culture Executive Agency (EACEA) in Brussels [...]</i> ” (cf. EACEA 2013, p. 9). |
| Alternative and flexible learning pathways (including e-learning) offered to undergraduate and graduate students | Most of the considered projects have introduced “blended learning pathways” in their degree reforms, thus mixing e-learning and classroom teaching/learning. An example is the <i>CITISET</i> project, where “ <i>all project participants took part in development of materials for International Network for Distance Learning: educational materials, tests, etc. (http://citisetutor.com.ua/) and applied them in the BSc, MSc and PhD courses design. It allowed faculty to have remote access to educational materials in Intelligent Transport Systems (ITS) field</i> ” |

| Indicators | Evidence |
|---|---|
| | <p><i>for training and skills upgrading</i>" (cf. CITISET final report). Another example is the educational programme "Industrial Biotechnology and Bioengineering" which was modernised under the <i>Reform of HE degree curricula in Biotechnology</i> project: <i>"The programme has been upgraded on the basis of existing ones; it is vocational focused, and it is realized at MUCTR and Kazan National Research Technological University. During modernization the elements of new technologies and methods of teaching (e-Learning), monitoring and assessment of learning outcomes have been introduced [...]"</i> (cf. Reform of HE degree curricula in Biotechnology, final report).</p> |
| <p>Evidence of increase in number and academic value of degrees achieved by 1st and 2nd cycle students</p> | <p>No detailed number and related evidence to measure the performance of this indicator have been found in the available project documentation. Nevertheless, evidence has been found of an increase in the global offer of graduate and post-graduate degrees. Specific numbers can be found with regards to the <i>Reform of HE degree curricula in Biotechnology</i> and <i>CITISET</i> projects, where available seats in participating Ukrainian and Belarussian HEIs – BSc and MSc in Biotechnologies and Intelligent Transport systems – were increased by 225 from 2009/10 to 2013/4 (cf. final reports of these two projects).</p> |
| <p>Application of Bologna process guidelines to HEIs teaching and learning organisation, modalities and practices</p> | <p>All case study projects have a component to ensure the application of Bologna process guidelines (cf. project documentation of the considered projects). This has been and is the key responsibility of the leading HEI in each consortium (in most of the cases an EU HEI), but there is evidence that the Higher Education Reform Experts (HERE) are also playing a vital role in ensuring the application of Bologna process guidelines. An example of concrete recommendations provided by HERE to national HEIs is the following: <i>"It is necessary to create a dictionary of higher education, including the terms used by Bologna Process, the European Union and in other documents of North America. These terms often have contradictory meanings or a different nature [...]"</i> (cf. quote of Georgian HERE attending the Oslo Seminar for Bologna experts in modernization of curricula in June 2011).</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Available documentation has provided a lot of evidence about a **definite trend towards improvement of the teaching/learning process** in the ENP East HEIs. Without any doubt, EU support through Tempus IV has played a vital role in this regard, as demonstrated by the rapid and systemic adoption of Bologna process guidelines in the EU-supported projects, the creation of new graduate and postgraduate degrees in national priority fields (renewable energy, environmental sciences, biotechnologies, transportation safety, etc.), and the introduction of "blended pathways" in the teaching/learning process together with a growing concern for quality assurance.

However, it should be added that these **progresses are not sufficiently disseminated and embedded** in the usual HEI practices and are **not monitored systematically enough** by effective and comprehensive M&E instruments. The Higher Education Reform Experts (HERE) are a valuable resource. This can be seen as an opportunity, as they could be more systematically used as "agents of change" towards EU-supported HES objectives.

4.3.3 JC 33 - Enhanced institutional and human capacity and conditions for academic research

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Evidence for adequate resources allocation (equipment and academic/ technical staff) to undertake relevant research | Aspect not covered by the EU support. |
| Increased number of research outputs and outcomes produced by research-active academic staff of partner countries HEIs | Aspect not covered by the EU support. |
| Evidence of national and international recognition of improved research capacities of partner countries HEIs | This aspect is not covered by EU support. Nevertheless, the <i>CITISSET</i> project offers opportunities for research in Intelligent Transport Systems (ITS) in particular for Air safety improvement. This is due to the societal importance of the topic, which requires continuous research, and to a strong Tempus-supported consortium involving Russian and Ukrainian HEIs (both with long traditions of research on the subject). |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Research is not a focal point on the agenda of the EU-supported ENP East HEIs. ENP East countries have undergone drastic political and economic changes during the past 20 years and their HE systems need time to adjust. At the same time, they inherited a strong tradition of technological research from the USSR period which cannot be left aside. Consequently, future EU-support to this region might become more research-oriented.

4.4 EQ 4 on reform of HE policy

4.4.1 JC 41 - HE policies and strategies reflect national priorities

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| The number and scope of policy reforms that address national priorities and challenges | <p>Most of the six case study projects are part of HE policy reforms along the Bologna process guidelines, aiming at addressing national priorities. Throughout the different topics covered by these six projects, evidence shows that HE policy reforms deal with the following policy elements which respond to national social and economic priorities:</p> <ul style="list-style-type: none"> • Life Long Learning (LLL) (e.g. <i>Vernetzte und gestufte Aus- und Weiterbildung im Bildungsmanagement</i>) • Improved relationship between the needs of the labour market for professionally certified graduates and the offer of reformed HE programs and (e.g. <i>MODEP</i>) • Training specialists in environmental sciences and renewable energies, both of which are national priorities in the six ENP East countries (e.g. <i>Reform of HE degree curricula in Biotechnology</i> or <i>Ecological Education for Belarus, Russia and Ukraine</i>) |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The evidence suggests that EU support has helped the partner ENP East countries to better match their Tempus IV-supported projects with their national priorities. This is definitely an opportunity which should be sustained and capitalised for the next period of EU support.

4.4.2 JC 42 - HE policies and strategies reflect international consensus on good practice

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| The number of policy reforms that learn from international consensus on good practice | This indicator reflects the extent to which ENP East HEIs responds to the Bologna process guidelines as the most widely accepted consensus on HE good practices. There is no evidence in the project documentation with regards to numbers of policy reforms. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Although it is **too early to assess the impact of the Bologna process guidelines** when adopted by a national HE policy, evidence suggests that the Bologna process has emerged as a common denominator for HE good practices. Consequently, Bologna is a suitable and accepted gateway for an international consensus in this respect.

4.4.3 JC 43 - National HE institutional framework is equipped to implement national policies and strategies

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| The number of new institutions established to implement national policies and strategies | Aspect not covered by the EU support. |
| The number of reforms in existing national institutions that better equip them to implement national policies and strategies | The performance of this indicator can be measured from the results of I-411 measurement above. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

No particular assessment; refer to JC 41 assessment

4.5 EQ 5 on inclusiveness

4.5.1 JC 51 - Enhanced equitable access to HE for all groups of society

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---------------------------------------|
| The % of beneficiaries of EU mobility programmes and projects, which have access for vulnerable or under-represented groups as an objective, who are identified as | No evidence in project documentation. |

| <i>Indicators</i> | <i>Evidence</i> |
|--|---------------------------------------|
| coming from those groups | |
| The number of HEIs that have taken steps to increase access to vulnerable and/or under-represented groups | No evidence in project documentation. |
| The number and scope of HE policy reforms and strategies that promote access to vulnerable or under-represented groups | No evidence in project documentation. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

No evidence to be extracted from the above indicators.

Nevertheless, if *Gender* is to be considered when assessing this JC, evidence from the project documentation shows that a gender balance is maintained in all ENP East universities in general, considering all the educational programs. If one takes (at random) the example of the project *MODEP*, the main participants of the project (130) divide in 66 men and 64 women. From 12 groups of participants, women constitute 6 groups, i.e. half of groups. There are no signs of any gender-based discrimination.

4.5.2 JC 52 - Equitable access to resources for HEIs, especially those suffering from former disadvantage

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| The number and scope of reforms taken in partner countries to support HEIs suffering from former disadvantage | No evidence has been found to measure progress on this indicator. In the largest countries of the region (Belarus, Georgia and Ukraine), no real decentralisation process of administrative and public finances has taken place, so that provincial HEIs there still suffer from budgetary and staff recruitment disadvantages. |
| The number of formerly disadvantaged HEIs that have improved their access to resources | No evidence in project documentation. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

No assessment of this JC has been possible with the available documentation.

4.6 EQ 6 on responsiveness to labour market needs and brain circulation

4.6.1 JC 61 - Strengthened institutional set-up in the HEIs to respond to labour market needs in specific professional qualifications

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Evidence for follow up of labour market trends by HEIs ad hoc set-up | The available documentation shows evidence of the implementation of “relationship with enterprises” units in several ENP East HEIs. These units are in charge of establishing and sustaining dialogues with the labour market (cf. project |

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| | documentation). This is in particular the case in the <i>MODEP</i> project, where the European HEI ¹⁰ helped the 10 partner HEIs from Belarus, Moldova and Ukraine to set up (or remodel) such units (cf. <i>MODEP</i> grant agreement). In the framework of the project <i>Reform of HE degree curricula in Biotechnology</i> , “a database on potential employers has been created in the partner HEIs...” for the BSc and MSc in Biotechnologies (cf. final report of this project) although the follow-up of labour market trends was more the result of personal contacts of faculty with engineers and technicians of private/public enterprises than of setting up a dedicated unit. |
| Evidence for exchange between employers and HEIs on teaching/learning process and outcomes | Evidence for exchanges with employers about teaching/learning process is present in the projects <i>MODEP</i> , <i>Reform of HE degree curricula in Biotechnology</i> and <i>CITISSET</i> (cf. final reports for these projects). For example, in <i>MODEP</i> , “regular meetings between potential employers and concerned faculty have led to a quality control jointly performed by the HEIs faculty and professionals in charge of delivering “employable” graduates and the potential employers [...]” (cf. <i>MODEP</i> final report). |
| Existence of mechanisms to reflect labour market needs in degree programmes and related curricula | Collected evidence show that the above described mechanisms have not yet reached a point where the dialogue between HEIs and enterprises make it possible for curriculum designers to build degree curricula on the basis of systematic gathering of data on labour market needs. |
| Existence of mechanisms for interchange between universities and public and private sector production- and services-providing organisations | No evidence in project documentation. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Enough evidence has been gathered from the available documentation to prove that **ENP East HEIs have taken the issue of responding to labour market needs in professional qualifications very seriously**. Consequently, they have equipped themselves with mechanisms to assist them in achieving this goal. EU support through Tempus IV projects has certainly helped HEIs to face this challenge with the support of EU partner HEIs. Nevertheless, **there is long and winding road ahead**: although indeed a first step is on the verge of being achieved, i.e. HEIs are surveying the evolution of labour market needs to reflect them in degree curriculum design, another important step has to follow, i.e. establishing a continuous dialogue about the match between the HEIs’ offer of professionally qualified graduates and the demand of the labour market so that remodelled degrees can result from this cooperation.

¹⁰ Université d’Auvergne - IUP "Management et Gestion des Entreprises" in France.

4.6.2 JC 62 - Increased ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Institutionalised opportunities to students for gaining practical experiences (apprenticeships, internships) | All projects covered by this EQ (<i>MODEP, Reform of HE degree curricula in Biotechnology, CITISET and Crossmedia und Qualitätsjournalismus</i>) have developed and implemented graduate and postgraduate degrees involving practical experiences embedded in their curriculum. For example, the <i>MODEP</i> project has developed joint BSc and MSc programmes in private and public management “with 7 ECTS (on a total of 60) for the 3rd year of the BSc and 9 (out of 60) for the 2 nd year of the MSc, some of the internships being spent in a EU partner HEI [...]” (cf. MODP grant agreement, annex III). |
| Evidence of relative match of HE learning outcomes with qualifications required by the labour market | No evidence in project documentation, as the students enrolled in these newly launched or remodelled BSc and MSc programmes have not entered the labour market yet. Consequently, no evidence is available yet for measuring to what extent the graduates match the needed qualifications. |
| Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange programmes compared to non-participants | No evidence in project documentation. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Not enough data is available to assess this JC, mostly due of the short life cycle of the case study projects.

4.6.3 JC 63 - Enhanced internationalisation of HEIs and individuals in partner countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| Number and scope of academic co-operation networks and links | By nature, Tempus-funded projects are operating on the basis of co-operation networks and links between EU HEIs, ENP East HEIs and – in some projects – Russian HEIs ¹¹ . Prior to Tempus IV, cooperation tended to take place mainly in the framework of national projects national HEIs cooperated with several EU HEIs. With Tempus IV, there is now an evolving towards more multi-country networking process within the region: “As a priority of Tempus IV, multi-country projects helped strengthen the intra-regional cooperation dimension. Indeed, multi-country projects represent 64% of the total number of projects under Tempus IV in the Eastern European countries” (cf. EACEA 2013). |
| Trends of postgraduate students returning to their home countries | No evidence in project documentation. |

¹¹ In the *MODEP* project, a Moroccan HEIs was associated to the network and this innovation brought interesting intercultural exchanges as well as a confrontation of different approaches to the Bologna process. Similar associations might be worth considering in future networking.

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| after their studies abroad | |
| Trends of exchange of academic personnel between HEIs at global and regional level | There is strong evidence that the number of exchanges is growing (cf. project intermediary and final reports). As an example, in the <i>MODEP</i> project, “academic personnel exchanges between EU and ENP East HEIs have grown from 26 to 36 (between academic years 209/2010 and 2011/2012 with a total of exchanges of 101 professionals (from East HEIs to EU HEIs), 27 from EU to ENP East and 47 between ENP East HEIs [...]” (cf. <i>MODEP</i> final report, annex III). |
| Trends in former grantees of partner countries having worked at EU HEIs | If one excludes short EU-funded stays (1 or 2 weeks) of faculty or students for exchange purposes, no evidence on this indicator has been found. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

EU support has been a triggering mechanism to enhance the internationalisation of ENP East HEIs and their academic and professional staff. This has been achieved (and should be sustained) through the mechanisms provided by Tempus IV, in particular the networking process which is the basis for establishing a consortium of HEIs and proposing a project. **Efforts will be needed to disseminate the “international networking” spirit to the management and academic cultures of the HEIs as a whole.** A risk exists indeed, i.e. to leave the EU-supported projects as isolated objects without the ability to disseminate their achievements/lessons to the rest of HEI staff and practices.

4.7 EQ 7 on intra-regional harmonisation

4.7.1 JC 71 - Strengthened inclusive regional co-operation on harmonisation

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Regional dialogues on HE established or supported | Within the framework of the project <i>Ecological Education for Belarus, Russia and Ukraine</i> , a tripartite regional dialogue has been established between eleven ENP East HEIs (from Belarus and Ukraine), three EU HEIs (from Germany, Latvia, Czech Republic) and seven Russian HEIs with continuous exchanges between all involved countries (cf. intermediate report of the project), thus leading to a progressive harmonisation of academic management practices (strongly influenced by the Bologna process). |
| Regional organisations have HE agenda and play active role towards harmonisation of national HE systems | No evidence in project documentation. |
| Increased participation of non-state stakeholders (civil society, private sector etc.) in regional dialogues | No evidence in project documentation. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

When harmonisation of HE systems is a common agenda for the HEIs members of a network, concrete results can be achieved, provided that the agenda has been agreed on

between the consortium members beforehand. **In some cases, regional dialogue has been established due to Tempus IV-funded projects.** No evidence was found regarding regional organisations or non-state stakeholders.

4.7.2 JC 72 - Advanced standardisation of HE at regional level

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Number and scope of partnerships among HEIs at regional level | 16 partnerships were established for developing joint non-degree courses between six Belarussian HEIs and five Ukrainian HEIs, also including Russian and European HEIs. |
| Number and scope of agreements on mutual recognition of qualifications | No evidence in project documentation. |
| Joint or collaborative degree programmes established | Aspect not covered by the EU support. |
| Strategic partnerships with a balanced involvement of business and HE established | No evidence in project documentation. |

Overall JC assessment with main achievements of the EC support and main lessons learnt

There is not sufficient evidence to provide an assessment of this JC.

4.8 EQ 8 on modalities and instruments

Not a case study focus

4.9 EQ 9 on coherence and synergies

Not a case study focus

5 Annex

5.1 Annex 1: Detailed overview of Tempus ENP East projects

| Contract year | Contract Title | Contracted amount | Paid amount |
|--|---|--------------------------|--------------------|
| Tempus IV projects exclusively directed at ENP East & Russia | | | |
| 2008 | Advancing the three cycle system in social work education in six European countries | 1,114,787 € | 808,725 € |
| 2008 | Bachelor Curriculum for Social Work | 1,068,629 € | 857,206 € |
| 2008 | Construction d'un Cadre de Certifications pour l'enseignement supérieur dans la région de l'Oural | 476,269 € | 324,222 € |
| 2008 | Development of Qualifications Framework for Cycles of Higher Education in Aircraft Engineering | 501,549 € | 373,352 € |
| 2008 | Development of the Model for Professional Recognition of Foreign Qualifications in Russia (PRIMO_RF) | 725,262 € | 585,479 € |
| 2008 | Développement de partenariats avec les entreprises en Moldavie | 645,965 € | 600,216 € |
| 2008 | EDUCATIONAL CENTERS' NETWORK ON MODERN TECHNOLOGIES OF LOCAL GOVERNING | 756,552 € | 709,941 € |
| 2008 | Educational Measurements Adapted to EU Standards | 564,162 € | 547,787 € |
| 2008 | Improvement of education on environmental management | 1,080,488 € | 1,059,912 € |
| 2008 | Integration der IKT an Technische Hochschulen Russlands | 681,080 € | 464,995 € |
| 2008 | Intellectual Property Law: New Master Curriculum for the National Consultancy e-Centre on IP management | 550,291 € | 547,018 € |
| 2008 | International Master Programme "Tourism" for Siberian regions | 771,399 € | 657,686 € |
| 2008 | International networking for modernization of tourism education and developing academic mobility (INTOUR) | 1,167,445 € | 843,059 € |
| 2008 | Master programme in Land Information System and Administration | 550,886 € | 550,016 € |
| 2008 | MODernisation et DEveloppement de cours Professionalisés (MODEP) | 1,328,063 € | 1,175,336 € |
| 2008 | Modernising Russian social work education and teaching | 971,808 € | 930,899 € |
| 2008 | Network of International Relations Offices in Azerbaijan (N.I.R.O.A.) | 542,295 € | 410,145 € |
| 2008 | QATMI | 659,376 € | 630,653 € |
| 2008 | Towards Research and Entrepreneurial University models in the Russian, Ukrainian and Moldavian Higher Education | 773,433 € | 619,895 € |
| 2008 | Western-Eastern Teacher Education Network | 559,761 € | 551,784 € |
| 2009 | Advanced M.Sc. Program in Ecology for Volga-Caspian Basin | 813,823 € | 705,054 € |

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|--|--------------------------|--------------------|
| 2009 | Boosting the knowledge triangle by establishing Innovation Offices in Ukrainian higher education institutions | 571,279 € | 543,453 € |
| 2009 | Development of new curricula in sustainable rural tourism | 904,207 € | 809,495 € |
| 2009 | Development of qualification framework in meteorology | 890,075 € | 864,828 € |
| 2009 | Development of the e-learning and distance learning courses and assessment in Biomedical Sciences in the Southern Caucasus | 1,044,022 € | 0 € |
| 2009 | E-internationalization for collaborative learning | 615,915 € | 615,069 € |
| 2009 | E-Learning-Weiterbildungsnetzwerk im Tourismus (Belarus, Georgien und Ukraine) – WeNeT | 1,276,981 € | 542,444 € |
| 2009 | Environmental curricula at agricultural universities | 656,807 € | 621,074 € |
| 2009 | EU Based Course in Foodstuff Expertise & Quality Control | 678,642 € | 658,554 € |
| 2009 | Higher Education System Development for Social Partnership Improvement and Humanity Sciences Competitiveness | 934,908 € | 845,612 € |
| 2009 | Innovation cross-universities network for development of partnership with enterprises | 1,219,022 € | 1,216,065 € |
| 2009 | Life-Long-Learning Framework for Medical University Teaching Staff | 691,000 € | 636,379 € |
| 2009 | MAPB | 1,112,407 € | 1,110,391 € |
| 2009 | Modernization of Master Program NETWORKS & COMMUNICATIONS | 919,849 € | 746,994 € |
| 2009 | National Safeware Engineering Network of Centres of Innovative Academia-Industry Handshaking | 620,791 € | 613,646 € |
| 2009 | Network for Master training in technologies of water resources management | 985,178 € | 972,772 € |
| 2009 | Postgraduate Training Network in Biotechnology of Neurosciences (BioN) | 925,156 € | 875,815 € |
| 2009 | Qualifications Framework for Ecology and Environmental Management (QualFEEM) | 1,024,137 € | 1,013,396 € |
| 2009 | Teacher Training Center for Inclusive Education in Moldova (MOLDINCLUD) | 501,600 € | 499,761 € |
| 2009 | Vernetzte und gestufte Aus- und Weiterbildung in Bildungsmanagement | 1,259,525 € | 1,227,454 € |
| 2009 | Vocational Training in Rural Development and Ecology | 1,092,234 € | 1,092,234 € |
| 2010 | DEVELOPMENT AND INTEGRATION OF UNIVERSITY SELF-ASSESSMENT SYSTEMS | 737,369 € | 736,494 € |
| 2010 | Development of best practice model Doctoral Schools for structured PhD programme implementation in Ukraine and Georgia | 1,115,302 € | 830,006 € |

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|--|--------------------------|--------------------|
| 2010 | Engineering Curricula Design aligned with EQF and EUR-ACE Standards | 689,096 € | 595,896 € |
| 2010 | Enhancement of Biotechnology (Pharmaceutical Engineering) curriculum at Masters level in Russian universities. | 696,532 € | 679,611 € |
| 2010 | Environmental Governance for Environmental Curricula | 1,138,323 € | 1,121,700 € |
| 2010 | Geographic information technology for sustainable development in Eastern neighbouring countries | 925,941 € | 925,794 € |
| 2010 | Masters Programmes in Public Health and Social Services | 690,045 € | 654,616 € |
| 2010 | PhD Education in Energy Efficient Electrotechnologies at Russian Universities | 971,330 € | 960,099 € |
| 2010 | Promoting Internationalization and Comparability of Quality Assurance in Higher Education | 994,238 € | 887,379 € |
| 2010 | Reform der Hochschulausbildung in der Biotechnologie: Entwicklung und Modernisierung der BSc/MSc-Lehrangebote | 1,248,893 € | 1,204,710 € |
| 2010 | Reforming Interpreting and Translation Studies in Azerbaijan | 1,076,258 € | 1,043,121 € |
| 2010 | Teacher Education Review and Update of Curriculum | 582,629 € | 571,195 € |
| 2010 | TUNING RUSSIA | 1,185,238 € | 1,184,414 € |
| 2011 | Anpassung des Lehrbetriebs an Bolognaprozess im Ingenieurstudium für Aserbaidschan | 512,558 € | 0 € |
| 2011 | Building capacity for University-Enterprise partnerships towards competency based training in Armenia, Georgia and Ukraine | 776,453 € | 750,115 € |
| 2011 | Communication and Information Technology for Improvement Safety and Efficiency of Traffic Flows: EU-RU-UA Master and PhD Programs in Intelligent Transport Systems | 1,127,488 € | 338,022 € |
| 2011 | Création réseau universités thématiques en Sciences appliquées et Sciences économiques en Moldavie (MD) | 715,966 € | 668,563 € |
| 2011 | Development of Qualification Framework for Food Science Studies at Russian Universities | 759,988 € | 628,155 € |
| 2011 | Development of Regional Interdisciplinary Post-Graduate Energy and Environmental Law Studies | 787,279 € | 762,221 € |
| 2011 | Enhanced three-level competency-based curricula in Applied Marine Science | 892,643 € | 892,251 € |
| 2011 | EU-PC Double Degree Master Program in Automation / Mechatronics | 1,072,475 € | 932,382 € |
| 2011 | Highway Design and Management: Curricular Reform for Russian Federation - Design and Implementation of Higher Education Master Courses in Russia | 582,869 € | 581,552 € |

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|---|--------------------------|--------------------|
| 2011 | Internationalized Curricula Advancement at Russian Universities in the Southern region | 739,925 € | 723,123 € |
| 2011 | Migration and Higher Education - Building Skills and Capacity | 997,512 € | 0 € |
| 2011 | Modernising Undergraduate Medical Education in EU Eastern Neighbouring Area | 1,181,003 € | 0 € |
| 2011 | Promoting Sustainable Excellence in Testing and Assessment of English | 910,860 € | 898,465 € |
| 2011 | Qualification framework for sustainable forestry and lifelong learning | 894,828 € | 0 € |
| 2011 | Towards Trust in Quality Assurance Systems | 791,142 € | 0 € |
| 2012 | Access to Society for People with Individual Requirements | 788,983 € | 0 € |
| 2012 | Architecture and Sustainable Urban Development Based on Eco-Humanistic Principles & Advanced Technologies without Losing Identity | 1,055,935 € | 0 € |
| 2012 | ARMENIAN COORDINATION AGENCY "UNIVERSITY - EMPLOYER" | 813,484 € | 0 € |
| 2012 | Crossmedia und Qualitätsjournalismus | 1,251,270 € | 0 € |
| 2012 | Curricula Development for New Specialization: Master of Engineering in Microsystems Design | 1,007,727 € | 0 € |
| 2012 | Curriculum Development and Capacity Building in the field of EU Studies | 682,738 € | 0 € |
| 2012 | Developing Student Career Services in Georgia | 794,443 € | 794,443 € |
| 2012 | Development and Introduction of Multilingual Teacher Education Programs at Universities of Georgia and Ukraine | 918,374 € | 0 € |
| 2012 | Development of new modules for international bachelor and master programmes in sustainable tourism management. | 1,003,382 € | 0 € |
| 2012 | Development of Quality Assurance in Higher Education in Moldova | 845,754 € | 0 € |
| 2012 | Eastern Partnership in Pedagogical Innovations in Inclusive Education | 1,203,681 € | 0 € |
| 2012 | ECDL National Operator and Test Centers in Azerbaijan | 983,650 € | 0 € |
| 2012 | Elaboration of Qualification Framework for Land Management Studies at Russian Universities | 892,589 € | 0 € |
| 2012 | Enhancing University Autonomy in Moldova | 1,011,068 € | 0 € |
| 2012 | European Neighbourhood Policy Law and Good Governance | 935,709 € | 0 € |
| 2012 | Fostering Sustainable and Autonomous Higher Education Systems in the Eastern Neighbouring Area | 1,072,141 € | 0 € |
| 2012 | Green Computing & Communications | 805,953 € | 0 € |
| 2012 | Higher Education Network for Human Capital Assessment and Graduates Employability in | 790,313 € | 0 € |

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|--|--------------------------|--------------------|
| | Armenia | | |
| 2012 | HUMAN Security (environment, quality of food, public health and society) on Territories Contaminated by Radioactive Agents | 1,220,306 € | 0 € |
| 2012 | Improving the Efficiency of Student Services | 832,938 € | 0 € |
| 2012 | Independent Quality Assurance model for degree programmes in Russia | 605,790 € | 0 € |
| 2012 | Industrial Cooperation and Creative Engineering Education based on Remote Engineering and Virtual Instrumentation | 881,307 € | 0 € |
| 2012 | INFORMATICS AND MANAGEMENT: BOLOGNA-STYLE QUALIFICATIONS FRAMEWORKS | 715,206 € | 0 € |
| 2012 | Innovation hybrid strategy of IT-outsourcing partnership with enterprises | 655,586 € | 0 € |
| 2012 | Innovation Laboratories: using an open innovation learning platform & action research in enterprise education in order to enhance the engagement & innovative capabilities of Universities in Post-Socialist Societies | 775,860 € | 775,860 € |
| 2012 | INTEGRATED UNIVERSITY MANAGEMENT SYSTEM: EU EXPERIENCE ON NIS COUNTRIES' GROUND | 896,177 € | 0 € |
| 2012 | Inter-university Start-up centers for students' innovations development & promotion | 1,216,752 € | 0 € |
| 2012 | Leading and Managing Change in Higher Education | 837,652 € | 0 € |
| 2012 | LLL TRAINING AND MASTER IN INNOVATIVE TECHNOLOGIES FOR ENERGY SAVING AND ENVIRONMENTAL CONTROL FOR RUSSIAN UNIVERSITIES, INVOLVING STAKEHOLDERS. "GREEN MASTER" | 986,574 € | 0 € |
| 2012 | MASTER IN HIGHER EDUCATION MANAGEMENT: DEVELOPING LEADERS FOR MANAGING EDUCATIONAL TRANSFORMATION | 941,826 € | 0 € |
| 2012 | Master infrastructure exploitation Grande Vitesse Ferroviaire en Russie et Ukraine | 947,442 € | 0 € |
| 2012 | National Education Framework for Enhancing IT Students' Innovation and Entrepreneurship | 993,855 € | 0 € |
| 2012 | Network for excellence in tourism through organizations and universities in Russia. | 930,037 € | 0 € |
| 2012 | Reformation of the Curricula on Built Environment in the Eastern Neighbouring Area | 771,527 € | 0 € |
| 2012 | Strengthening the Lifelong Learning in Environmental Sciences in Russia | 808,868 € | 0 € |
| 2012 | Support of innovations through improvement of regulatory framework for higher education in Ukraine | 734,672 € | 0 € |
| 2012 | Tourism lifelong learning network | 936,328 € | 0 € |

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|---|--------------------------|--------------------|
| 2012 | Tuning environmental competences in Russian fishery education for sustainable development (TUNA) | 738,898 € | 0 € |
| 2013 | A Network for Developing Lifelong Learning in Armenia, Georgia and Ukraine | 928,530 € | 0 € |
| 2013 | Achieving and checking the alignment between academic programmes and qualification frameworks | 968,672 € | 0 € |
| 2013 | Actions of Lifelong Learning addressing Multicultural Education and Tolerance in Russia | 833,678 € | 0 € |
| 2013 | Advanced Training in Integrated Sustainable Waste Management for Siberian Companies and Authorities | 823,351 € | 0 € |
| 2013 | Applied Computing in Engineering and Science | 733,000 € | 0 € |
| 2013 | Aus- und Weiterbildung für Pädagogen und Bildungsmanager im Bereich Diversity | 1,151,052 € | 0 € |
| 2013 | Berufliche und unternehmerische Selbständigkeit durch Entrepreneurship-Erziehung und Gründungsberatung | 861,191 € | 0 € |
| 2013 | Biomedical Engineering Education Tempus Initiative in Eastern Neighbouring Area | 1,179,014 € | 0 € |
| 2013 | Centers of Excellence for young REsearchers | 604,974 € | 0 € |
| 2013 | Centre for the Third Age Education | 1,081,996 € | 0 € |
| 2013 | Consortium for Modern Language Teacher Education | 799,642 € | 0 € |
| 2013 | Curriculum reform and the modernization of ecology engineering based on nanotechnology | 564,221 € | 0 € |
| 2013 | Developing tools for lifelong learning in Transcaucasus region: e-Learning. | 1,157,268 € | 0 € |
| 2013 | Development of Embedded System Courses with implementation of Innovative Virtual approaches for integration of Research, Education and Production in UA, GE, AM | 939,284 € | 0 € |
| 2013 | Development of Public Accreditation of Agricultural programs in Russia | 971,073 € | 0 € |
| 2013 | Ecological Education for Belarus, Russia and Ukraine | 1,279,742 € | 0 € |
| 2013 | Educating the Next generation experts in Cyber Security: the new EU-recognized Master's program | 876,744 € | 0 € |
| 2013 | Education for Leadership, Intelligence and Talent Encouraging | 1,166,657 € | 0 € |
| 2013 | ENHANCEMENT OF RUSSIAN CREATIVE EDUCATION: NEW MASTER PROGRAM IN DIGITAL ARTS IN LINE WITH EU STANDARDS | 1,106,713 € | 0 € |
| 2013 | Enhancing Students Participation in Quality Assurance in Armenian HE | 880,683 € | 0 € |
| 2013 | Entrepreneur Alumni Network | 1,113,018 € | 0 € |

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|---|--------------------------|--------------------|
| 2013 | Entrepreneurs for Tomorrow | 745,892 € | 0 € |
| 2013 | Environmental management in Russian companies - retraining courses for the sensibilization for and integration of Eco-Audit programs in corporate decision-making | 558,591 € | 0 € |
| 2013 | Establishment of Multidisciplinary Innovative Centres for the Development of Virtual Laboratories (MICVL) in Biology and Medicine | 812,808 € | 0 € |
| 2013 | European and International Law Master programme Development in Eastern Europe - InterEULawEast | 912,065 € | 0 € |
| 2013 | Evaluation of Quality of Cooperation in Education Ecosystem as a Mechanism for Building Professional Competencies | 500,010 € | 0 € |
| 2013 | Fostering Autonomy and Accountability: Development of State-of-the-art HE Management System for Efficient Changes in Line with Bologna Principles | 809,685 € | 0 € |
| 2013 | Fostering the Knowledge Triangle in Belarus, Ukraine and Moldova | 680,231 € | 0 € |
| 2013 | Higher engineering training for environmentally sustainable industrial development | 916,072 € | 0 € |
| 2013 | Implementation of National and Sectorial Qualifications Frameworks in Armenia | 992,042 € | 0 € |
| 2013 | Innovating Teaching and Learning of European Studies | 964,380 € | 0 € |
| 2013 | International MA Course "Ensuring of product life cycle technological processes efficiency" at Russian Universities | 798,469 € | 0 € |
| 2013 | Interregional Network for Innovative Development of Ecosystems Technosphere Based on Micro- and Nanoobject Technologies | 810,963 € | 0 € |
| 2013 | Knowledge Transfer Unit - From Applied Research and Technology-Entrepreneurial Know-How Exchange to Development of Interdisciplinary Curricula Modules | 817,264 € | 0 € |
| 2013 | Licence Masters professionnels en management des activités hôtelières pour le développement de l'industrie touristique en Géorgie, Azerbaïdjan et Moldavie | 1,183,214 € | 0 € |
| 2013 | Model-Oriented Approach and Intelligent Knowledge-Based System for Evolvable Academia-Industry Cooperation in Electronic and Computer Engineering | 670,887 € | 0 € |
| 2013 | Modern Educational Technologies for Math Curricula in Engineering Education of Russia | 1,030,376 € | 0 € |
| 2013 | Modern Information Services for Improvement Study Quality | 967,680 € | 0 € |
| 2013 | Modernization of Mathematics curricula for Engineering and Natural Sciences studies in South Caucasian Universities by introducing | 970,463 € | 0 € |

| <i>Contract year</i> | <i>Contract Title</i> | <i>Contracted amount</i> | <i>Paid amount</i> |
|----------------------|--|--------------------------|--------------------|
| | modern educational technologies | | |
| 2013 | Modernization of Postgraduate Studies on Security and Resilience for Human and Industry Related Domains | 653,172 € | 0 € |
| 2013 | Network of competence centres for the development of cruise tourism in the Black Sea region | 1,204,103 € | 0 € |
| 2013 | New model of the third cycle in engineering education due to Bologna Process in BY, RU, UA | 1,216,993 € | 0 € |
| 2013 | On-line Quality Assurance of Study Programmes | 840,441 € | 0 € |
| 2013 | Project Actors Capacity Training in Caucasus | 516,207 € | 0 € |
| 2013 | Promoting Internationalization of HEIs in Eastern Neighborhood Countries through Cultural and Structural Adaptations | 1,004,209 € | 0 € |
| 2013 | Promoting quality and recognition of transnational education in Armenia and Georgia | 913,937 € | 0 € |
| 2013 | Qualifications Frameworks for Environmental Science at Ukrainian Universities | 877,071 € | 0 € |
| 2013 | Regional sustainable development on the basis of eco-human synergetic interaction (multidisciplinary training course for MSc, PhD and LLL students in engineering) | 1,156,563 € | 0 € |
| 2013 | RETHINK - Reform of Education THru INternational Knowledge exchange | 1,279,018 € | 0 € |
| 2013 | Strengthening higher education in the sphere of Finance in Siberia and Far East of Russia | 764,106 € | 0 € |
| 2013 | Strengthening the Specific Role of Universities as LLL Institutions | 538,596 € | 0 € |
| 2013 | Structural Development of the Third Cycle Based on Salzburg Principles | 763,467 € | 0 € |
| 2013 | Support for Vocational Training in Sustainable Forestry | 609,990 € | 0 € |
| 2013 | Technological Transfer Network | 513,092 € | 0 € |
| 2013 | The development of a curriculum and establishment of a regional training platform for haematology in life sciences and medicine | 899,337 € | 0 € |
| 2013 | The development of human resources, evidence base and quality standards in addictology (trans-disciplinary addiction science) in Georgia | 846,189 € | 0 € |
| 2013 | The Establishment of a Foundation for the Integration of Disabled People into HEIs of Azerbaijan | 725,273 € | 0 € |
| 2013 | The organisation of a common two-year master programme in three Georgian universities on "European Integration and Employment Relations" | 827,355 € | 0 € |
| 2013 | Training on alternative dispute resolution as an | 741,685 € | 0 € |

| Contract year | Contract Title | Contracted amount | Paid amount |
|--|--|--------------------------|--------------------|
| | approach for ensuring of human rights | | |
| 2013 | Trainings in Automation Technologies for Ukraine | 722,720 € | 0 € |
| 2013 | Validation of non-formal/informal learning in Russian Higher Education | 633,569 € | 0 € |
| Tempus IV projects directed at several regions, including HEIs in ENP East & Russia | | | |
| 2008 | Awareness raising, Interest development, Desire creation and Action stimulation on the Bologna Process expansion in Central Asian countries and Russia | 791.093 € | 581.552 € |
| 2008 | Chemical Engineering: Curriculum Development and International Recognition | 1.305.661 € | 1.305.661 € |
| 2008 | Création de 4 " Ecoles Hôtelières Supérieures d'Application (ESHA) " | 1.367.251 € | 1.263.215 € |
| 2008 | Curricula Reform in Space Technology in KZ,RU,UA | 1.158.284 € | 1.139.444 € |
| 2008 | Curricula Reformation and Harmonisation in the field of Biomedical Engineering | 1.042.075 € | 993.510 € |
| 2008 | Entrepreneurial University as a model for proper managerial interrelation among education, science and innovation development | 1.153.461 € | 964.453 € |
| 2008 | Master " Interopérabilité / Sécurité / Certification " dans le domaine du Transport International Ferroviaire en Ukraine et en Asie Centrale | 986.511 € | 804.309 € |
| 2008 | Masters Ingénieurs Economistes de l'Energie et du Développement Durable | 956.376 € | 855.469 € |
| 2008 | NEW MASTERS PROGRAMME ON LIBRARY AND INFORMATION SCIENCE | 617.787 € | 578.800 € |
| 2008 | Professionnalisation des enseignements en travail social | 1.330.929 € | 1.312.950 € |
| 2009 | Development of New Land Governance Studies in Macedonia and Ukraine | 863.467 € | 860.189 € |
| 2009 | Implementing tools and policies for quality work at institutional level | 1.187.380 € | 1.176.585 € |
| 2009 | Reseau Europe-Russie-Asie Centrale de Masters "Informatique Seconde Compétence" (ERAMIS) | 1.017.530 € | 1.017.312 € |
| 2010 | Creation of third cycle studies - Doctoral Programme in Renewable Energy and Environmental Technology | 786.242 € | 693.968 € |
| 2010 | Curriculum Invoking Bologna-aligned Education Leading to reform in Environmental Studies | 1.209.225 € | 1.209.225 € |
| 2010 | Enhancement of role of universities in transfer of innovations into enterprise | 840.307 € | 840.106 € |
| 2010 | Entwicklung und Implementierung nachhaltig wirksamer Strukturen zur Entrepreneurship Erziehung in der Russischen Föderation und Tadschikistan | 864.011 € | 816.742 € |

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|---|--------------------------|--------------------|
| 2010 | Practice oriented Master Programmes in Engineering in RU, UA and UZ | 1.091.913 € | 1.091.913 € |
| 2010 | Student Active Learning in Science | 721.789 € | 708.657 € |
| 2011 | Development and implementation of the Master Programme -“Eco-Engineering - environmental processing and sustainable use of renewable resources and bio-waste” | 783.573 € | 695.525 € |
| 2011 | DOCUMENTATION FOR QUALITY ASSURANCE OF STUDY PROGRAMMES | 1.089.600 € | 0 € |
| 2011 | Establishing Modern Master-level Studies in Industrial Ecology | 1.010.907 € | 0 € |
| 2011 | Internationalization in Central Asia and the Eastern Neighbouring Area | 825.618 € | 0 € |
| 2011 | Licence-Master professionnels en psychologie sociale pour intervenir auprès des publics migrants en Russie, Ukraine et au Kazakhstan | 1.224.705 € | 1.193.896 € |
| 2011 | Two cycle E-Commerce curricula to serve Information Society in RU,UA and IL | 1.045.242 € | 1.028.467 € |
| 2012 | Development of an International Model for Curricular Reform in Multicultural Education and Cultural Diversity Training | 909.631 € | 0 € |
| 2012 | Development of Training Network for Improving Education in Energy Efficiency | 1.296.043 € | 0 € |
| 2012 | Establishment of the Supra-Regional Network of the National Centres in Medical Education, focused on PBL and Virtual Patients. | 1.151.093 € | 0 € |
| 2012 | Master programmes on Renewable Energy and Energy Efficiency in Buildings in Central Asia and Russia | 1.030.691 € | 0 € |
| 2012 | Modernizing higher engineering education in Georgia, Ukraine and Uzbekistan to meet the technology challenge | 1.169.357 € | 0 € |
| 2012 | Student Support and Development Services | 1.074.708 € | 0 € |
| 2012 | Transnational Academic Careers in Child and Youth Welfare | 965.832 € | 0 € |
| 2013 | A Methodology for the Formation of Highly Qualified Engineers at Masters Level in the Design and Development of Advanced Industrial Informatics Systems | 797.909 € | 0 € |
| 2013 | Developing Medical Genetics Education through Curriculum Reforms and Establishment of Postgraduate Training Programs (MedGen) | 742.877 € | 0 € |
| 2013 | Developing the Teaching of European Languages: Modernising Language Teaching through the development of blended Masters Programmes | 1.190.619 € | 0 € |
| 2013 | Development and implementation of masters programmes in food safety and the production and marketing of TRADitional food PROducts in Russia and Kazakhstan | 787.351 € | 0 € |

| Contract year | Contract Title | Contracted amount | Paid amount |
|----------------------|--|--------------------------|---------------------|
| 2013 | Development and improvement of the University Administration on International Affairs | 653.909 € | 0 € |
| 2013 | Foreign Languages Education for Professional Purposes | 1.142.902 € | 0 € |
| 2013 | Lifelong Language Learning University Centre Network for New Career Opportunities and Personal Development | 905.374 € | 0 € |
| 2013 | Modernization of two cycles (MA, BA) of competence-based curricula in Material Engineering according to the best experience of Bologna Process | 1.216.789 € | 0 € |
| 2013 | PICTET: EQF-based professional ICT training for Russia and Kazakhstan | 898.925 € | 0 € |
| 2013 | Promoting Educational Organisation through peoPLE | 745.275 € | 0 € |
| 2013 | Strengthening education in space-based remote sensing for monitoring of eco systems in Israel, Azerbaijan, Kazakhstan | 1.114.076 € | 0 € |
| Total | | 189.779.027 € | 70.730.946 € |

5.2 Annex 2: List of documents and main sources of information consulted

5.2.1 List of documents

Project 144920– Modernisation et DEveloppement de cours Professionalisés (MODEP)

- Final report - 2013
- Grant Agreement – 2008
- Other references (intermediate report, etc.)

Project 159371 – Vernetzte und gestufte Aus- und Weiterbildung in Bildungsmanagement

- Intermediate report– 2011
- Final report – 2013
- other references (Grant agreement, etc.)

Project 511426 – Reform of HE degree curricula in Biotechnology: Development and Modernisation of BSc and MSc course offers

- EACEA Letter on Intermediate report - 2012
- Final report – 2014
- EACEA Letter on Final report – 2015
- other references (Grant agreement, etc.)

Project 517374 – Communication and Information Technology for improving Safety and Efficiency of Traffic flows: EU-Russia-Ukraine Master and PhD programs in Intelligent Transport Systems (CITISSET)

- EACEA Letter on the final report – 2016
- Final report – 2015
- Grant Agreement – 2011
- other references (Intermediate report, etc.)

Project 530599 – Cross-media und Qualitätsjournalismus

- Intermediate report 2014
- other references (Grant agreement, etc.)

Project 543707 – Ecological Education for Belarus, Russia and Ukraine

- Grant Agreement – 2013
- Intermediate report – 2015
- Other references (letter on the Intermediate report)

5.2.2 Other main sources of information

2013 – EACEA: The main achievements of the Tempus Programme in Eastern Europe – A Tempus study, July 2013.

2013 – EACEA/Tempus: HERE Activity report 2013.

2011 – Oslo Seminar for Bologna experts in modernization of curricula in June 2011

Desk phase case study – Tempus IV Egypt

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List of acronyms and abbreviations

| | |
|-----------|--|
| AAST | Arab Academy for Science, Technology and maritime Transport |
| ABB | ASEA Brown Boveri |
| ACP | African, Caribbean and Pacific Group of States |
| ALFA | América Latina Formación Académica |
| BP | Bologna Process |
| CRIS | Common RELEX Information System |
| DEVCO | EU Commission's Directorate-General for Development Co-operation |
| DS | Diploma Supplement |
| EACEA | Education, Audiovisual and Culture Executive Agency |
| EC | European Commission |
| ECTS | European Credit Transfer and Accumulation System |
| EEAS | European External Action Service |
| ENP | European Neighbourhood Policy |
| EQ | Evaluation Question |
| ET | Education and Training |
| EU | European Union |
| EUR | Euro |
| EuropeAid | EU Commission's Directorate General International Co-operation and Development |
| HE | Higher Education |
| HEI | Higher Education Institution |
| ILOMS | Industrial and Logistics Operations Management Society |
| JC | Judgment Criterion |
| LLL | Life Long Learning |
| LMD | License, Master, Doctorate |
| MSc | Master of Science |
| NAQAA | National Authority for Quality Assurance & Accreditation |
| NGO | Non-Governmental Organisation |
| NQF | National Qualifications Framework |
| QA | Quality Assurance |
| SMART | Specific, measurable, available/achievable, relevant, and available in a timely manner |
| TEMPUS | Trans-European Mobility Programme for University Studies |
| TVET | Technical Vocational Education and Training |

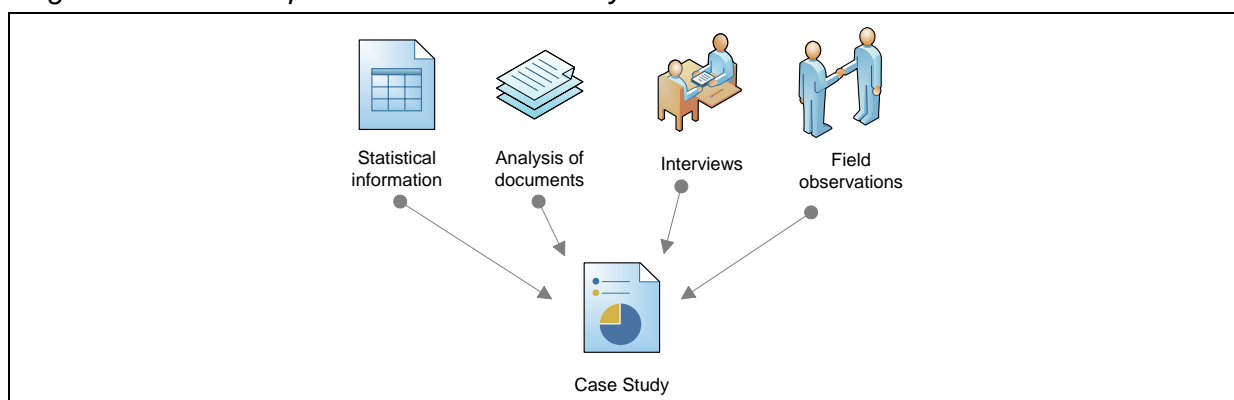
1 Introduction

As part of the desk phase of the Evaluation of the EU development co-operation support to higher education in partner countries, ten programme case studies and three bilateral country case studies have been selected as in-depth case studies. In line with the EU methodological guidelines, case studies allow a detailed examination of certain elements and should provide a picture of the EU support in different contexts.

The programme case studies are related to the major higher education programmes (ALFA, Tempus, Edulink, Intra-ACP, and Erasmus Mundus). Due to the large number of individual projects implemented within a programme, a number of projects have been selected for more in-depth analyses. The country case studies are related to bilateral support in the area of higher education. The case studies have the main focus on the bilateral support provided in a given country, but also assess the complementarity and coherence with the major higher education programmes taking place in this country.

The case studies include the analysis of various types of documents and statistical information, and for the case studies further investigated in the field will also include field observations and interviews with people directly involved in the programme.

Figure 1 Components of the case study



The outline of the case studies follows the structure of the evaluation matrix, to ensure a consistent and harmonised data collection approach. However, as projects implemented under major HE programmes cover a huge variety of different topics, not every project is relevant for all the evaluation questions. This tailored case study approach ensures that resources are spent in an efficient way.

2 Context of EU support

2.1 Background of Tempus IV

After the initial phase 1 (1990-1993), Tempus was extended three times: phase 2 (1994-2000), phase 3 (2000-2006) and phase 4 (2007-2013). After the completion of the fourth phase, it was merged with other thematic programmes into Erasmus +. Tempus aimed to reform and upgrade the HE systems and institutions in the Tempus partner countries¹, with the specific goals of:

- Strengthening civil society;
- Promoting democracy; and
- Enhancing mutual understanding and intercultural dialogue between the EU and its partners.

Since 2007, Tempus IV emphasizes inter-regional co-operation and reinforcing links between HE and society. It is integrated into the EU “Neighbourhood”, “Enlargement” and “Development” policies which aim to promote prosperity, stability and security. The

¹ As of today 27 countries in the Western Balkans, Central Asia, Eastern Europe, Northern Africa and the Middle East.

programme combines “bottom-up” and “top-down” approaches: bottom-up in that it favours and supports the initiatives of beneficiary HEIs and top-down by matching these initiatives with the national and regional priorities established by national authorities of each partner country. Hence, Tempus IV supports projects to enhance HE system and individual (or groups of) HEIs at the same time.

The Education, Audiovisual and Culture Executive Agency (EACEA) is responsible for both the management and the implementation of Tempus via powers delegated by the EC (indirect centralised management). The Directorates General for Development and Co-operation (DEVCO-EuropeAid) and for Enlargement allocates funds to EACEA to manage Tempus. The Directorate General for Education and Culture facilitates links with the EU's internal HE reform policies, while the European External Action Service (EEAS) contributes to the strategic orientations of the Programme. The Evaluation focuses only on the Tempus interventions funded under Tempus IV.

The Tempus programme promotes institutional co-operation and focuses on the reform and modernisation of HE systems in the partner countries in order to address challenges identified by the EU and partner countries. It contributes to an area of co-operation in the field of HE involving EU and partner countries in the surrounding area. Tempus is implemented in close co-ordination with the Erasmus Mundus programme which provides scholarships to third country students, allowing them to participate in top level master courses and doctorate programmes within the EU. At the same time, a greater number of partner countries have signed the Bologna Declaration and have expressed interest in the harmonization of their HE systems, inspired by the developments made in this respect within Europe. The Tempus programme aims thus at assisting partner countries in reforming their HE systems in line with the principles of the "Bologna process" which aims at creating a "European Area for HE" and is becoming a common reference point for EU Member States and partner countries. Finally, the Tempus programme promotes voluntary convergence of partner countries' HE with EU developments in HE derived from the Europe 2020 strategy, the Strategic framework for European Co-operation in education and training (ET 2020) and the Bologna process.

In Egypt, Tempus IV involved most of the 22 public universities and several of the 33 non-public ones. The major fields and disciplines for which Tempus provided assistance and funding are Agriculture, Energy, Environment Engineering and Management, focusing mostly on curricula and teaching staff enhancement and in LLL.

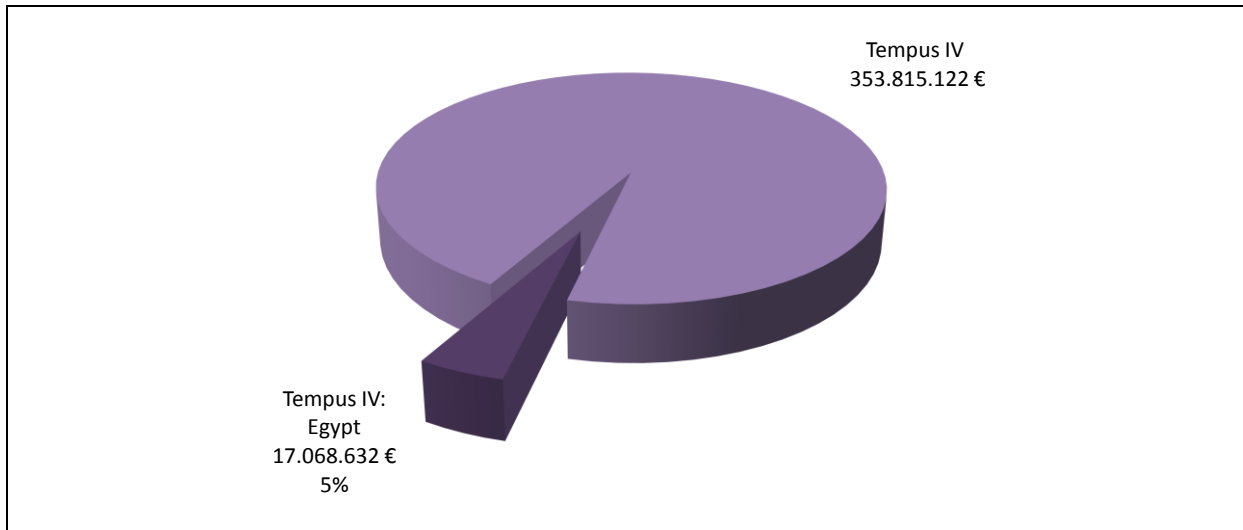
The present desk phase study is based on six sampled projects listed in Table 1 involving a total financial support of Tempus IV of approximately 5,500,000 Euros. The present assessment activities have been performed on the basis of reference documents listed in the annex.

2.2 Overview of financial support

The following presents the key findings of the inventory with regard to the Tempus IV Egypt Case Study:

- During the evaluation period, a total of 353.82 million EUR was contracted for Tempus IV, making out 26% of all of the EU's support to major higher education programmes.
- Within Tempus IV, Egypt received a total of 17.07 million EUR, which represents 5% of all Tempus IV support.
- The projects for the Tempus IV support to Egypt received between 0.5 and 1.1 million EUR per project.
- By the time of completion of the inventory, a total of 4.86 million EUR of the above-mentioned amount (28%) was already paid out.
- The Tempus IV support to Egypt was entirely financed by the ENP instrument.

Figure 2 Tempus IV – Proportion of funding going to Egypt



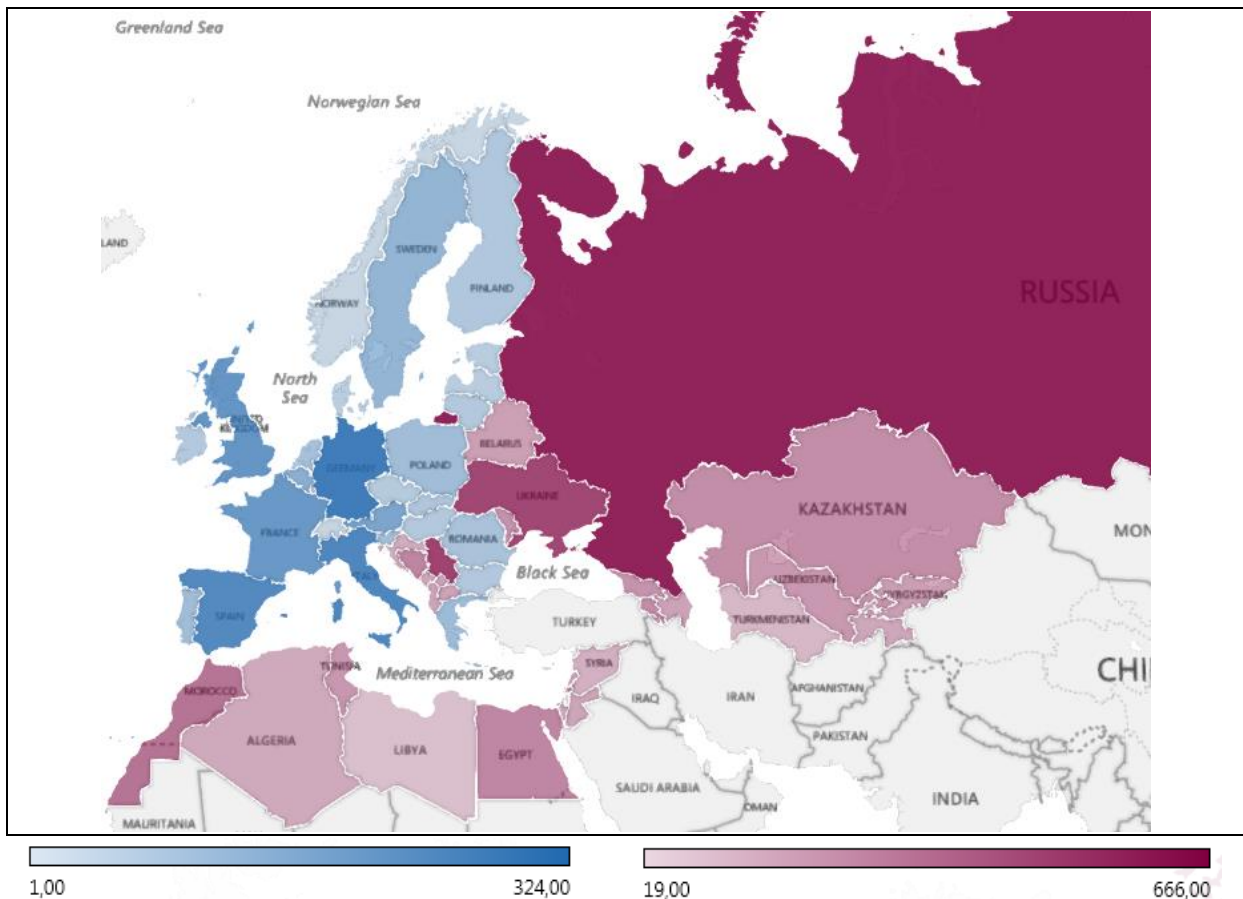
Source: CRIS & EACEA database, Particip analysis

2.3 Involvements of HEI as participants and co-ordinating institutions

Tempus is implemented via indirect centralised management by EACEA. It involves an applicant HEI (EU MS or partner country) and several participants (EU MS or partner country).

In total involvements of non EU-MS participants amount to 5429, with Russian institutions being the most frequently involved. In ENP South, institutions from Egypt achieved the highest involvement rate with 248 involvements.

Figure 3 Tempus IV – Involvements of HEIs



3 Overview of case study selection

For the “Tempus IV in Egypt” case study the following rules and selection criteria have been applied:

Amount of aid: we selected projects for Egypt with the highest contracted amounts per year. Based on the above, the following projects have been analysed more in-depth within the case study:

Table 1 Tempus IV Egypt – selection of projects

| Title | Yr | EU contribution € | Focus of case study | | | | | | | | |
|---|------|-------------------|---------------------|------|------|------|------|------|------|------|------|
| | | | EQ 1 | EQ 2 | EQ 3 | EQ 4 | EQ 5 | EQ 6 | EQ 7 | EQ 8 | EQ 9 |
| Egypt | | | | | | | | | | | |
| Technology Management & Integrated Modeling in Natural Resources: A University-Enterprise Win-Win Partnership | 2008 | 720,461 | | | ✓ | | | | ✓ | | |
| Establishing A New Master Degree in Sustainable Crop Protection | 2009 | 725,625 | | | | | | ✓ | | | |
| Education for Sustainable Development beyond the Campus | 2010 | 1,121,556 | | | ✓ | | | ✓ | | | |
| Clean Energy and Research in Environmental Studies | 2011 | 855,057 | | | ✓ | | | ✓ | | | |
| Solar Energy System Design using Advanced Learning Aids | 2012 | 979,787 | | | ✓ | | | ✓ | | | |
| Industrial Engineering and Management Sciences: New Postgraduate Programs | 2013 | 1,127,281 | | | ✓ | | | ✓ | | | |

4 Information matrix

4.1 EQ 1 on relevance

Not a case study focus

4.2 EQ 2 on alignment

Not a case study focus

4.3 EQ 3 on management, learning, teaching and research

4.3.1 JC 31 Improved management practices

Evidence at Indicator level

| Indicators | Evidence |
|--|---|
| HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff | <p>The reviewed documentation for the six case studies shows that the beneficiary Egyptian HEIs have used the Tempus-funded linkages and co-operation with its EU partner HEIs to implement objectives of enlargement of their postgraduate courses offer.</p> <p>For example:</p> <ul style="list-style-type: none"> • The Egyptian HEIs involved in five projects² set a policy of systematically establishing linkages between HE MSc methods and modules and related enterprises. • In three projects, the documentation states HEI concerned |

² Technology Management & Integrated Modelling in Natural Resource, Education for Sustainable Development beyond the Campus, Clean Energy and Research in Environmental Studies, Solar Energy System Design using Advanced Learning aids, and Industrial Engineering and Management Sciences New Postgraduate program

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Internal guidelines, rules and procedures to ensure compliance with HE policies are in place and regularly updated | <p>staff were briefed on this policy prior to joining projects.³</p> <p>Projects documentation, Tempus study reports and the Working Paper on Capacity Development in HEIs in Developing Countries showed evidence of the following:</p> <ul style="list-style-type: none"> • HE policies are the joint responsibility of HEIs (public) and National authorities (Ministries) except individual salaries and Promotion requirements. • HEIs internal guidelines, rules and procedures are in general compliant with HEI policies since they are, in general, an endogenous production. • HE rules and procedures (recruitment, promotion, continuous training rules and regulations) ensure teaching staff of high quality but brain drain remains high because of low salaries. • Rules and regulations have not been updated in the past 10 years. |
| A performance monitoring and assessment system is in place, with adequate resourcing | <p>Project reports show few evidence of that an M&E system was already in place before start of the Tempus, however some limitations need to be taken into account:</p> <ul style="list-style-type: none"> • No use of SMART indicators, only first observations such as “number of students enrolled, reports showing on the project website, etc.” • No established M&E external unit but rather internal “peer monitoring and assessment” system. |
| Application of Bologna Process (BP) management guidelines to HEIs | <p>Project reports for the six selected projects and overall Tempus country reports show the following evidence:</p> <ul style="list-style-type: none"> • Egypt is not a signatory of the Bologna process and it is implemented on an ad hoc basis. • Among BP management guidelines, only the QA system - through the National Authority for Quality Assurance & Accreditation (NAQAA) – has been implemented, all the other guidelines (LMD, ECTS, Diploma system, NQF) being not (or partially) complied to (DS is applied in 25% of the HEIs); • The projects <i>Technology Management & Integrated Modeling in Natural Resource Projects</i> and <i>Clean Energy and Research in Environmental Studies</i> applied (partially) BP process management guidelines, implementing the following characteristics: <ul style="list-style-type: none"> ○ Multiple joint degree, ○ ECTS system, ○ QA procedures (all six projects because of the existence of NAQAA). |

Overall JC assessment with main achievements of EU support & main lessons learnt

According to the reviewed project documentation under these indicators, the selected Tempus IV projects show **limited evidence of a Tempus IV contribution on the improvement of management practices in Egyptian HEIs**, with one notable exception, the **enlargement of post-graduate courses, in diversity/quality and in quantity**. This can mainly be explained by two factors:

³ Technology Management & Integrated Modeling in Natural Resource, Clean Energy and Research in Environmental Studies, Solar Energy System Design using Advanced Learning aids

- Limited role of the national authorities in setting and updating HE management policies,
- Lack of M&E instruments enabling HEIs to self-monitor their performances and thus motivating HEI authorities to adjust their management procedures accordingly.

The relative autonomy of Egyptian HEIs in setting their management rules has resulted in some Tempus-triggered progresses. However, this needs to be seen on an ad hoc basis rather than as a result of enforcement of these rules by HE national authorities. In this context, the review of the six projects has shown **evidence of progresses (actual and potential) for applying Bologna process guidelines**, as a result of Tempus IV project activities. Nevertheless, this has been achieved also on an ad hoc basis and not as a “systemic” progress.

4.3.2 JC 32 - Improved quality of teaching and learning

Evidence at Indicator level

| Indicators | Evidence |
|--|--|
| Evidence of efficient M&E instruments for continuous assessment of quality teaching | <p>The final and intermediate reports of five projects⁴ show evidence of use of ad hoc instruments for continuous assessment of quality teaching by the Egyptian partner HEIs. Although these instruments were validated by NAQAA, no standardised M&E system was established by the authorities of the Egyptian partner HEIs in these projects.</p> <p>A typical case of evidence is provided by the intermediate report of the project <i>Solar Energy System Design using Advanced Learning aids</i> “In establishing the entire diploma curriculum, the Supreme Council of Egyptian Universities was instrumental in providing important feedback regarding the structure of the diploma, the number of lecture hours and the content of the practical training material. This feedback was important to ensure that the consortium develops a high quality training programme that meets the standards set forth by the Council...”</p> |
| Alternative and flexible learning pathways (including e-learning) offered to undergraduate and graduate students | <p>According to the project documentation, only two projects (<i>Technology Management & Integrated Modelling in Natural Resource</i> and <i>Industrial Engineering and Management Sciences</i>) offered mixed academic pathways with the possibility of gaining ECTS from alternative e-learning modalities. Nevertheless, there is not enough evidence from the reports that such innovative learning pathways were implemented thanks to the Tempus IV-supported project.</p> <p>The intermediate report for <i>Industrial Engineering and Management Sciences</i> illustrates that the learning pathways have been developed according to a flexible and “non-conventional” paradigm: e.g. “the outcomes from the comparative study of the Industrial Engineering (IE) programmes in Egypt and EU Universities together with the assessment of the industry needs and problems have provided essential elements to shape the learning pathways of the Master programs”</p> |
| Evidence of increase in number and academic value of degrees achieved by 1st and 2nd | <p>There is no reliable evidence of increase in number and academic value of degrees.</p> <p>Nevertheless, three projects (<i>Technology Management & Integrated Modelling in Natural Resource, Establishing a new</i></p> |

⁴ Technology Management & Integrated Modeling in Natural Resource, Education for Sustainable Development beyond the Campus, Clean Energy and Research in Environmental Studies, Solar Energy System Design using Advanced Learning aids, Industrial Engineering and Management Sciences

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| cycle students | <p><i>Master degree in Sustainable Crop Protection, and Clean Energy and Research in Environmental Studies</i>) are working on new 2nd cycle degrees (MSc.) and <i>Industrial Engineering and Management Sciences</i> is working on BSc and MSC.,.</p> <p>In addition, intermediate and final reports show evidence of working programs on academic quality recognised in both EU partner HEIs and in Egypt e.g. the final report of the project <i>Technology Management & Integrated Modelling in Natural Resource</i> confirmed “<i>Tempus IV provided support to the development of three Joint/Double MSc curriculum in line with EU and Bologna process standards...</i>”</p> |
| Application of Bologna process guidelines to HEIs teaching and learning organisation, modalities and practices | <p>Project reports for the six selected projects and overall Tempus country reports show the following evidence:</p> <ul style="list-style-type: none"> • Egypt is not a signatory of the Bologna process and it is implemented on an ad hoc basis. • Among BP management guidelines, only the QA system - through the National Authority for Quality Assurance & Accreditation (NAQAA) has been implemented, all the other guidelines (LMD, ECTS, Diploma system, NQF) being not (or partially) complied to (DS is applied in 25% of the HEIs); • The projects <i>Technology Management & Integrated Modeling in Natural Resource Projects</i> and <i>Clean Energy and Research in Environmental Studies</i> applied (partially) BP process management guidelines, implementing the following characteristics: <ul style="list-style-type: none"> ○ Multiple joint degree, ○ ECTS system, ○ QA procedures (all six projects because of the existence of NAQAA). |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The results of the TEMPUS IV- supported projects show ***mixed evidence of the improvements they have triggered*** in the 18 Egyptian HEIs involved with the nine partner EU Universities.

On the one hand there is ***little evidence*** that the TEMPUS support has contributed to ***increase the quality level of the 1st and 2nd cycle Egyptian degrees*** in the participating HEIs, except when the support was aiming at introducing Bologna process standards in these degree courses (e.g. in *Technology Management & Integrated Modeling in Natural Resource*). On the other hand, almost all selected projects have developed, thanks to TEMPUS support, ***M&E instruments for continuous assessment*** of quality teaching. This is indeed a commendable achievement for establishing a sustainable capability of quality development in these HEIs.

Moreover, Bologna ***standards have been systematically introduced in the management of Egyptian HEIs*** (although with different levels of efforts and achievements) thus paving the way for a sustainable and systematic quality management of their degrees.

4.3.3 JC 33 - Enhanced institutional and human capacity and conditions for academic research

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Evidence for adequate resources allocation (equipment and academic/ technical staff) | Only budgetary data could provide some evidence for the purchase of equipment resources over the period of evaluation. For the five projects which are of relevance for this JC, 5.3 million Euros of research equipment were purchased under |

| | |
|--|--|
| to undertake relevant research | Tempus funding (The main achievements of Tempus programme in the Southern Mediterranean 2002-2013 – A Tempus study – Issue 15 – June 2013). Three project intermediate and final reports (<i>Technology Management & Integrated Modelling in Natural Resource projects, Clean Energy and Research in Environmental Studies</i> and <i>Solar Energy System Design using Advanced Learning aids</i>) showed evidence that this research equipment had been put at the disposal of partner industries which worked in partnership with the Egyptian HEIs for the purposes of the projects. |
| Increased number of research outputs and outcomes produced by research-active academic staff of partner countries HEIs | No evidence in project documentation |
| Evidence of national and international recognition of improved research capacities of partner countries HEIs | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Results gathered from consulted documentation and interview with Tempus Office Director showed very limited evidence of research capacity enhancement in the Tempus-funded projects. Purchased equipment was used more for lab work in the Bachelor and Master degrees than for research. Moreover, some of this equipment were lent (under unknown conditions) to industries which had entered a partnership with the Egyptian HEIs involved in these projects; one of the reasons being the difficulties (financing and/or import limitations) met by these industries to acquire similar up-to-date equipment.

4.4 EQ 4 on reform of HE policy

Not a case study focus

4.5 EQ 5 on inclusiveness

Not a case study focus

4.6 EQ 6 on responsiveness to labour market needs and brain circulation

4.6.1 JC 61 - Strengthened institutional set-up in the HEIs to respond to labour market needs in specific professional qualifications

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Evidence for follow up of labour market trends by HEIs ad hoc set-up | <p>According to the project documentation and interviews, in most of the projects there is no evidence regarding the establishment of any mechanism for observing and following up the labour market trends (nationally and internationally). Only the project <i>Industrial Engineering and Management Sciences</i> demonstrated a will to establish closer links for this purpose with the industry:</p> <ul style="list-style-type: none"> • First, the Tempus project was signed by three Egyptian HEIs and EU partner HEIs but, most important with three production-oriented enterprises (ABB, Leoni Wiring Systems, Procter & Gamble) and the Arab Academy for Science, Technology and maritime Transport (AAST). • It established indeed an Industrial and Logistics Operations Management Society (ILOMS), although with less ambitions than anticipated in the contract with respect to this indicator. <p>In general, the review of project documentation has found no evidence of a real concern, among the Egyptian partner HEIs management, for observing labour market trends as an indicator for adjusting 1st and 2nd cycle courses, diplomas and degrees. Only a few linkages between HEIs and the potential employers (private but mostly public companies) have been established.</p> |
| Evidence for exchange between employers and HEIs on teaching/learning process and outcomes | <p>The review of project documentation for projects <i>Clean Energy and Research in Environmental Studies</i> and <i>Industrial Engineering and Management Sciences Evidence</i> provided some evidence for exchange between employers and HEIs on teaching/learning process and outcomes.</p> <ul style="list-style-type: none"> • <i>Clean Energy and Research in Environmental Studies</i>: a new Master degree has been designed jointly by the three Egyptian partner HEIs⁵, in co-operation with industrial partners (cf. the three above listed productive companies) and the Arab Academy for Science, Technology and maritime Transport (AAST). This Master has been organised in four semesters, two of which in the 2nd year being the result of a close exchange and partnership between the energy- and environment-related industries and services and the three HEIs. • <i>Industrial Engineering and Management Sciences Evidence</i>: setting the ILOMS (see above) enabled systematic exchanges between the productive sectors (already involved in the project) and the curriculum development staff and faculty, for designing the teaching/learning pathways, the syllabi and the expected outcomes of the newly designed post graduate program. |
| Existence of mechanisms to reflect labour market needs in degree | No evidence on the subject, except in project VI (cf. comments on Indicator I-611 above) |

⁵ Ain Shams University (ASU), Nile University (NU) and Helwan University (HU)

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| programmes and related curricula | |
| Existence of mechanisms for interchange between universities and public and private sector production- and services-providing organisations | <p>Evidence has been found in all intermediate and final reports of mechanisms of public/private HEIs-production and services organizations.</p> <p>Nevertheless, the level of structural integration between both categories has proved to be low: For example, in three projects (<i>Technology Management & Integrated Modeling in Natural Resource, Clean Energy and Research in Environmental Studies</i> and <i>Solar Energy System Design using Advanced Learning aids</i>) Tempus-procured lab equipment in the partner HEIs was used (on a paying loan basis) by the productive partners, unable to acquire them on the market.</p> <p>Out of the 33 Tempus-supported projects, public bodies have participated in 16 projects since 2008 and private sector companies have participated in four projects. Tempus also provided the opportunity for NGOs to cooperate with universities and they have participated in 15 projects with Egyptian universities since 2008 (The main achievements of Tempus programme in the Southern Mediterranean 2002-2013 – A Tempus study – Issue 15 – June 2013)</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

No real evidence has been found in the six case study projects of Tempus-triggered efforts/initiatives for developing and/or strengthening institutional set-up in the HEIs to respond to labour market needs. Nevertheless, it is worth mentioning that management and faculty (as well as students) of the Egyptian partner HEIs are well aware of this need and have managed in two cases (*Projects Clean Energy and Research in Environmental Studies* and *Industrial Engineering and Management Sciences*) to convince their EU partners and Tempus National Office that the production sector should be associated to the project; although this resulted more from a will (of the Egyptian HEIs) to exchange with the productive sector for curriculum development purpose and potential employability of their graduates than from the aim to create a “Labour Market observation” function. Yet, this still demonstrates that, for the future, the identification and formulation of new Erasmus+ projects/programmes should take this dimension into account from the beginning.

4.6.2 JC 62 - Increased ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Institutionalised opportunities to students for gaining practical experiences (apprenticeships, internships) | <p>The case study projects <i>Clean Energy and Research in Environmental Studies</i> and <i>Industrial Engineering and Management Sciences</i> provide evidence that introducing production- and services-oriented private and public enterprises was a source of practical experiences for the students, not only through apprenticeships and/or internships but also for the faculty as a source of references and benchmarks for the design of their curricula and syllabi.</p> <p>Yet, the review of project documentation could not find evidence that this was the result of a systematic policy (neither from Tempus National Office side nor from the Egyptian HEIs); it</p> |

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| | seems that it was more a consequence of personal connections established prior to the design of the project. |
| Evidence of relative match of HE learning outcomes with qualifications required by the labour market | No evidence in project documentation ⁶ |
| Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange programmes compared to non-participants | No evidence in project documentation ⁷ |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The results of the review of the six case projects evaluation provide only very limited evidence for this JC, since evidence was only found for institutionalised opportunities to students for gaining practical experiences.

Yet, this JC raises a State policy issue, which is “How to better match Education and Vocational Training offers and the Labour Market demands?” Obviously, individual Egyptian HEIs have tried to answer to this question and include it in their Tempus proposals. However, Tempus support alone cannot substitute a “mind set” aiming at matching labour force demand and offer if it does not pre-exist naturally in the Egyptians institutions and/or if it is not developed through a proactive State policy at this respect (without hampering the rights of Universities to take autonomous decisions, as it is the case in Egypt). Consequently, the issue raised by EQ6 go far beyond the scope of the present evaluation and, as far as DEVCO-EuropeAid, EACEA and Tempus thematic programmes, show the need to link their calls for Erasmus+ proposals with other bilateral Education, TVET and Employment Governance-oriented programmes and projects.

4.6.3 JC 63 - Enhanced internationalisation of HEIs and individuals in partner countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Number and scope of academic co-operation networks and links | <p>The six case study projects have been built on academic co-operation between 22 Egyptian HEIs (a total of 26 with some HEIs being present in more than one project) and 19 EU partner HEIs. In addition, 12 Egyptian production- or services-oriented enterprises, four NGOs and two Egyptian Ministries participated as co-beneficiaries in the six projects</p> <p>The scope of these projects can be assessed in terms of:</p> <ul style="list-style-type: none"> • Subject areas: the projects dealt with sources of energy, environment and natural resources & agriculture (all related to key economic and social issues of Egypt’s society); • Academic outcomes: The projects dealt mostly with the launching of new 2nd and/or 3rd cycle degrees on the above subjects except for project <i>Education for Sustainable</i> |

⁶ This is a normal consequence of the above finding (under indicator i-611) that there was no “evidence of the establishment of any mechanism for observing and following up the labour market trends”

⁷ Tracer studies to be performed later in the course of the present evaluation will be able to provide answers to for this indicator

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| | <p><i>Development beyond the Campus</i> which had the ambitious and systemic purpose of developing a LLL (Life Long Learning) scheme according to Bologna process recommendations.</p> <ul style="list-style-type: none"> • Development of HEIs-Schools-Society partnership (<i>Education for Sustainable Development beyond the Campus</i>) |
| Trends of postgraduate students returning to their home countries after their studies abroad | No evidence in project documentation ⁸ |
| Trends of exchange of academic personnel between HEIs at global and regional level | <p>Although all projects sponsored the mobility of teachers/management staff between Egyptian Universities and EU partner HEIs (as well as with other Egyptian HEIs), no evidence based on data could be found on the trends.</p> <p>The issue raised by this indicator indeed is the sustainability of these exchanges, once the Tempus-supported projects have been completed.</p> |
| Trends in former grantees of partner countries having worked at EU HEIs | No evidence was found on the trends ⁹ |

Overall JC assessment with main achievements of the EU support and main lessons learnt

On this JC, evidence gathered from the contracts, intermediate reports and final reports as well as from interviews with National Tempus Office in Egypt shows that **a clear movement of internationalisation of HEIs and individual faculty and management staff in Egyptian HEIs has been launched** thanks to Tempus support and, in at least one case (*Industrial Engineering and Management Sciences*), enhanced because the movement had started before, due to EU (or other donors) bilateral programmes. Nevertheless, there is no evidence from the reviewed documentation and opinions about the following issues: Is this internationalisation movement sustainable with, **or rather without**, external funding? Can the exchange of faculty continue between EU and Egyptian HEIs? What mutual benefits can be achieved by both groups of partner HEIs?

4.7 EQ 7 on intra-regional harmonisation

Not a case study focus

4.8 EQ 8 on modalities and instruments

Not a case study focus

4.9 EQ 9 on coherence and synergies

Not a case study focus

⁸ Tracer studies to be performed later in the course of the present evaluation will be able to provide answers to for this indicator

⁹ It is probably too early to assess the existence and volume of such trends since most of the exchanges between Egyptian HEIs and EU partner Universities resulted in seminars, internships, workshops, etc. but no data could be found on the eventual assignment of Tempus grantees to a fixed position at EU HEIs

5 Annex

5.1 Annex 1: Detailed overview of Tempus IV projects

| <i>Contract year</i> | <i>Contract Title</i> | <i>Contracted amount</i> | <i>Paid amount</i> |
|----------------------|---|--------------------------|--------------------|
| 2008 | ENTERPRISE-UNIVERSITY PARTNERSHIP | 895,150 € | 895,150 € |
| 2008 | Masters of Engineering in Sound & Vibration | 822,394 € | 822,394 € |
| 2008 | Technology Management & Integrated Modeling in Natural Resources: A University-Enterprise Win-Win Partnership | 720,461 € | 623,049 € |
| 2009 | Establishing A New Master Degree in Sustainable Crop Protection | 725,625 € | 654,429 € |
| 2010 | Advanced Engineering Systems: Bridging the Gap between Academia and Industry | 1,031,530 € | 0 € |
| 2010 | Education for Sustainable Development beyond the Campus | 1,121,557 € | 1,121,557 € |
| 2011 | Clean Energy and Research in Environmental Studies | 855,057 € | 0 € |
| 2011 | e-Laboratories for Physics and Engineering Education | 788,814 € | 741,902 € |
| 2012 | Green Innovation and Entrepreneurship Programme | 852,554 € | 0 € |
| 2012 | Innovation and Development in Spanish as a Second Language. | 893,043 € | 0 € |
| 2012 | Product Development and Innovation: A New Postgraduate Curriculum for Engineering | 524,479 € | 0 € |
| 2012 | Solar Energy System Design using Advanced Learning Aids | 979,788 € | 0 € |
| 2012 | Using Virtual Reality in Cultural Heritage Education | 924,471 € | 0 € |
| 2013 | Academic-Industry Partnership towards Development of Trainers and Educators for Technicians in Egypt | 1,039,010 € | 0 € |
| 2013 | Building Information Modeling: Integrated Design Environment for Engineering Education | 923,336 € | 0 € |
| 2013 | Egyptian Neonatal Safety Training Network | 1,096,644 € | 0 € |
| 2013 | Establish a new joint master degree in biotechnology applied to agri-science, environment and pharmacology | 867,072 € | 0 € |
| 2013 | Industrial Engineering and Management Sciences: New Postgraduate Programs | 1,127,281 € | 0 € |
| 2013 | Knowledge-Triangle Platform for the Water-Energy-Food Nexus | 880,365 € | 0 € |
| Total | | 17,068,632 € | 4,858,481 € |

5.2 Annex 2: List of documents and main sources of information consulted

5.2.1 List of documents

Project 144627 - Technology Management & Integrated Modeling in Natural Resource: A University –Enterprise Win-Win Partnership

- Final report on implementation of the project, 2013
- Contractual documentation (e.g. contract, grant agreement)

Project 158748 – Establishing a new Master degree in Sustainable Crop Protection

- Intermediate report on implementation of the project, 2011
- Contractual documentation (e.g. contract, grant agreement)

Project 511132 – Education for Sustainable Development beyond the Campus

- Intermediate report on implementation of the project, 2012
- Final report on implementation of the project, 2014
- Contractual documentation (e.g. contract, grant agreement)

Project 517401 – Clean Energy and Research in Environmental Studies

- Intermediate report on implementation of the project, 2013
- Contractual documentation (e.g. contract, grant agreement)

Project 530296 – Solar Energy System Design using Advanced Learning aids

- Intermediate report on implementation of the project, 2014
- Contractual documentation (e.g. contract, grant agreement)

Project 544477 – Industrial Engineering and Management Sciences< New Postgraduate program

- Contractual documentation (e.g. contract, grant agreement)

5.2.2 Other main sources of information (website, etc)

EACEA, Regional Seminars in Human Resource Management in public HEIs in Tempus partner countries – Tempus study No 17 - November 2013

EACEA, Human Resource Management in Public Higher Education in the Tempus Partner Countries – Tempus Study No 10 – June 2012

Maastricht School of Management/ van Deuren, Rita, Capacity development in HEIs in developing countries – MSM – 2013

EACEA, The main achievements of the Tempus programme in the Southern Mediterranean countries — June 2013

Higher Education in Egypt – Tempus Office/EACEA – July 2012

National Tempus Office Egypt Web site: www.tempus-egypt.com

EACEA, The main achievements of Tempus programme in the Southern Mediterranean 2002-2013 – A Tempus study – Issue 15 – June 2013

Desk phase case study – Algeria

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List of acronyms and abbreviations

| | |
|-----------|---|
| ACP | African, Caribbean and Pacific Group of States |
| ALFA | América Latina Formación Académica |
| AU | African Union |
| CRIS | Common RELEX Information System |
| DG | Directorate General |
| DG DEVCO | European Commission's Directorate-General for International Cooperation and Development |
| DG EAC | European Commission's Directorate-General for Education and Culture |
| DGEFS | General Directorate for Higher Education and Training |
| EC | European Commission |
| ECTS | European Credit Transfer and Accumulation System |
| ED | Executive Decree |
| ENP | European Neighbourhood Policy |
| ENS | Ecoles Normales Superieures |
| EQ | Evaluation Question |
| EQF | European Qualifications Framework for Life Long Education |
| EU | European Union |
| EUD | European Union Delegation |
| EUR | Euro |
| FA | Financial Agreement |
| HE | Higher Education |
| HEI | Higher Education Institution |
| HES | Higher Education System |
| ICT | Information and Communication Technology |
| JC | Judgment Criterion |
| LMD | Licence/Bachelor, Maitrise/Master and Doctorat/PhD |
| MERS | Ministry of Higher Education and Scientific Research |
| MF | Ministry of Finances |
| MR | Monitoring Report |
| MS | Member State |
| PAPS/ESRS | Programme d'Appui à la Politique Sectorielle de l'Enseignement Supérieur et la Recherche Scientifique |
| PhD | Doctor of Philosophy |
| ROM | Results-Oriented-Monitoring |
| RTD | EU Commission's Directorate-General for Research and Innovation |
| SII | Integrated Information System |
| SR | Scientific Research |

| | |
|--------|--|
| TEMPUS | Trans-European Mobility Programme for University Studies |
| UAP | Unite d'Appui au Programme |

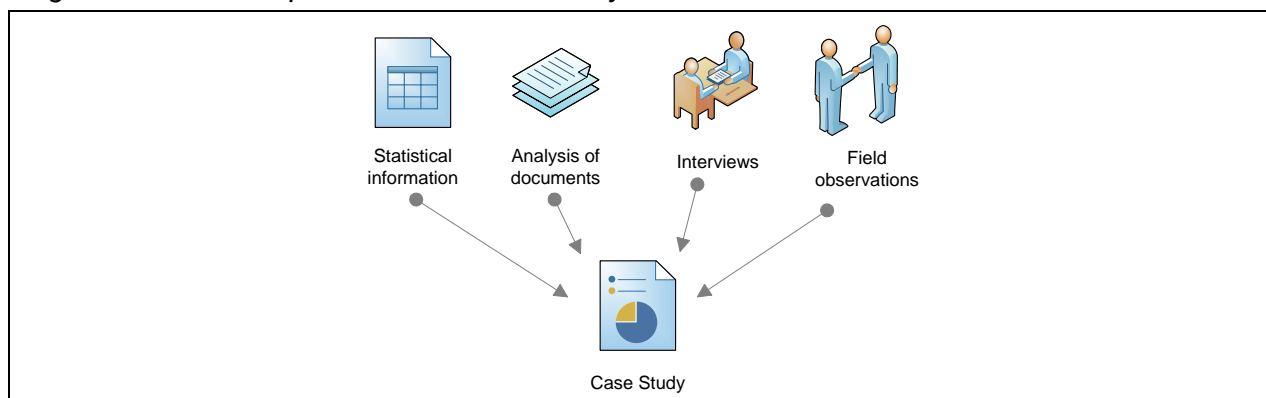
1 Introduction

As part of the desk phase of the Evaluation of the EU development co-operation support to higher education in partner countries, ten programme case studies and three bilateral country case studies have been selected as in-depth case studies. In line with the EU methodological guidelines, case studies allow a detailed examination of certain elements and should provide a picture of the EU support in different contexts.

The programme case studies are related to the major higher education programmes (ALFA, TEMPUS, Edulink, Intra-ACP, and Erasmus Mundus). Due to the large number of individual projects implemented within a programme, a number of projects have been selected for more in-depth analyses. The country case studies are related to bilateral support in the area of higher education. The case studies have the main focus on the bilateral support provided in a given country, but also assess the complementarity and coherence with the major higher education programmes taking place in this country.

The case studies include the analysis of various types of documents and statistical information, and for the case studies further investigated in the field will also include field observations and interviews with people directly involved in the programme.

Figure 1 Components of the case study



The outline of the case studies follows the structure of the evaluation matrix, to ensure a consistent and harmonised data collection approach. However, as projects implemented under major HE programmes cover a huge variety of different topics, not every project is relevant for all the evaluation questions. This tailored case study approach ensures that resources are spent in an efficient way.

2 Context of the EU support

2.1 Background

Higher Education (HE) in Algeria has grown tremendously: from three universities and 2000 students in 1962, it has reached 98 Higher Education Institutions (HEIs) in 2014, among which 48 Universities, 38 “Ecoles Nationales Superieures”/”Grande Ecoles” (ENSup) and Institutes and 12 “Ecoles Normales Superieures” (ENS), for training teachers at basic and secondary school levels.

From 2007 until 2014 (period of the evaluation), total enrolment in the universities went from 175,000 to 1,100,000 students with 61% girls, reaching total of 1,300,000 students in the 98 HEIs taught by 54,000 professors.

Since 2007, Algeria has passed a series of Laws and decrees enabling, Universities and all HEIs eventually, to implement and operate the “LMD” system¹, a key component of the *Bologna process*. The rationale of such a reform of HE was to get HEIs closer to the World of Work, to upgrade the value of the degrees and to develop the employability of the graduates. This

¹ Licence/Bachelor, Maitrise/Master and Doctorat/PhD

reform, linked to the HEIs construction program, has triggered an acceleration of enrolment in degree fields and streams, as follows:

- For Bachelor, from 170,000 in 2007 to 780,000 in 2014.
- For Master, from 3,250 in 2007 (year of its creation by degree) to 287,000 in 2014.
- For PhD, 13,000 in 2014 when there was no doctoral student in 2007.

At the same time, ECTS system has been adopted with requirements of 180 ECTS for Bachelor (3 years) and 120 for Master (2 years).

Given this reform, the Ministry of Higher Education and Scientific Research (MESRS) has developed bridging modalities, enabling non-university HEIs to adopt the LMD system progressively while graduates from these HEIs were allowed to enter LMD-equipped HEIs.

Through this development HE system has endeavoured, not only to homogenize the profiles and characteristics of its various categories of HEIs (Universities, “Grandes Ecoles”, Institutes, ENS, etc.) but at the same time to specialize them in order to get closer to the labour market. This has been done through increasing the number of of internship ECTS in the Bachelors’ and Masters’ curricula and also through the creation of Institutes of Technology (IT) responding, through its bachelor and master degrees, to the requirements of surrounding economic sectors (agroindustry, communications, energy, etc.).

In order to reinforce the closeness between HEIs and business, the MESRS has implemented, within the HEIs or next to them, labour market-oriented mechanisms/agencies, in particular:

- Liaison Offices between universities and enterprises (*“Bureau de Liaison Entreprises-Université” - BLEU*) in each university,
- One pilot *Career Centres* in Constantine and one *Observatory of the graduates’ insertion* in the USTHB University in Algiers.

The present case study is the Programme d’Appui à la Politique Sectorielle de l’Enseignement Supérieur et la Recherche Scientifique (*PAPS/ESRS*)². In this framework and in conformity with the strategic objectives decided by the Algerian Government for the development of the ESRS, the above programme concentrates on the following expected results:

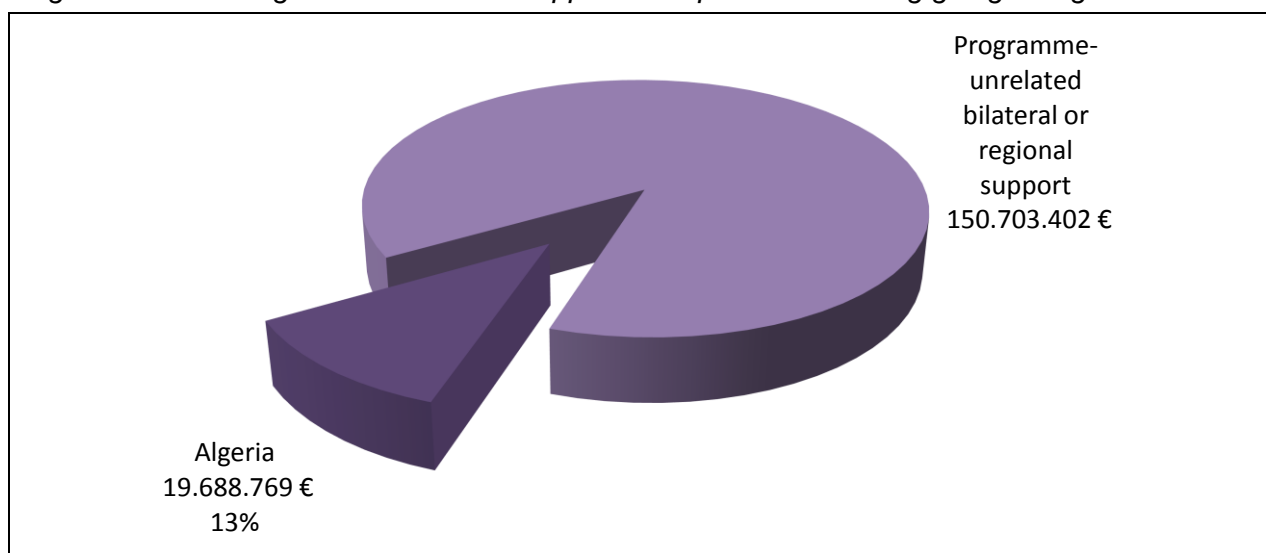
- R1: The Structural, Institutional and Qualitative Support Plan has been drafted;
- R2: Support to the implementation of an Integrated Information System (SII), geared towards the objectives of HE reform is delivered;
- R3: Human Resources capacities are enhanced;
- R4: Doctoral School is supported;
- R5: HE educational offer is diversified and new promising streams are designed and implemented;
- R6: The university/enterprises rapprochement and the training/employment matching are enhanced.

2.2 Overview of financial support

- During the evaluation period, a total of 150.70 million EUR was contracted for bilateral or regional support which was *not* related to any of the major higher education programmes.
- Out of all programme-unrelated support, Algeria received a total of 19.69 million EUR, which represents 13% of all programme-unrelated support.
- The majority of the support to Algeria (99%) was directed at the “Programme d’appui à la réforme de l’enseignement supérieur et de la recherche scientifique”.
- By the time of completion of the inventory, a total of 5.39 million EUR of the above-mentioned amount (27%) was already paid out.
- The support to Algeria was mainly contracted in 2011 (23%) and 2013 (76%).
- The support to Algeria was entirely financed by the ENP instrument.

² Support Program to the Sector Policy in Higher Education and Scientific Research

Figure 2 Programme-unrelated support – Proportion of funding going to Algeria



Source: CRIS & EACEA database, Particip analysis

3 Overview of case study selection

The *Algeria* country case study has been selected for the following reasons:

- Regional and sub-regional representation: the case illustrate specific context of the ENP South region.
- Amount of aid: *Algeria* is one of the top recipient countries of EU financial contributions in the area of higher education in the ENP South region.

Based on the above, the following interventions in *Algeria* will be analysed more in-depth:

Table 1 Country case studies bilateral support – selection of projects per case study

| Country | Decision/contract title | Implementation period | Contract or channel type | EU contribution € | Focus of case study | | | | | | | | | |
|---------|--|-----------------------|----------------------------|--|---------------------|------|------|------|------|------|------|------|------|---|
| | | | | | EQ 1 | EQ 2 | EQ 3 | EQ 4 | EQ 5 | EQ 6 | EQ 7 | EQ 8 | EQ 9 | |
| Algeria | <p>Programme d'appui à la réforme de l'enseignement supérieur et de la recherche scientifique</p> <p>MS1-Assistance technique pour l'appui à la réforme et à la modernisation du secteur de l'enseignement supérieur et de la recherche scientifique</p> <p>MS2-Mise en place d'un système d'information intégré (SII) axé sur les objectifs de la réforme du secteur de l'enseignement supérieur et de la recherche scientifique, Alger</p> <p>MS3-Assistance technique pour le renforcement des capacités des enseignants et des gestionnaires du secteur de l'enseignement supérieur et de la recherche scientifique</p> <p>MF1- Acquisition et installation des équipements nécessaires à la réalisation de trois plateformes technologiques opérationnelles au profit du secteur de l'enseignement supérieur et de la recherche scientifique</p> <p>MF2 Acquisition et installation d'équipements nécessaires à la réalisation de 4 centres de calcul au profit du secteur de l'enseignement supérieur et de la recherche scientifique, Alger</p> <p>MF 1 lot 1</p> <p>Devis programme de croisière n°1</p> <p>Devis programme de démarrage</p> <p>Recrutement de l'Unité d'Appui et de l'Assistance Technique ad-hoc pour le programme d'appui à la politique sectorielle de l'Enseignement supérieur et de la recherche scientifique</p> | 08/2011 – 06/2015 | Private sector/ Government | 21,500,000 (EU) 19,427,592 (Government) | | ✓ | ✓ | | | | ✓ | | ✓ | ✓ |

Source: CRIS and Particip analysis (2016)

4 Information matrix

4.1 EQ 1 on relevance

Not a case study focus

4.2 EQ 2 on alignment

4.2.1 JC 21 Responsiveness of EU support to HE, in its design and implementation, to the partner country's and regional priorities

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| Partner country's HE policies are reflected in the conception of the EU support to HE | The reviewed documentation shows evidence that the Programme d'appui à la réforme de l'enseignement supérieur et de la recherche scientifique (<i>PAPS/ESRS</i>) is aligned to the two key policies of the Partner Country (PC) Algeria: to implement in the universities and extend to all HEIs both the LMD system and the enhancement of the graduates' employability by closing the gap between the HEI and the enterprises. These two key components of the EU Bologna process are clearly reflected in the EU support to the HE system. (Monitoring Report, 2013) |
| Joint (government and other development partners) field missions and shared analytical work in contrast to donor specific ones | Not a case study focus |
| EU commitments mirror the period of national development strategies in HE ³ | By organizing its commitments through budget estimates which reflect (and adjust to) the pace of HE reforms and development strategies, EU commitments are adjusted to the rythm of national reform strategy. Nevertheless, some delays occurred in the delivery of research and training equipment which slightly put this harmonized process at risk. (Fiche de Suivi/Monitoring Fiche, 2013) |
| Bilateral co-operation in HE with a specific partner country was based on the respective country strategy | Since 2004, the Algerian MESRS has adopted a double strategy for the development of its HEIs: " <i>Train useful</i> " and " <i>Life Long Training</i> ". This strategy responded to the objectives of (i) meeting the needs of a Knowledge economy and (ii) satisfying the requirements of the multi-sectorial national development. The EU <i>PAPS/ESRS</i> has been organized according to these two objectives, as described in its Financing Agreement. |
| Partner countries contribute to bilateral co-operation with funding and provide institutional support to carry out joint programmes and/or action plans | The Algerian government, through its MESRS, is contributing to the program with a EUR 19,427,592 funding and has appointed a Project Manager (Directeur du Program-DP) for institutional support, in order to co-manage the program with the UAP (PMU) recruited by the EU. |

³ The Accra Agenda for Action stipulates that the division of labour between donors and development partners should observe commitments on predictability to be effective.

Overall JC assessment with main achievements of the EU support and main lessons learnt

The EU-funded support to Algerian HE is **relatively relevant to the national policy and has adjusted its inputs to the rhythm of the changes in the HE system**. It follows closely the progressive reforms introduced by the Algerian authorities in order to cope with the growing social demand and the changing trends in the labour market. The co-management modality adopted by this program is also in line with the EU HE policy and “backbone” strategy.

4.2.2 JC 22 EU support to HE is based on partner countries’ national development strategies, institutions and procedures

Evidence at Indicator level

| Indicators | Evidence |
|---|---|
| Percentage of overall EU support that is linked to explicit priorities in the Poverty Reduction Strategy Paper | Aspect not covered by EU support |
| Partner country’s national development strategy papers in HE include (or mention) the EU support as complementary actions | Algerian HE development strategy (2004-20140) includes and lists on its web portal EU support (<i>PAPS/ESRS</i> and Erasmus Mundus) as the main complementary actions next to the PROFAS scholarship program. This is demonstrated by the brochure on <i>Higher Education in Algeria</i> , published by the General Directorate for Higher Education and Training – MESRS/DGEFS (MESRS/DGEFS, 2008) |
| Percentage of overall HE support that is provided as budget support | None, since EU HE support is delivered according to the project modality (based on program estimates) and not on budget support modality |
| Percentage of EU HE support that uses partner country procurement systems | None, since all procurement are performed according to EU procurement system |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Algerian official publications and public documents and information about its national development policy list **EU support as part of its resources for development of all sectors** including public HE. EU support programme is **fully based on and integrated in the national development strategies, institutions and procedures**.

4.3 EQ 3 on management, learning, teaching and research

4.3.1 JC 31 Improved management practices

Evidence at Indicator level

| Indicators | Evidence |
|--|---|
| HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff | All HEIs respond to the Algerian policy of Higher Education (HE) set by the Law No 99-05 of 04/04.1999, later modified by the Law No 08-06 dated 23/02/2008. They also respond to the Algerian policy of Scientific Research (SR) set by the Law No 08-06 dated 30/12/2015. At the same time the Executive Decree (ED), dated 23/08/2003, modified by ED No23/09/2006 sets the missions, goals and objectives of the HEIs (Ref. Directorate of Legal Studies and the Archives - DAJA). |

| Indicators | Evidence |
|--|---|
| | All legal texts are in the public domain and the MESRS has a Q&A portal to answer all queries of the HEIs staff and students. |
| Internal guidelines, rules and procedures to ensure compliance with HE policies are in place and regularly updated | Available documentation shows evidence that EDs have set internal guidelines for the HEIs in order to comply with HE policies set by the Laws No 99-05 and Law 08-06 |
| A performance monitoring and assessment system is in place, with adequate resourcing | The program has been monitored by 34 Objectively Verifiable Indicators (OVI); the <i>Unite d'Appui au Programme</i> (UAP/PIU) being in charge of gathering and processing relevant data. Resourcing was not an issue; what has been more an obstacle was capacity of the steering and control committees or boards to meet on time and perform their M&E functions. Evidence of this obstacle has been provided by the monitoring fiche. (Fiche de Suivi/Monitoring Fiche, 2013) |
| Application of Bologna process management guidelines to HEIs | The program was built upon a national HE reform policy aiming at adopting the key components of the Bologna process (Financing Agreement, PAPS/ESRS, 2009) |

Overall JC assessment with main achievements of the EU support and main lessons learnt

HEIs are managed according to a set of laws, permanently updated, and decrees which aim at continuously enhancing the management procedures and practices of the HEIs. By its close coordination with these modernisation dynamics, the EU-funded support programme is contributing to it, promoting Bologna process components and training HEIs and MESRS staff for the understanding and use of the related management instruments and tools (M&E, applications of HE guidelines, rules and procedures provided by the MESRS)

4.3.2 JC 32 - Improved quality of teaching and learning

Evidence at Indicator level

| Indicators | Evidence |
|--|--|
| Evidence of efficient M&E instruments for continuous assessment of quality teaching | Aspect not covered by the EU support |
| Alternative and flexible learning pathways (including e-learning) offered to undergraduate and graduate students | Documentation shows evidence that one of the six core objectives of the programme i.e. " <i>MS3-Assistance technique pour le renforcement des capacités des enseignants et des gestionnaires du secteur de l'enseignement supérieur et de la recherche scientifique</i> " ⁴ focuses on: <ul style="list-style-type: none"> • <i>Support to development of a reference table Innovative pedagogical practices and development of ICTs in and out of the classroom</i> • <i>Support to the development and enhancement of Centers for pedagogical resources and ICTs</i> • <i>Support to Capacity building of teachers in the area innovative pedagogical practices and use of ICTs</i>". (Financing Agreement, PAPS/ESRS, 2009) |

⁴ Technical Assistance for building/enhancing the capacity of teachers and managers of Higher Education (HE) and Scientific Research (SR) Sector

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Evidence of increase in number and academic value of degrees achieved by 1st and 2nd cycle students | Since the project is still at the development stage (tendering and/or delivering pedagogical and research equipment, capacity building of HE personnel in process, etc.) and no new degrees have been operational yet, there is no evidence yet of “ <i>increase in number and academic value</i> ”. |
| Application of Bologna process guidelines to HEIs teaching and learning organisation, modalities and practices | The whole project has been designed as an instrument to assist the MESRS in accelerating and fine tuning the adjustment of the HEIs to the Bologna process structure. The Algerian HE system indeed is still halfway of completing it all. The Tempus publication (2013) lists the following results at this stage: <ul style="list-style-type: none"> • LMD Yes • ECTS: legislation introduced, 75% of HEIs use it for transfer & accumulation purposes • Diploma Supplement (DS): gradually introduced • NQF: Not yet • NQA System: Almost fully completed • Recognition of Qualifications: No ratification of Lisbon Convention; Recognition of foreign degree processed by the “Commission Nationale des Equivalences” |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Although it is too early to assess any significant improvement in the teaching/learning process and practices as a consequence of EU support to HE, there is already evidence that the ***programme contributes to the introduction of innovative learning pathways such as e-learning***. In addition, pedagogical ***components of the Bologna process are promoted*** by the programme through training directed towards teachers and pedagogical advisers. Finally, the ***EU supported programme is following closely the HE reform guidelines*** emitted by the MESRS

4.3.3 JC 33 - Enhanced institutional and human capacity and conditions for academic research

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Evidence for adequate resources allocation (equipment and academic/ technical staff) to undertake relevant research | At mid-term (2015), the project has awarded two contracts of equipment: “...(MF): one, MF1 « PT »- for technological platforms ...and t MF2 « SII » for Computation centres for a total of EUR 3.900.159, i.e. 20% of the project budget. These contracts have been signed hastily just before the deadline (June 2013) and all equipment have not been delivered yet”. (Monitoring report, PAPS/ESRS, 2013). |
| Increased number of research outputs and outcomes produced by research-active academic staff of partner countries HEIs | No evidence in project documentation |
| Evidence of national and international recognition of improved research capacities of partner countries HEIs | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The EU-funded program has allocated substantial resources for research equipment. However, there is no evidence yet of any verifiable progress and achievement in this respect.

4.4 EQ 4 on reform of HE policy

Not a case study focus

4.5 EQ 5 on inclusiveness

Not a case study focus

4.6 EQ 6 on responsiveness to labour market needs and brain circulation

4.6.1 JC 61 - Strengthened institutional set-up in the HEIs to respond to labour market needs in specific professional qualifications

Evidence at Indicator level

| Indicators | Evidence |
|---|---|
| Evidence for follow up of labour market trends by HEIs ad hoc set-up | There is not yet evidence of achievements on this indicator. In particular no mechanism has been set up yet to survey and follow-up labour market trends; with for example the setting up of an “observatory of employment” and/or of a Labour Market Information System (LMIS) |
| Evidence for exchange between employers and HEIs on teaching/learning process and outcomes | So far only three universities have set up a liaison office between universities and enterprises (“Bureau de Liaison Entreprises Université” - BLEU), which were implemented before the launch of <i>PAPS/ESRS</i> . Yet, there is evidence that <i>PAPS/ESRS</i> is currently taking advantage of such mechanisms (from activities programmed within the result R6 “ <i>The university/enterprises rapprochement and the training/employment matching are enhanced</i> ”) to develop more liaison offices and trigger/enhance exchanges with employers. |
| Existence of mechanisms to reflect labour market needs in degree programmes and related curricula | Same observation as above so far. Nevertheless, it should be mentioned that the EU-funded support programme to matching between training-employment-qualifications (<i>AFEQ</i>) (implemented under UNICEF indirect management, starting in 2015) is aligned with results 5 and 6 of <i>PAPS/ESRS</i> (development of HEIs partnership with enterprises and development of professionalizing training streams and specialties). In particular, <i>AFEQ</i> will capitalize on <i>PAPS/ESRS</i> results (outcomes) and will in priority aim at enhancing/reinforcing the most active bureaux universités-entreprises ⁵ of <i>PAPS/ESRS</i> . |
| Existence of mechanisms for interchange between universities and public and private sector production- and services-providing organisations | The documentation shows evidence of efforts (especially under R 6) to improve interchange between HEIs and business, in particular by : <ul style="list-style-type: none"> • Establishing liaison offices between universities and enterprises (<i>BLEU</i>) in each university, • From the lessons drawn from the existing career center in Menturi University, Constantine, developing similar centers in other HEIs, • Developing more « <i>Observatories of the graduates’ insertion in the Labour market from the experience gained from such an Observatory in USTHB University, Algiers</i> » |

⁵ Universities Entreprises Offices in the HEIs

| Indicators | Evidence |
|------------|-----------------|
| | (Colonna, 2013) |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The ***institutional set-up to respond to labour market needs in specific professional qualifications has been designed*** and Ministerial decrees have officially launched appropriate mechanisms and tools (BLEU, Career Centers, HEI-based observatories of graduate insertion in the labour market). But at present and in spite of EU-funded ***PAPS/ESRS*** institutional development and training inputs, they have been ***implemented only in a limited number of HEIs*** and thus do not equip the majority of Algerian HEIs with the necessary instruments to better respond to labour market needs.

4.6.2 JC 62 - Increased ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries

Evidence at Indicator level

| Indicators | Evidence |
|---|---|
| Institutionalised opportunities to students for gaining practical experiences (apprenticeships, internships) | The project documentation for <i>PAPS/ESRS</i> (most of them mid-term reports, monitoring reports and monitoring fiches) does not yet provide evidence of achievement under this indicator. Expected result <i>R6: Le rapprochement Universités/Entreprises et l'adéquation formation/emploi sont renforcés</i> ⁶ should indeed contribute to create and/or develop such opportunities but no evidence of its achievement has yet been found. |
| Evidence of relative match of HE learning outcomes with qualifications required by the labour market | No evidence in project documentation |
| Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange programmes compared to non-participants | Aspect not covered by EU support |

Overall JC assessment with main achievements of the EU support and main lessons learnt

There is no evidence that Algerian HE graduates have acquired an increased ability to find professional positions corresponding to their qualification levels. Further tracer studies might be necessary to assess this JC

4.6.3 JC 63 - Enhanced internationalisation of HEIs and individuals in partner countries

Evidence at Indicator level

| Indicators | Evidence |
|--|---|
| Number and scope of academic co-operation networks and links | No co-operation networks have been set up in the framework of this project. 27 <i>Tempus IV</i> projects have been performed over the evaluation period with a B score of performance; but no systematic linkage with these projects or co-operation with the <i>Tempus IV</i> -supported networks have been established by <i>PAPS/ESRS</i> . |
| Trends of postgraduate | Aspect not covered by EU support |

⁶ *The rapprochement of Universities and Entreprises and the matching Training/Employment are enhanced*

| <i>Indicators</i> | <i>Evidence</i> |
|--|----------------------------------|
| students returning to their home countries after their studies abroad | |
| Trends of exchange of academic personnel between HEIs at global and regional level | Aspect not covered by EU support |
| Trends in former grantees of partner countries having worked at EU HEIs | Aspect not covered by EU support |

Overall JC assessment with main achievements of the EU support and main lessons learnt

No evidence has been found that *PAPS/ESRS* had contributed so far to an enhanced internationalisation of HEIs and individuals.

From the project documentation available so far, it can be assumed that there are a **number of missed opportunities** in the sense that *PAPS/ESRS* could have assisted the partner country in **establishing sustainable linkages with operating academic co-operation networks** such as the ones generated/supported by *TEMPUS IV* projects.

4.7 EQ 7 on intra-regional harmonisation

Not a case study focus

4.8 EQ 8 on modalities and instruments

4.8.1 JC 81 - Responsiveness of the instruments and aid modalities to the national and regional context in partner countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| Aid delivery methods, instruments ⁷ and channels are selected based on a thorough analysis of partner country needs | The documentation shows evidence that the project has been designed according to the standard EU procedures and that the Identification Fiche reflected the analysis of Algeria's needs in socio-economic development and the contribution of HE to them (PAPS/ESRS, Action Document, 2011) |
| Evidence of qualifying justification of intervention levels (region vs. country-level) | Aspect not covered by EU support |
| Evidence that aid delivery methods used to support HE were adapted to changing environments where relevant (e.g. geopolitical or socio-economic evolutions) | Project Reporting and ROM reports provide evidence that the aid delivery method used has not built the expected capability of Algerian HEIs to adjust to the evolution of HE environment e.g. <ul style="list-style-type: none"> • The implementation of Bologna process features, in particular LMD, generated some resistance among faculty members and the project experts could not exert any influence to cope with this challenge. • The duality between the project director (National) and the UAP |

⁷ The instruments include: The European Development Fund (EDF), The Development Co-operation Instrument – thematic and geographic components (DCI), and The European Neighbourhood and Partnership Instrument (ENPI).

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| | (international) (with sometimes overlapping roles and functions) did not contribute to foster the adaptation capacity to the beneficiary HEIs. |
| Evidence that the aid delivery methods and channels used have efficiently contributed to ownership of HE by national stakeholders | Ownership of HE by national stakeholders is undisputable, since they are all public institutions. However, although UAP proved to be efficient enough in its management of the project, the above mentioned overlap with the project director did not facilitate ownership. |

Overall JC assessment with main achievements of the EC support and main lessons learnt

The instruments and aid modalities selected for the implementation of *PAPS/ESRS* have **proved to be efficient to some extent**. However, it should be noted that operational issues with regard to the management of the programme put some strain on the implementation.

4.8.2 JC 82 - Mutual understanding of European and Partner Countries' HE promoted

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Evidence of a better understanding of European standards and tools (EQF, Tuning, ECTS, the Diploma Supplement, the National Academic Recognition Information Centre (NARIC) network) | By its rationale and management, <i>PAPS/ESRS</i> has proved to be a vehicle of the most significant features of European standards and tools for HE development and management in Algeria. Among the most visible achieved outcomes, LMD and ECTS systems adopted by all Algerian HEIs and diploma supplement, adopted by 40% of Algerian HEIs should be mentioned. (Colonna, 2013) |
| Enhanced use of European instruments (as mentioned above) and their recognition as global standards | The recognition of European instruments as global standards has been the most visible outcome of <i>PAPS/ESRS</i> according to the project documentation (e.g. monitoring reports and fiches). |

Overall JC assessment with main achievements of the EC support and main lessons learnt

Mutual understanding of European and Algerian HE system has certainly been promoted through *PAPS/ESRS* support. However, this enhanced, not so much by the project contribution to the flows of exchanges between HEIs and academics of both sides of the Mediterranean (already quite developed for historical proximity and cultural symbiosis reasons); but through the adoption of European standards (concretely Bologna process features) which the project has promoted.

4.8.3 JC 83 - EU support has been delivered in a timely fashion, minimising costs for all parties involved

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Disbursement rates by financing modalities and channel | No evidence in project documentation |
| Frequency of delays in implemented | Frequent delays were experienced by the project due to: <ul style="list-style-type: none"> • Equipment procurement, |

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| interventions related to HE | <ul style="list-style-type: none"> (To a lesser extent) Recruitment and/or changes of experts (PAPS/ESRS 8 – 2nd and 3rd monitoring missions, 2013) |
| Evidence that the implementing HEI and other stakeholders' capacity and experience were adequate to achieve the objectives of the support | No evidence in project documentation |
| Evidence of synergies between the different EU financial instruments used in the area of HE | No evidence in project documentation Such synergies indeed might have been found between the project and <i>TEMPUS IV/Erasmus+</i> thematic programs but no specific study was done on the subject. |

Overall JC assessment with main achievements of the EC support and main lessons learnt

EU support to the Algerian HE system - via *PAPS/ESRS* programme - has been delivered in a rather **timely fashion**, as far as international and national expertise was concerned. However, **regarding procurement** of laboratory and research equipment the programme **was less efficient**.

4.9 EQ 9 on coherence and synergies

4.9.1 JC 9.1 Coherence of DEVCO-financed HE support with relevant EU policies and strategies

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--------------------------------------|
| Design of DEVCO-financed HE support cross-refers to policies and strategies lead by DG RTD and DG EAC | No evidence in project documentation |
| In implementation of their support to HE, DG DEVCO, DG RTD and DG EAC identified and avoided potential duplication and conflicts | No evidence in project documentation |

Overall JC assessment with main achievements of the EC support and main lessons learnt

No evidence in project documentation

4.9.2 JC 9.2 DEVCO-financed programmes are mutually reinforcing

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| Evidence for cross-references between and among the regional/global programmes related to HE (Erasmus Mundus, | The Financing Agreement (FA) of <i>PAPS/ESRS</i> mentions the regional/global programmes related to HE: The joint Declaration of Paris summit for Mediterranean area (July 2008) stated: "...HE has been identified as a priority for creating a Euro-Mediterranean space of Higher Education and scientific |

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Intra-ACP Academic Mobility Scheme <i>TEMPUS</i> , ALFA III, EDULINK and AU Support Programme 2) | <i>Research, using possibilities offered by the thematic programs of co-operation (TEMPUS, Erasmus +)...</i> " (Joint Declaration of Paris summit for Mediterranean area, July 2008). |
| Existence, at country level, of operational linkages among projects/programmes undertaken in the HE sector | Although no "club of donors" has been operating in the framework of <i>PAPS/ESRS</i> project, there is evidence that MESRS organized some linkages among projects/programmes funded by other donors (e.g. conceptual and operational capacity building workshops about LMD, HEI-enterprises linkages, joint design and testing of professionalizing streams, etc.). EU Member States were stakeholders of such linkages (Belgium, Spain, Italy, Portugal, Romania, Greece and France ⁸) (Erasmus+, 2014). |
| Cross-references between regional / global and bilateral programming levels are present in programming documents | The Financing Agreement does not contain any specific cross-references between <i>TempusErasmus+</i> and <i>PAPS/ ESRS</i> project. The thematic programs are only mentioned in the FA as an EU instrument for developing co-operation. |

Overall JC assessment with main achievements of the EC support and main lessons learnt

DEVCO-financed programmes are mutually reinforcing through the interaction of thematic programmes (*Tempus IV* and *Erasmus Mundus*) with bilateral support programmes. Moreover, ***linkages have been established*** between DEVCO- financed programmes and Member States co-operation networks.

4.9.3 JC 9.3 Systematic efforts to create synergies and complementarity between support provided by the EU and the EU Member States

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Evidence of consultation with other donors (most notably EU MS) at the strategic and programming stages | Documentation shows evidence that MESRS organized consultations and joint seminars with EU Member States supporting HE development (Belgium, Spain, Italy, Portugal, Romania, Greece and France ⁹) (Erasmus+, 2014). |
| EU strategy, programming and programme documents refer to EU Member States' policies and support | No evidence in project documentation |
| Existence of joint programming of support to HE among EU and EU MS | No evidence in project documentation |

⁸ The *Joint Committee of evaluation and prospective of the Algerian-French Co-operation Agreements* fostered 59 agreements between Algerian and French HEIs on co-supervising of Doctoral thesis.

⁹ The *Joint Committee of evaluation and prospective of the Algerian-French Co-operation Agreements* fostered 59 agreements between Algerian and French HEIs on co-supervising of Doctoral thesis.

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Evidence that the EU has the necessary flexibility to adjust to EU MS approaches, when they lead mutual efforts to support HE | <i>PAPS/ESRS</i> is not a case through which EU could demonstrate its flexibility in adjusting to EU Member States approaches. Management of the project indeed was dual (and sometimes not fully harmonized) with a co-direction of the project between the Project Director and the UAP. |

Overall JC assessment with main achievements of the EC support and main lessons learnt

PAPS/ESRS has made systematic efforts to create synergies and complementarity between support to Algerian HE system and HE Institutions provided by the EU and by the EU Member States. Nevertheless these efforts, towards synergy and economies of scale, have been sometimes jeopardized by the co-direction (national & international) of the programme which was sometimes quite slow in reaching an agreement between them.

4.9.4 JC 9.4 EU plays an active role in co-ordination mechanisms with EU Member States in the field of HE

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--------------------------------------|
| Sharing of information and policy analysis on HE among EU and EU Member States at the level of partner countries (e.g. field missions and reviews) | No evidence in project documentation |
| Evidence of functioning co-ordination mechanisms related to HE (or incl. HE) between EU and MS in partner countries (incl. types, roles, participants, frequencies, chair, etc.) | No evidence in project documentation |
| Existence of joint financing and/or task division among EU and EU MS in partner country at implementation stage | No evidence in project documentation |
| Active role played by the EU in co-ordinating positions on HE in partner countries and regions | No evidence in project documentation |

Overall JC assessment with main achievements of the EC support and main lessons learnt

No evidence in project documentation

5 Annex

5.1 Annex 1: Detailed overview of projects

| Contract year | Contract Title | Contracted amount | Paid amount |
|--|--|--------------------------|--------------------|
| Decision title: | | | |
| Programme d'appui à la réforme de l'enseignement supérieur et de la recherche scientifique | | | |
| 2011 | Devis programme de démarrage | 42,960 € | 42,960 € |
| 2011 | Recrutement de l'Unité d'Appui et de l'Assistance Technique ad-hoc pour le programme d'appui à la politique sectorielle de l' Enseignement supérieur et de la recherche scientifique en Algérie | 4,389,273 € | 2,276,013 € |
| 2012 | Devis programme de croisière n°1 | 277,000 € | 133,500 € |
| 2013 | MF 1 lot 1 | 1,259,979 € | 503,992 € |
| 2013 | MF1 "Acquisition et installation des équipements nécessaires à la réalisation de trois plateformes technologiques opérationnelles au profit du secteur de l' enseignement supérieur et de la recherche scientifique" | 1,241,844 € | 496,737 € |
| 2013 | MF1 lot 2 (fournitures Enseignement supérieur) | 1,259,770 € | 503,908 € |
| 2013 | MF2 Acquisition et installation d' équipements nécessaires à la réalisation de 4 centres de calcul au profit du secteur de l'enseignement supérieur et de la recherche scientifique, Alger-Algérie. | 138,567 € | 55,427 € |
| 2013 | MS1-"Assistance technique pour l' appui à la réforme et à la modernisation du secteur de l' enseignement supérieur et de la recherche scientifique" | 4,837,200 € | 900,000 € |
| 2013 | MS2-Mise en place d'un système d'information intégré (SII) axé sur les objectifs de la réforme du secteur de l'enseignement supérieur et de la recherche scientifique, Alger- Algérie. | 3,595,000 € | 0 € |
| 2013 | MS3-Assistance technique pour le renforcement des capacités des enseignants et des gestionnaires du secteur de l' enseignement supérieur et de la recherche scientifique | 2,386,000 € | 477,200 € |
| Decision title: | | | |
| Programme d'appui à la mise en œuvre de l'Accord d'association (P3A II) | | | |
| 2013 | Formation de jeunes diplômés algériens de l'Institut Diplomatique et de Relations Internationales (IDRI) à une approche pratique de l'Union européenne. | 261,177 € | 0 € |
| Total | | 19,688,769 € | 5,389,737 € |

5.2 Annex 2: List of documents and main sources of information consulted

2nd and 3rd Monitoring missions, DEVCO, July 2013

Algerian National Priorities, Erasmus+ (2014-2015), National Infoday on Erasmus + International Dimension, 20/21 November 2014

EC TEMPUS, Higher Education in Algeria, TEMPUS publication, October 2010

Joint Declaration of Paris summit for Mediterranean area, July 2008

MESRS/DGEFS, Higher Education in Algeria, 2008

PAPS/ESRS, Action Document, Formulation phase, Algeria, 2011

PAPS/ESRS, Financing Agreement, December 2009

PAPS-ESRS, Silvia ENEA, ROM Monitoring report, May 2012

PAPS-ESRS, Juan Jose COLL, ROM Monitoring report, October 2013

PAPS-ESRS, Denise COLONNA D'ISTRIA OWEN, Summary sheet for conclusions, September 2013

PAPS/ESRS, Terms of Reference Program Support Unit & Technical Assistance, 2011

Desk phase case study – China

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List of acronyms and abbreviations

| | |
|-----------|--|
| ACP | African, Caribbean and Pacific Group of States |
| ADB | Asian Development Bank |
| ALFA | African, Caribbean and Pacific Group of States |
| CEOs | Chief Executive Officer |
| CESL | China-EU School of Law |
| CN | China |
| CNRS | Centre national de la recherche scientifique |
| CRE | Clean and Renewable Energy |
| CRIS | Common RELEX Information System |
| DCI | Development Co-operation Instrument |
| DEVCO | EU Commission's Directorate-General for Development Co-operation |
| DoA | Description of the Action |
| EC | European Commission |
| ECTS | European Credit Transfer and Accumulation System |
| EQ | Evaluation Question |
| EQF | European Qualifications Framework for Life Long Education |
| EU | European Union |
| FCAS | Fragile and Conflict-Affected Situations |
| HE | Higher Education |
| HEI | Higher Education Institution |
| HUST | Huazhong University of Science and Technology |
| ICARE | EU-China Institute for Clean and Renewable Energy |
| ICOPE | International Conference on Power Engineering |
| JC | Judgment Criterion |
| LF | Logframe |
| MDG | Millennium Development Goal |
| MoST | Chinese Ministry of Science & Technology |
| MR | Monitoring Report |
| MS | Member State |
| MTE | Mid-Term Evaluation |
| NARIC | National Academic Recognition Information Centre |
| ParisTech | Institut des Sciences et des Technologies de Paris |
| PhD | Doctor of Philosophy |
| TOT | Training of Trainers |
| VT | Vocational Training |

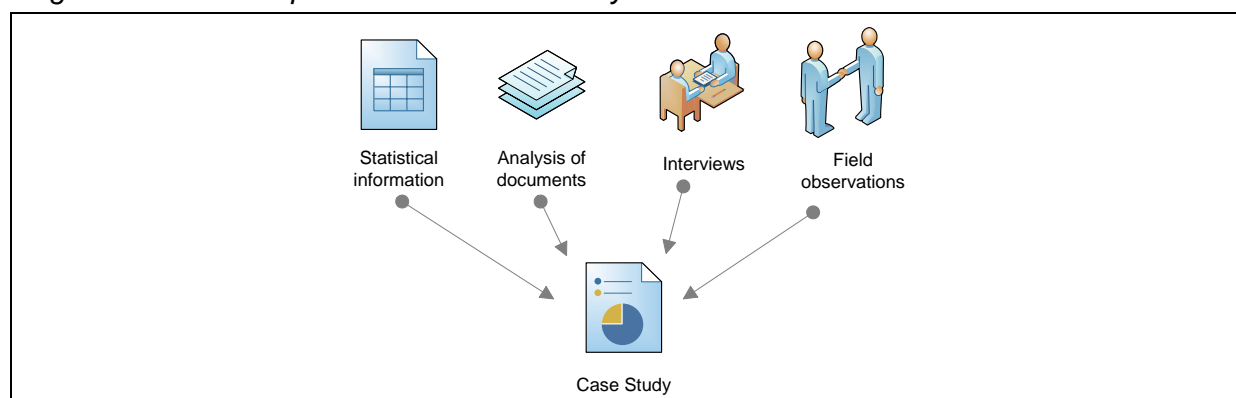
1 Introduction

As part of the desk phase of the Evaluation of the EU development co-operation support to higher education in partner countries, ten programme case studies and three bilateral country case studies have been selected as in-depth case studies. In line with the EU methodological guidelines, case studies allow a detailed examination of certain elements and should provide a picture of the EU support in different contexts.

The programme case studies are related to the major higher education programmes (ALFA, Tempus, Edulink, Intra-ACP, and Erasmus Mundus). Due to the large number of individual projects implemented within a programme, a number of projects have been selected for more in-depth analyses. The country case studies are related to bilateral support in the area of higher education. The case studies have the main focus on the bilateral support provided in a given country, but also assess the complementarity and coherence with the major higher education programmes taking place in this country.

The case studies include the analysis of various types of documents and statistical information, and for the case studies further investigated in the field will also include field observations and interviews with people directly involved in the programme.

Figure 1 Components of the case study



The outline of the case studies follows the structure of the evaluation matrix, to ensure a consistent and harmonised data collection approach. However, as projects implemented under major HE programmes cover a huge variety of different topics, not every project is relevant for all the evaluation questions. This tailored case study approach ensures that resources are spent in an efficient way.

2 Context of the EU support

2.1 Background

Since the adoption of the Open Door Policy in 1978, China has experienced by far the greatest reduction in poverty of any country in the world. However, while economic growth has delivered higher incomes and contributed significantly towards the attainment of global MDGs, this rapid growth has also resulted in considerable income and regional disparities as well as severe environmental degradation.

China continues to be open to and interested in European approaches in a wide range of sectors covered by sectoral dialogues. Though China no longer needs European funding for the investments needed for further social and economic development, Europe can greatly support China's poverty reduction and environmental improvements and other DCI goals, by providing technical assistance, know-how, sharing of best practices and relevant technologies. China is also showing increasing commitment to tackling its growing environmental, energy and climate change issues, but is still in need of assistance to formulate policies, implementation capacity and relevant technologies and solutions, because of China's own shortages of skills, especially in the environmental field. While human resources are generally well-developed in China, there are important gaps and

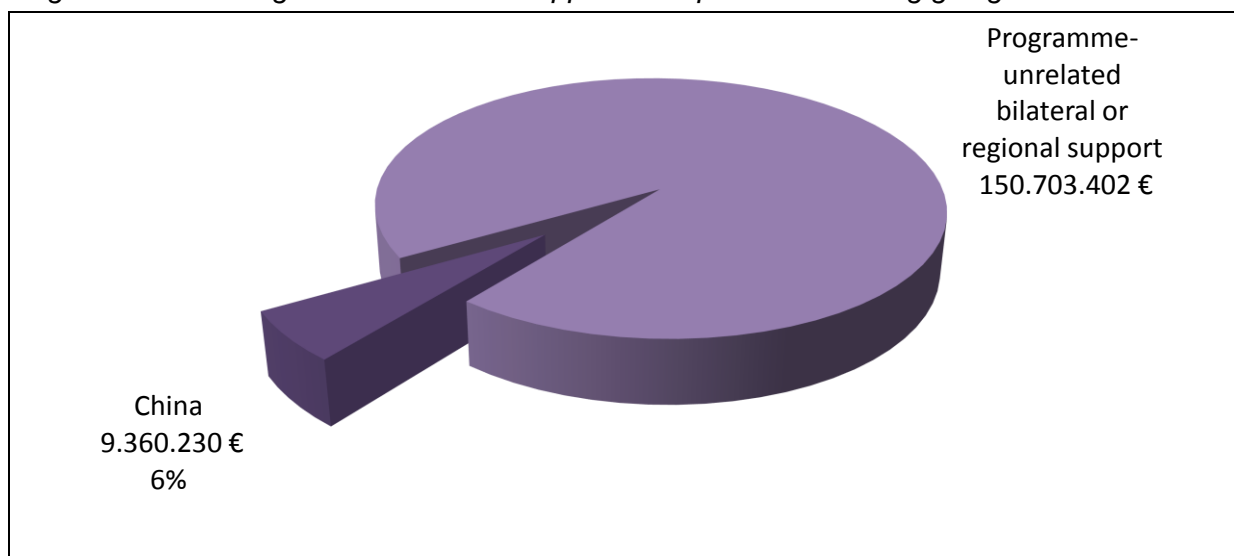
human resources are much less developed in poorer (typically western) regions and among minorities.

2.2 Overview of financial support

The following presents the key findings of the inventory with regard to the China Case Study:

- During the evaluation period, a total of 150.70 million EUR was contracted for bilateral or regional support which was *not* related to any of the major higher education programmes.
- Out of all programme-unrelated support, China received a total of 9.36 million EUR, which represents 6% of all programme-unrelated support.
- The support to China was entirely directed at the intervention “EU-China Institute for Clean and Renewable Energy (ICARE)”.
- By the time of completion of the inventory, a total of 3.80 million EUR of the above-mentioned amount (40%) was already paid out.
- The support to China was contracted in 2010 (100%).
- The support to China was entirely financed by the DCI instrument.

Figure 2 Programme-unrelated support – Proportion of funding going to China



Source: CRIS & EACEA database, Particip analysis

3 Overview of case study selection

The China country case study has been selected for the following reasons:

- Regional and sub-regional representation: the case illustrate specific context of the Asia region.
- Amount of aid: China is one of the top recipient countries of EU financial contributions in the area of higher education in the Asia region

EU-China Institute for Clean and Renewable Energy (ICARE) The ICARE aims to fill up the gap between the China's priority in battling against climate change by adopting clean and renewable energy and the lack of a critical mass of Chinese engineers in these new technologies.

Institute for Clean and Renewable Energies (ICARE): The overall objective of the project is to increase capacity for achieving China's energy policies, notably the ones focusing on renewable energy and energy efficiency. By doing so, it will support China in its efforts to shape a more sustainable, environment-friendly and efficient energy sector. The project purpose is to produce qualified professionals to fill the gap between the growing industry demand for specialised clean and/or renewable energy experts, and the skills currently available on the job market. The partners of the project are Huazhong University of Sciences

& Technologies, La Sapienza University, Zaragoza University, Northumbria University, National Technical University of Athens, University of Perpignan, International Office for Water, Wuhan University of Technology, Southeast University of Nanjing.

Based on the above, the following interventions in China will be analysed more in-depth:

Table 1 Country case studies bilateral support – selection of projects per case study

| Country | Decision//contract title | Impl period | Channel | EU contribution € | Focus of case study | | | | | | | | | |
|---------|--|-------------------|------------------------------------|-------------------|---------------------|------|------|------|------|------|------|------|------|---|
| | | | | | EQ 1 | EQ 2 | EQ 3 | EQ 4 | EQ 5 | EQ 6 | EQ 7 | EQ 8 | EQ 9 | |
| China | EU-China Institute for Clean and Renewable Energy (ICARE) // China-EU Institute for Clean and Renewable Energy (ICARE) at Huazhong University of Science and Technology | 07/2009 – 05/2015 | Universities & Research Institutes | 9,360,230 | | ✓ | ✓ | | | | ✓ | | ✓ | ✓ |

Source: CRIS and Particip analysis (2016)

4 Information matrix

4.1 EQ 1 on relevance

4.1.1 JC 11 Support to HE has been linked to EU commitments and development policies

Not a case study focus

4.1.2 JC 12 Support to HE has been linked to EU commitments and development policies

Evidence at Indicator level

| Indicators | Evidence |
|---|---|
| Evolution of specific references and consideration of HE in overall development policy documents related to co-operation with partner countries and regions | No evidence in project documentation |
| Design and implementation of EU support to HE reflect the specific needs of partner countries and regions at different levels of development | ICARE is explicitly and comprehensively targeted to China's development needs and priorities. According to the MTE of ICARE, 2013, the project is highly relevant to the needs and priorities of the Chinese beneficiaries to meet the increasing demand for high-quality professionals in the area of Clean and Renewable Energy (CRE). Due to the geographical proximity to potential supply and demand for CRE in Central and Western China, Wuhan was a good choice for the location of ICARE. As one of the prestigious engineering universities in China, Huazhong University of Science and Technology (HUST) is also a relevant institution to host ICARE. At the same time, as the MTE states, ICARE is also very relevant to the EU strategic partnership with China as the energy, particularly CRE, is one of the important EU dialogues with |

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| | China. Energy conservation and environmental protection are important to both EU and China. ICARE focuses on the education and training of CRE professionals for China and intends to strengthen the links of European and Chinese CRE professionals which are part of the people-to-people linkage of the EU strategy. |
| Programmes and projects in support of HE have flexibly responded to new and emerging needs in partner countries and regions | No evidence in project documentation |
| Support has targeted HE challenges in Fragile and Conflict-Affected Situations (FCAS) | Aspect not covered by the EU support |

Overall JC assessment with main achievements of the EU support and main lessons learnt

ICARE is **highly relevant to the needs and priorities of the Chinese beneficiaries** to meet the increasing demand for high-quality professionals in the area of Clean and Renewable Energy (CRE).

At the same time *ICARE* is also very **relevant to the EU strategic partnership with China** as the energy, particularly CRE, is one of the important EU dialogues with China. Energy conservation and environmental protection are important to both EU and China.

4.2 EQ 2 on alignment

4.2.1 JC 21 Responsiveness of EU support to HE, in its design and implementation, to the partner country's and regional priorities

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Partner country's HE policies are reflected in the conception of the EU support to HE | The MR 2012 for <i>ICARE</i> notes that the project is very relevant for China's strategies for energy saving and efficiency in the context of global climate change and for strengthening international exchange and co-operation in higher education . The intervention logic set out in the Financing Agreement is coherent and clear, but, according to the MR, this is not the case in the Description of the Action (DoA) and the Logframe (LF), where the overall objective is unnecessarily modified, the links between the levels of the intervention logic are not clear |
| Joint (government and other development partners) field missions and shared analytical work in contrast to donor specific ones | All project partners were involved in the elaboration of the project proposal under the aegis of ParisTech (PT) and considerable resources and time were devoted to putting the partnership and the management arrangements in place and building trust (MR 2012). |
| EU commitments mirror the period of national | The EU support under <i>ICARE</i> is well aligned with the demand for well-trained experts who will be able to contribute towards the |

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| development strategies in HE ¹ | <p>implementation of China's strategies in the sectors of energy efficiency and renewable energy.</p> <p>Overall, <i>ICARE</i> has the potential of enhancing CRE capacities in China through</p> <ul style="list-style-type: none"> • Meeting the demands for highly trained CRE experts; • Increasing the knowledge in China on clean and renewable energies through training, research and international co-operation, and • Improving the understanding of the practical applications of China's regulations on clean and renewable energy and energy efficiency. <p><i>ICARE is coherent with the CRE policy of the 12th Five Year Plan and long-term renewable energy and CO2-intensity goals until 2020 (MR 2013). However, there is no specific Chinese HE strategy which makes reference to national needs related to CRE.</i></p> |
| Bilateral co-operation in HE with a specific partner country was based on the respective country strategy | No evidence in project documentation |
| Partner countries contribute to bilateral co-operation with funding and provide institutional support to carry out joint programmes and/or action plans | <p>The Chinese beneficiaries have treated <i>ICARE</i> as an "own" institution since its establishment within HUST. The Chinese partners have expressed an interest to continue the ICARE operation after the EU funding ends. As a result, the commitment of the Chinese beneficiaries to ICARE is high. HUST has made about €2.8million in-kind contribution to ICARE on behalf of the Government of China between 2010 and 2013. It seems that the Chinese governments (both central and local) attach great importance to ICARE (MTE 2013). By contrast, as the MTE 2013 notes, "The European partners have treated ICARE more or less as another EU project. The commitment of the European partners to ICARE as the project is also high but it is not clear whether they wish to own ICARE after the EU project finishes."</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

ICARE is **highly relevant for China's strategies in the fields energy saving and efficiency** in the context of global climate change and for strengthening the country's international exchange and co-operation in higher education. The Chinese partners were prominently involved in the elaboration of the project proposal and there can be little doubt of the **high level of Chinese ownership of ICARE**. The Chinese partners have expressed an interest to continue the ICARE operation after the EU funding ends. As a result, the commitment of the Chinese beneficiaries to ICARE is high. HUST has made about €2.8 million in-kind contribution to ICARE on behalf of the Government of China between 2010 and 2013.

4.2.2 JC 22 EU support to HE is based on partner countries' national development strategies, institutions and procedures

Not a case study focus

¹ The Accra Agenda for Action stipulates that the division of labour between donors and development partners should observe commitments on predictability to be effective.

4.3 EQ 3 on management, learning, teaching and research

4.3.1 JC 31 Improved management practices

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff | No evidence in project documentation |
| Internal guidelines, rules and procedures to ensure compliance with HE policies are in place and regularly updated | No evidence in project documentation |
| A performance monitoring and assessment system is in place, with adequate resourcing | No evidence in project documentation |
| Application of Bologna process management guidelines to HEIs | <p>There is no evidence of the application of commonly and jointly agreed implementation procedures, let alone Bologna process management guidelines.</p> <p>Problems included:</p> <p>According to MR 2012: <i>“The EU team in Wuhan is still not complete. The position of the EU vocational training (VT) coordinator is still vacant and there is no provision for an EU assistant (admin and financial management) in Wuhan. This creates management difficulties, especially since there had been no induction of the CN partners to EC regulations and procedures. There is no overall plan of operations agreed with (or communicated to) the partners, and the EU and CN Co-Deans do not manage the project activities in a coordinated way. Activities are implemented serially, not in parallel, thus complementarity, economies of scale or exploitation of good practices are not possible. Implementation is slow, consisting mainly of the delivery of the Masters course. The EU and CN sides seem to follow their own agendas, priorities and plan.”</i></p> <p>MTE 2013 adds: <i>“ParisTech and HUST are not fully familiar with the EU grant contract rules and procedures. There are also some misunderstandings of the flexibility (or inflexibility) of the EU rules and procedures. As a result, the European and Chinese partners have encountered some difficulties in the implementation of ICARE activities until today. In effect, two separate European and Chinese teams are managing ICARE at the same time which has become counter-productive. The two teams are still in the process of building their mutual trust. There are many misunderstandings and communication problems. This situation has contributed to the loss of efficiency for the ICARE management. The key team members of ICARE should have clear job descriptions and know their reporting lines.”</i></p> <p>At least, as far as the recognition of study components is concerned, the MR 2012 stresses: <i>“for most European universities, the recognition process looks fairly straightforward</i></p> |

| Indicators | Evidence |
|------------|---|
| | <i>as they are often used to dealing with international mobility; it also seems to be relatively systematic for some Chinese universities which are using conversion tables”.</i> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Information on this JC is limited. Available documents referred to the **absence of commonly and jointly agreed implementation procedures**. There is no evidence of the application of Bologna process management guidelines.

According to the MTE 2013, *“In effect, two separate European and Chinese teams are managing ICARE at the same time which has become counter-productive. The two teams are still in the process of building their mutual trust. There are many misunderstandings and communication problems. This situation has contributed to the loss of efficiency for the ICARE management.”*

4.3.2 JC 32 - Improved quality of teaching and learning

Evidence at Indicator level

| Indicators | Evidence |
|--|---|
| Evidence of efficient M&E instruments for continuous assessment of quality teaching | No evidence in project documentation |
| Alternative and flexible learning pathways (including e-learning) offered to undergraduate and graduate students | No evidence in project documentation |
| Evidence of increase in number and academic value of degrees achieved by 1st and 2nd cycle students | No evidence in project documentation |
| Application of Bologna process guidelines to HEIs teaching and learning organisation, modalities and practices | There are two Master programmes run by <i>ICARE</i> . The two year Master of Engineering and the three year Master of Science. The regulations, which govern the Master structure, content, operation and requirements to get the double degree, are compliant with the European diploma. The change in the Master structure to concentrate European courses in one year and research activities during the second year, was supposed to be put in place in 2015, and will impose some changes in the Master regulation (Narrative Interim Report, Year 4, March 2015). |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The Master programmes - Master of Engineering Master of Science – are compliant with the European standards. Otherwise, evidence broadly related to this indicator is very limited. Only the MTE 2013 briefly comments on the quality of teaching but comes to mixed findings:

- On the one hand, *“The multi-cultural environment has broadened their horizons [of the Chinese students] and cultivated their international thinking. At the same time, the way of the teaching of the European professors has strengthened their communication capacity, particularly in English.”*
- On the other hand, *“ICARE students complained about the design and quality of teaching (however, based on their different educational backgrounds) as some faculty*

members were not well prepared and one ‘European’ Professor even taught in Chinese.”

As far as teaching is concerned, the evaluation recommends: “*The European and Chinese faculties may consider teaching some ICARE CRE courses together in order to transfer the CRE knowledge and teaching skills and eventually to ensure the sustainability of ICARE. The Chinese faculty members should start to teach some courses in English in order to maintain the English language environment. Eventually, ICARE may consider hiring some bilingual (English and Chinese) faculty members on a permanent basis.*”

4.3.3 JC 33 - Enhanced institutional and human capacity and conditions for academic research

| Indicators | Evidence |
|--|---|
| Evidence for adequate resources allocation (equipment and academic/ technical staff) to undertake relevant research | <p>The MTE 2013 of <i>ICARE</i> mentions the long-term plan to establish two research centres - an Energy Finance Research Centre and a Solar PV Research Centre. However, the report also notes shortcomings of the project’s Research Support Platforms:</p> <ul style="list-style-type: none"> • Communication problems to report to ParisTech/EU Delegation led to under-report the results of the component. • European professors do not stay long enough to make ties with ICARE students and faculty members. • The application for EU projects is seen as difficult. Hence, capacity building is required. |
| Increased number of research outputs and outcomes produced by research-active academic staff of partner countries HEIs | <p>There is no information available on the research outputs of academic staff but the Interim Narrative Report, Year 4, March 2015, mentions that <i>ICARE</i> students already contributed to five academic papers, including four Chinese papers and one international one. They also applied for five patents in 2014. 5-6 compilations of PhD theses were published in solar thermal, PV, biomass, energy efficiency, storage battery and wind energy.</p> <p>At least five papers were planned to be published before the end of 2015. A compilation of all the 2013 Master students’ contributions to International Conferences and Publications in International Reviews has been completed.</p> <p>According to the project website, “16 books and 14 publications from EU-Chinese research teams, will be submitted during the grant contract period” (http://www.ce-icare.eu/en/article/33/33-en-objectives)</p> |
| Evidence of national and international recognition of improved research capacities of partner countries HEIs | It is too early for such an assessment |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Adequate **resources allocation** (equipment and academic/ technical staff) is reported to be **hampered by communication problems** and the fact that **European professors do not stay long enough** to make ties with ICARE students and faculty members.

There is no information available on the research outputs of academic staff but an important outcome of *ICARE* is the research activeness of students who (until late 2015), contributed to five academic papers and applied for five patents. Furthermore 5-6 compilations of PhD theses were published in solar thermal, PV, biomass, energy efficiency, storage battery and wind energy. A compilation of all the 2013 Master students’ contributions to International Conferences and Publications in International Reviews was also completed.

4.4 EQ 4 on reform of HE policy

4.4.1 JC 41 - HE policies and strategies reflect national priorities

Not a case study focus

4.4.2 JC 42 - HE policies and strategies reflect international consensus on good practice

Not a case study focus

4.4.3 JC 43 - National HE institutional framework is equipped to implement national policies and strategies

Not a case study focus

4.5 EQ 5 on inclusiveness

4.5.1 JC 51 - Enhanced equitable access to HE for all groups of society

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| The % of beneficiaries of EU mobility programmes and projects, which have access for vulnerable or under-represented groups as an objective, who are identified as coming from those groups | Although <i>ICARE</i> is not a mobility programme (although it includes mobility elements) it is worth mentioning that the Action Fiche related to the China strand very much emphasises poverty eradication. This is duly reflected in the guidelines for applicants (call 35/08) where the involvement of HEIs from less developed provinces is very much encouraged (MR, 2011). However, the MR 2012 mentioned that the objectives of “ <i>strengthened employability and competitiveness in the field of renewable energies of women, minority groups and persons with limited economic means</i> ” had not been achieved: only 35% of the Masters students were female and 11% of the students were from West China. |
| The number of HEIs that have taken steps to increase access to vulnerable and/or under-represented groups | Aspect not covered the EU support |
| The number and scope of HE policy reforms and strategies that promote access to vulnerable or under-represented groups | Aspect not covered by the EU support |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Although *ICARE* is not a mobility programme (although it includes mobility elements) it is worth mentioning that the China strand of the project emphasises poverty eradication and the involvement of students from disadvantaged regions. However, by the end of 2012 only 11% of the students were from West China.

4.5.2 JC 52 - Equitable access to resources for HEIs, especially those suffering from former disadvantage

Not a case study focus

4.6 EQ 6 on responsiveness to labour market needs and brain circulation

4.6.1 JC 61 - Strengthened institutional set-up in the HEIs to respond to labour market needs in specific professional qualifications

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| Evidence for follow up of labour market trends by HEIs ad hoc set-up | The Interim Narrative Report, December 2012, mentions a number of new initiatives in response to labour market trends, such as identification and selection of trainers organisations, promotion campaign towards potential trainees and training programme sessions. |
| Evidence for exchange between employers and HEIs on teaching/learning process and outcomes | While there have been regular exchanges between ICARE (and partners) and employers, these interactions took place for the purpose of expanding internship/work experience opportunities but there is no evidence in the project documentation that these meetings included discussions about teaching/learning outcomes. |
| Existence of mechanisms to reflect labour market needs in degree programmes and related curricula | <p>The project has a strong focus on specific labour market needs and includes a broad range of vocational training elements:</p> <ul style="list-style-type: none"> • Four vocational training courses were held between 2012 and 2013 (with 56 trainees). In addition, one half-day seminar on Solar PV (with 62 participants) was conducted. • Four sessions on Photovoltaic systems were held in 2013 gathering 50 trainees and 3 sessions on energy efficiency in buildings in 2014 gathering 100 trainees. • The modules are provided on typical 2-3 days periods according to the industry needs. • Certificates of completion are awarded to trained people who succeed the examinations. • Generally, the vocational training courses are perceived by the trainees as good and potentially being a good platform for <i>ICARE</i> to contact companies in China. These companies may even be in a position to hire <i>ICARE</i> graduates. • Over time, the <i>ICARE</i> team got a better understanding of the process of conducting vocational training courses (MTE 2013; http://www.ce-icare.eu/en/article/29/29-en-general-information) <p>The key shortcomings of the vocational training are:</p> <ul style="list-style-type: none"> • HUST is mainly interested in academic education rather than vocational training. The goal of 1,000 trainees is unlikely to be reached by the vocational training centre in its current form. A goal of 500-600 can be reached instead, provided the customer base can be enlarged quickly enough through the market survey planned by <i>ICARE</i>. • Critical comments have been made by trainees and HUST: the expertise and experience of the VT trainers from Europe are too low to attract VT participants from China. Big Chinese companies expect large European companies to do the vocational training. The reputation of the vocational training has to be built and increased (MTE 2013). |
| Existence of mechanisms for interchange between universities and public and private sector | Visits and exchanges with important Chinese companies in the renewable energy sectors were conducted to survey their demands and inform them about the potential ICARE vocational training programme. |

| Indicators | Evidence |
|--|--|
| production- and services-providing organisations | The visited companies include the Guangdong Yuedian Group, the Energy Research Institute of Southern China Grid, the China National Electricity Group, The China Hantian Group, the China Electricity Council, Beijing Institute of Geo-exploration Technology, etc. (Interim Narrative Report, December 2012) |

Overall JC assessment with main achievements of the EU support and main lessons learnt

ICARE has a **strong vocational focus and is directly engages leading Chinese companies in its vocational dimension**. Several vocational training courses and industry seminars were held. Generally, the vocational training courses were perceived by the trainees as good and potentially being a good platform for ICARE to contact companies in China. These companies may even be in a position to hire ICARE graduates. Over time, the ICARE team developed a better understanding of the process of conducting vocational training courses. However, evaluators mentioned that HUST was **mainly interested in academic education rather than vocational training** and that the goal of 1,000 trainees was unlikely to be reached by the vocational training centre in its current form.

4.6.2 JC 62 - Increased ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries

Evidence at Indicator level

| Indicators | Evidence |
|--|---|
| Institutionalised opportunities to students for gaining practical experiences (apprenticeships, internships) | <p>The activities related to the vocational training programme were initially delayed or postponed until the creation of the ICARE institute. However, the promotion towards companies for potential trainees was made possible to anticipate the effective creation of the training centre and the start of training sessions (Interim Narrative Report, December 2011).</p> <ul style="list-style-type: none"> • Three training courses were designed and delivered by TRANSENERGIE, a French company contracted by ParisTech or by in-house experts (experts from CSPEDI, Rixin Company, Shanghai Solar Cell Development Centre as well as Prof. Li Bin from ICARE). In total, 44 Chinese energy engineers and technicians have been trained (Interim Narrative, September 2013.) • Some short training sessions were organized as well. In May 2013, about 60 entrepreneurs and CEOs from Xianning city attended a 4-hour training in ICARE on the topic “<i>IPV project development and investment opportunity</i>” and a delegation of the Hubei province's primary and secondary school principals (ca. 500 people) participated in the Advanced Training on New Energy & Energy Saving in ICARE. |
| Evidence of relative match of HE learning outcomes with qualifications required by the labour market | <p>With its Master's programme ICARE can be expected to deliver approximately 120 clean energy and renewable energy professionals per year to the job market: “<i>a new generation of energy professionals, highly intelligent, hard-working, motivated for clean energy, fluent in English and Chinese and with an open mindset formed intellectually by an exposure to a diverse multi-country group of top-level European and Chinese professors. They will be in big demand by: (i) research institutes (laboratories); (ii) Chinese companies wanting to expand in China and in Europe; and by (iii) European companies wanting to develop their business in China. This is a good basis for developing a sustainable commercial business model for ICARE.</i>” (MR 2011): “<i>Being the home of the national laboratory</i>”</p> |

| Indicators | Evidence |
|--|---|
| | <p>on optoelectronics and the key laboratory of coal combustion, HUST provides a top location for accessing Chinese top talent in research and engineering” (MR 2011).</p> <p>However, the MTE 2013 cautions, “the short-term/medium impact of ICARE on the production of qualified clean and renewable energy experts in China is limited. If the number of ICARE graduates and trainees increase substantially, there will be considerable potential long-term impact on China through the improvement of the quality of clean and renewable energy experts in China, positive influence the implementation of clean and renewable energy policy in China through ICARE graduates who can act as multipliers/ambassadors of clean and renewable energies. If a “training of the trainers” (TOT) approach is adopted for VT, the impact of this activity could be much higher through the multiplier effect.”</p> |
| <p>Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange programmes compared to non-participants</p> | <p>The Interim Narrative Report Year 3, September 2013 states that “by the end of Year 3, all students found their jobs. The first batch of ICARE graduates was warmly welcomed by the job market. Generally speaking, they are outstanding with their fluent English, international horizon and good communicative skills. They are confident in the job hunting and have a high expectation in their career.”</p> <p>The MTE 2013 confirm, “ICARE students have a comparative advantage over other students in HUST (more theoretical knowledge, English language environment, and double degrees). Albeit the delays in accreditations, HUST took some risks to take in 39 students in 2010, of which 38 graduated in 2013. By the end of 2013, there will be 247 students enrolled in ICARE.”</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

All evidence points in the direction of **ICARE students having excellent job prospects** after graduation due to their expensive theoretical knowledge, vocational training, English language skills and double degrees (Masters in Science and Engineering).

4.6.3 JC 63 - Enhanced internationalisation of HEIs and individuals in partner countries

Evidence at Indicator level

| Indicators | Evidence |
|---|---|
| <p>Number and scope of academic co-operation networks and links</p> | <p>ICARE is co-managed by deans in the EU and China. In 2012, the research platform was launched and first collaborations were established between EU and Chinese universities and researchers (MR 2012). The Research centre and part of the ICARE team in Wuhan organised meetings and events to promote common application for international co-operation projects. Activities implemented during the second project year (2012) included a co-operation of several HUST’s professors with three other European teams from PT, Zaragoza and CNRS to apply for the international call for projects in solar-thermal utilization from the Chinese Ministry of S&T (MOST). Other activities to enhance activities to promote communication between European and Chinese professors in the frame of the research platform included meetings, visits of labs and other research platforms (Interim Narrative Report, Year 2, December 2012).</p> |

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| | <p>An important feature of <i>ICARE</i> is the provision of opportunities for student's supervisors travelling between Europe and China and co-operating with European universities in order to get more exposure to the European environment and enhance the links between ICARE and the European universities (Interim Narrative Report, Year 3, September 2013).</p> <p>In October 2013, ICARE staff participated in the organisation of the International Conference on Power Engineering-2013 (ICOPE 2013) in Wuhan. More than 300 energy experts, scholars and entrepreneurs from countries and regions including the United States, Japan, the EU, Australia, South Africa, Thailand, Nigeria, the United Arab Emirates and China were attending the three-day academic conference on the world's energy problems.</p> <p>Many contributions were made by ICARE European and Chinese professors as well as students presenting their master research topics (Interim Narrative Report, Year 4, March 2015).</p> <p>The MTE 2013 mentions, "As for the impact on the EU-China co-operation in the area of clean and renewable energy, ICARE enhances existing links between European and Chinese top researchers and students through joint CRE activities. Through the affiliation of ICARE graduates with the ParisTech alumni network, the graduates are integrated into a large network of CRE practitioners in France and EU."</p> |
| Trends of postgraduate students returning to their home countries after their studies abroad | Aspect not covered by the EU support |
| Trends of exchange of academic personnel between HEIs at global and regional level | The MTE 2013 mentions considerable achievements concerning the exchange of academic personnel and PhD students (visiting trips, international co-operation projects, internships at HUST etc.). Those achievements, however, were not properly communicated to ParisTech and finally to the EU Delegation. |
| Trends in former grantees of partner countries having worked at EU HEIs | Aspect not covered by the EU support |

Overall JC assessment with main achievements of the EU support and main lessons learnt

There is evidence of **regular exchanges and ample opportunity** for collaborative research and contribution to international conferences for academic staff and PhD students. The institutional set up of *ICARE* guarantees **regular exchanges** and has substantially contributed to the internationalisation of HUST.

4.7 EQ 7 on intra-regional harmonisation

4.7.1 JC 71 - Strengthened inclusive regional co-operation on harmonisation

Aspect not covered by the EU support

4.7.2 JC 72 - Advanced standardisation of HE at regional level

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Number and scope of partnerships among HEIs at regional level | Aspect not covered by the EU support |
| Number and scope of agreements on mutual recognition of qualifications | Aspect not covered by the EU support |
| Joint or collaborative degree programmes established | <i>ICARE</i> awards a double degree: “The students earning the prescribed credits, successfully passing the examinations, presenting their internship project (oral and written), and passing the thesis defence according to defined modalities, are awarded a double degree both from HUST and ParisTech.” (http://www.master-clean-renewable-energy.eu/en/article/43/43-en-general-information) Initially planned for late 2011, the accreditation of the degree by Chinese Ministry of Higher Education was finally granted in March 2012 (Interim Narrative Report, December 2012) |
| Strategic partnerships with a balanced involvement of business and HE established | The involvement of industry in the vocational part of the degree programme is well-established and central to <i>ICARE</i> . See JC 62 |

Overall JC assessment with main achievements of the EC support and main lessons learnt

The *ICARE* Master leads to a double degree awarded both from HUST and ParisTech. There is strong involvement of business in the programme.

4.8 EQ 8 on modalities and instruments

4.8.1 JC 81 - Responsiveness of the instruments and aid modalities to the national and regional context in partner countries

Not applicable to the case

4.8.2 JC 82 - Mutual understanding of European and Partner Countries' HE promoted

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--------------------------------------|
| Evidence of a better understanding of European standards and tools (EQF, Tuning, ECTS, the Diploma Supplement, the National Academic Recognition Information Centre (NARIC) network) | Aspect not covered by the EU support |
| Enhanced use of European instruments (as mentioned above) and their recognition as | Aspect not covered by the EU support |

| | |
|------------------|--|
| global standards | |
|------------------|--|

Overall JC assessment with main achievements of the EC support and main lessons learnt

This is not is central issue for *ICARE* as a bilateral, jointly-managed double degree programme to which European standards and tools fully apply. However, the MTE 2013 voices some concerns regarding visibility: “*ICARE* visibility needs to be massively improved. Until now, *ICARE* is hardly known in the CRE community in China. *ICARE* has not followed the EU’s ‘Communication and Visibility Manual’.”

4.8.3 JC 83 - EU support has been delivered in a timely fashion, minimising costs for all parties involved

Evidence at Indicator level

| Indicators | Evidence |
|---|--|
| Disbursement rates by financing modalities and channel | The MTE, 2013, notes that there was still „considerable EU finance“ left because of the delays in establishing and accrediting the Master and vocational training (VT) programmes. However, the report also states that <i>ICARE</i> could apply for an extension of the grant contract period for one or two years. The progress reports mention several – usually short delays in the financing of individual activities under the respective components of the project. Overall, however, there is no systematic information available about disbursement rates. |
| Frequency of delays in implemented interventions related to HE | According to MTE, 2013, <i>ICARE</i> encountered serious delays in receiving the compulsory accreditations from both the French Ministry of Higher Education and Research and the Chinese Ministry of Education (MOE) on a double Master’s degree programme. The MOE finally granted an approval on the establishment of the <i>ICARE</i> in China in March 2012 and also gave the permission to grant the Master’s Degree on CRE. Therefore, <i>ICARE</i> was formally launched on 6 th October 2012 although the first core activity – i.e. the double-degree Master’s programme – which began its implementation two years ago. The MR, 2011, finds that the partners „severely underestimated the administrative requirements both in France and in China.“ |
| Evidence that the implementing HEI and other stakeholders’ capacity and experience were adequate to achieve the objectives of the support | Although the French and Chinese accreditations were only achieved in 2011 and 2012 respectively, ParisTech and HUST took the initiative to begin the <i>ICARE</i> double Master programme in September 2010. As a result, there was no delay for this activity. The first batch of 38 students already graduated from <i>ICARE</i> in March 2013. MTE, MRs and progress leave no doubt that the participating HEIs and associated stakeholder’s capacity and experience were adequate to achieve the project’s objectives. |
| Evidence of synergies between the different EU financial instruments used in the area of HE | Aspect not covered by the EU support |

Overall JC assessment with main achievements of the EC support and main lessons learnt

While there is no information available on disbursement rates, „considerable“ funds (the amount is not reported) were still undisbursed in 2013 due to delays in the development and accreditation the Master and vocational training (VT) programmes. This, however, did not result in delays in running the Master as such. Although the French and Chinese

accreditations were only achieved in 2011 and 2012 respectively, ParisTech and HUST took the initiative to begin the ICARE double Master programme in September 2010. The first batch of 38 students already graduated from ICARE in March 2013. MTE, MRs and progress leave no doubt that the participating HEIs and associated stakeholder's capacity and experience were adequate to achieve the project's objectives.

4.9 EQ 9 on coherence and synergies

4.9.1 JC 9.1 Coherence of DEVCO-financed HE support with relevant EU policies and strategies

Aspect not covered by the EU support

4.9.2 JC 9.2 DEVCO-financed programmes are mutually reinforcing

Aspect not covered by the EU support

4.9.3 JC 9.3 Systematic efforts to create synergies and complementarity between support provided by the EU and the EU Member States

Aspect not covered by the EU support

4.9.4 JC 9.4 EU plays an active role in co-ordination mechanisms with EU Member States in the field of HE

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Sharing of information and policy analysis on HE among EU and EU Member States at the level of partner countries (e.g. field missions and reviews) | No evidence in project documentation |
| Evidence of functioning co-ordination mechanisms related to HE (or incl. HE) between EU and MS in partner counties (incl. types, roles, participants, frequencies, chair, etc.) | There are complementarities to other EU-projects (EC2 and CESL) as well as donor projects from other EU Member States and international organisations such as World Bank and ADB as the other projects focus on different important topics or ICARE stresses higher education in the CRE field (MTE 2013). |
| Existence of joint financing and/or task division among EU and EU MS in partner country at implementation stage | No evidence in project documentation |
| Active role played by the EU in co-ordinating positions on HE in partner countries and regions | No evidence in project documentation |

Overall JC assessment with main achievements of the EC support and main lessons learnt

There are ***complementarities to other EU-projects*** (EC2 and CESL) as well as ***donor projects from other EU Member States and international organisations*** such as World Bank and ADB as the other projects focus on different important topics or ICARE stresses higher education in the CRE field. However, more detailed information is not available.

5 Annex

5.1 Annex 1: List of documents and main sources of information consulted

ICARE, Final Report, Project No. 2013/320644 - Version 1, 2013

ICARE, INTERIM NARRATIVE REPORT YEAR 3 DCI-ASIE/2010/240-213 Support to institutional and capacity building of the China-EU Institute for Clean and Renewable Energy (ICARE), September 2013.

ICARE, Interim Narrative Report, Year 1, December 2011

ICARE, Interim Narrative Report, Year 2. December 2012

European Commission, Mid-term Evaluation of the Project EU-China Institute for Clean and Renewable Energy (ICARE), 2013

European Commission, MR-143743.01, EU-China Institute for Clean and Renewable Energy (ICARE), 02/12/2011,

European Commission, MR-143743.02, EU-China Institute for Clean and Renewable Energy (ICARE), 16/11/2012

Paris Tech. Support to institutional and capacity building of the China-EU Institute for Clean and Renewable Energy (ICARE), DCI-ASIE/2010/240-213. INTERIM NARRATIVE REPORT, YEAR 4, March 2015

Project website: <http://www.master-clean-renewable-energy.eu/>

Desk phase case study – DRC

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List of acronyms and abbreviations

| | |
|----------|---|
| ACP | African, Caribbean and Pacific Group of States |
| ALFA | América Latina Formación Académica |
| AU | African Union |
| CAR | Academic & Research Council |
| CIFOR | Center for international Forestry Research |
| CRIS | Common RELEX Information System |
| DG | Directorate General |
| DG DEVCO | European Commission's Directorate-General for International Cooperation and Development |
| DG EAC | European Commission's Directorate-General for Education and Culture |
| DG RTD | European Commission's Directorate-General for Research and Innovation |
| DRC | Democratic Republic of the Congo |
| EC | European Commission |
| ECTS | European Credit Transfer and Accumulation System |
| EDF | European Development Fund |
| EQ | Evaluation Question |
| EQF | European Qualifications Framework for Life Long Education |
| ERAIFT | École régionale post-universitaire d'aménagement et de gestion intégrés des forêts tropicales |
| EU | European Union |
| FAO | Food and Agriculture Organization of the United Nations |
| FED | Fonds européen de développement |
| HE | Higher Education |
| HEI | Higher Education Institution |
| ICCN | Institut Congolais pour la Conservation de la Nature |
| JC | Judgment Criterion |
| LLL | Lifelong Learning |
| LMD | Licence, Maitrise, Doctorat |
| MS | Member State |
| MSc | Master of Science |
| NGO | Non-Governmental Organisation |
| PCM | Project Cycle Management |
| PhD | Doctor of Philosophy |
| PRSP | Poverty Reduction Strategy Paper |
| TAP | Technical & Administrative Provision |
| UNEP | United Nations Environment Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |

| | |
|--------|---|
| UNIIS | Unique Ingredient Identifier |
| UNIKIS | Université de Kisangani, Congo-Kinshasa |

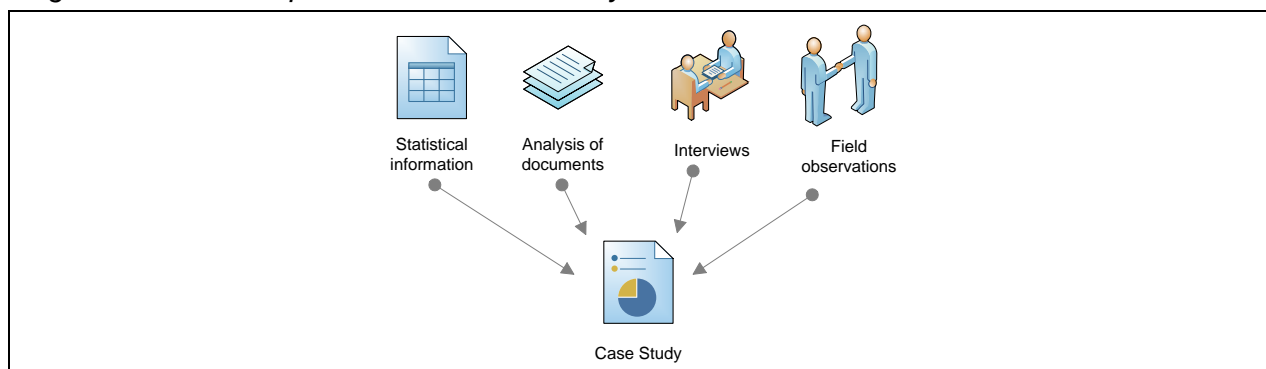
1 Introduction

As part of the desk phase of the Evaluation of the EU development co-operation support to higher education in partner countries, ten programme case studies and three bilateral country case studies have been selected as in-depth case studies. In line with the EU methodological guidelines, case studies allow a detailed examination of certain elements and should provide a picture of the EU support in different contexts.

The programme case studies are related to the major higher education programmes (ALFA, Tempus, Edulink, Intra-ACP, and Erasmus Mundus). Due to the large number of individual projects implemented within a programme, a number of projects have been selected for more in-depth analyses. The country case studies are related to bilateral support in the area of higher education. The case studies have the main focus on the bilateral support provided in a given country, but also assess the complementarity and coherence with the major higher education programmes taking place in this country.

The case studies include the analysis of various types of documents and statistical information, and for the case studies further investigated in the field will also include field observations and interviews with people directly involved in the programme.

Figure 1 Components of the case study



The outline of the case studies follows the structure of the evaluation matrix, to ensure a consistent and harmonised data collection approach. However, as projects implemented under major HE programmes cover a huge variety of different topics, not every project is relevant for all the evaluation questions. This tailored case study approach ensures that resources are spent in an efficient way.

2 Context of the EU support

2.1 Background

The DRC has a large and growing diversified higher education system, comprising both public and private institutions and depending to a great extent on household financing. This is a great strength of the education system in the country, since higher education not only generates private benefits, but can also contribute to the economic and social development of the country through the development and diffusion of technological innovation. Higher education institutions will also play an important role in upgrading the quality of primary and secondary education, through teacher training programs and the development of new curricula and teaching-learning materials.

While relying almost completely on family financing for the last 15 years and due to economic difficulties, the quality of higher education has deteriorated very rapidly. Curricula and programmes are obsolete and there has been little or no investment in infrastructure, laboratories or libraries for many years. Students have limited access to textbooks or other materials. Professional staff have very few opportunities for professional development, which, in the past were offered by exchanges with universities in Europe.

An uncontrolled expansion in student numbers has led to a decrease in standards, reinforced by the decline in quality of secondary education. The high transition rate between upper secondary education and higher education has led to an explosive growth in student numbers,

which has reduced quality further. Universities are under pressure to accept more students because of their heavy reliance on student fees to pay teachers' salaries.

A decline in the number of teaching staff is one of the main problems in higher education, caused by the limited number of students entering doctoral programs and willing to enter the profession. Most private universities use staff from public universities, who therefore teach simultaneously in several universities, compounding the problems of providing quality instruction.

Among the other structural problems of the higher education system are the multiplicity of courses and options, the limited academic autonomy of Universities to introduce courses and an excess of administrative staff both at the Ministry and in the HE institutions.

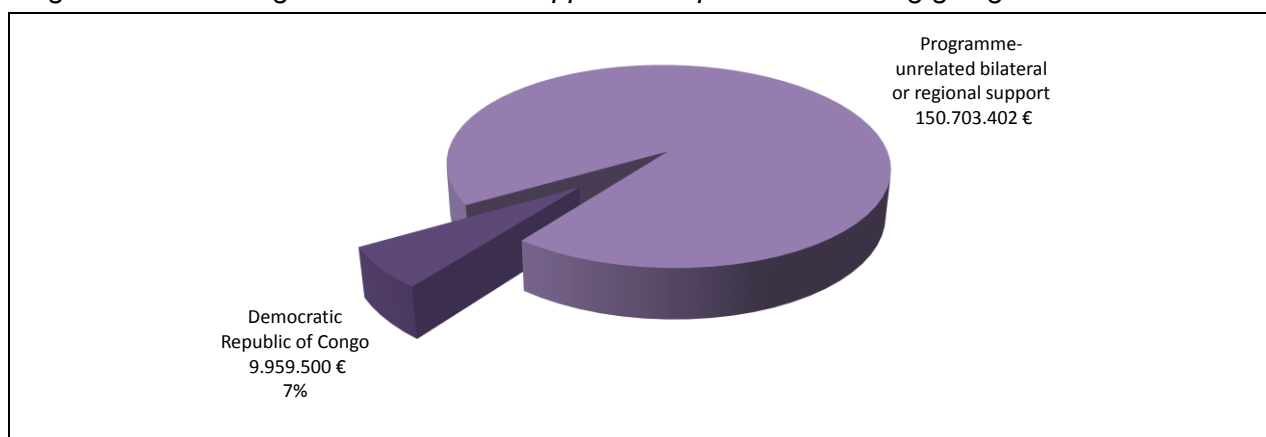
Although the private sector has contributed to the expansion of the higher education system, it is not submitted to a systematic regulation and operates in an unclear policy framework. A large number of ad hoc decisions implemented over the last twenty years have contributed to this confusion, with the result that degrees from private institutions are still not officially "recognized"

As a result, high quality higher education will be found in isolated HE institutions, particularly those benefitting from external support, EU in particular, and not as the result of a non-existing national quality standards and policy. The present project under evaluation is an illustration of this paradigm.

2.2 Overview of financial support

- During the evaluation period, a total of 150.70 million EUR was contracted for bilateral or regional support which was *not* related to any of the major higher education programmes.
- Out of all programme-unrelated support, DRC received a total of 9.96 million EUR, which represents 7% of all programme-unrelated support.
- By the time of completion of the inventory, a total of 8.96 million EUR of the above-mentioned amount (90%) was already paid out.
- The support to DRC was contracted in 2009 (85%) and 2014 (15%) and entirely financed by the EDF instrument.

Figure 2 Programme-unrelated support – Proportion of funding going to DRC



Source: CRIS & EACEA database, Particip analysis

3 Overview of case study selection

The *DRC* country case study has been selected for the following reasons:

- Regional and sub-regional representation: the case illustrate specific context of the Central African region.
- Amount of aid: *DRC* is one of the top recipient countries of EU financial contributions in the area of higher education in the Central African region

Based on the above, the following interventions in *DRC* will be analysed more in-depth:

Table 1 Country case studies bilateral support – selection of projects per case study

| Country | Decision//contract title | Implementation period | Contractor channel type | EU contribution € | Focus of case study | | | | | | | | | |
|---------|---|-----------------------|--|-------------------|---------------------|------|------|------|------|------|------|------|------|--|
| | | | | | EQ 1 | EQ 2 | EQ 3 | EQ 4 | EQ 5 | EQ 6 | EQ 7 | EQ 8 | EQ 9 | |
| DRC | Appui à la politique nationale de conservation et gestion des forêts et biodiversité | 09/2009 – 12/2015 | Universities & Research Institutes / International organisations | 9,959,500 | | | | | | | | | | |
| | Appui à l'ERAIFT. Composante Formation du Programme Xème FED | | | | | | | | | | | | | |
| | Appui à l'UNIKIS. Composante Formation du Programme Xème FED | | | | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | |
| | Avenant à la Convention de contribution "Appui à l'UNIKIS. Composante Formation du Programme Xème FED". | | | | | | | | | | | | | |

Source: CRIS and Particip analysis (2016)

4 Information matrix

4.1 EQ 1 on relevance

Not a case study focus

4.2 EQ 2 on alignment

4.2.1 JC 21 Responsiveness of EU support to HE, in its design and implementation, to the partner country's and regional priorities

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Partner country's HE policies are reflected in the conception of the EU support to HE | DRC HE policy stresses the need to build capacity and develop research in priority fields such as malnutrition, agricultural development and environmental protection. The conception of EU support to HE reflects these priorities by integrating high level capacity building through HEIs (PhDs, MSc and ad hoc short courses) within in an overall support to the national policy for conservation and management of Forests and Biodiversity (TAPs). |
| Joint (government and other development partners) field missions and shared analytical work in contrast to donor specific ones | The rationale of support to HE in the project is to organize training around management and research topics geared towards the objectives set by the MECNET ¹ within its national policy of conservation and sustainability of its forests and biodiversity. No specific rationale for support to HE has been introduced by the EU without taking DRC Government national agenda in protection and sustainability of its forests and bio-diversity into account. |
| EU commitments mirror the period of national development strategies in HE ² | By addressing capacity building in environmental management and research within a systemic project, reflect DRC long term national strategies for preparing the conservation infrastructure and the necessary high level human resources for managing their sustainability. |
| Bilateral co-operation in HE with a specific partner country was based on the respective country strategy | DRC national strategy of biodiversity combines the Program of Priority Actions (PAP), the Strategic Document for Growth and Poverty Reduction (DSCR) and the National Plan for Forests and Nature Conservation (PNFoCo). Its two objectives are: <ul style="list-style-type: none"> • Preserving biodiversity for re-establishing biological potentials of protected areas and improve their contribution to poverty reduction, and • Ensuring the reconstruction of Congolese institutions through an effort of human & institutional capacity building. The national strategy and its objectives constitute the "systemic rationale" around which the project is based. |
| Partner countries contribute to bilateral co-operation with funding and provide institutional | The national partner HEIs have contributed heavily for the implementation of the programme with institutional support for carrying on the degree courses and managing the learners on the academic and administrative matters (up to 200 high level new |

¹ Ministère de l'Environnement, Conservation de la Nature, Eaux et Tourisme/Ministry of Environment, Conservation of Nature, Waters and Tourism national Plan of Action

² The Accra Agenda for Action stipulates that the division of labour between donors and development partners should observe commitments on predictability to be effective.

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| support to carry out joint programmes and/or action plans | learners brought by the project in each partner HEI). |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The design and implementation of the EU-funded project highly reflects and responds to partner country's and regional priorities in Higher Education. In that sense, *UNIKIS* project documentation provides evidence that DRC partner HEIs feel that EU is following correctly the principles of Paris Declaration and of its backbone strategy.

4.2.2 JC 22 EU support to HE is based on partner countries' national development strategies, institutions and procedures

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| Percentage of overall EU support that is linked to explicit priorities in the PRSP | In both quantitative & qualitative terms, the EU support is fully dedicated to DRC's Poverty Reduction Strategy Paper through the re-establishment of the biological resources of the Protected Areas (AP) and their potentials once rehabilitated for feeding surrounding populations. |
| Partner country's national development strategy papers in HE include (or mention) the EU support as complementary actions | No evidence in project documentation |
| Percentage of overall HE support that is provided as budget support | Aspect not covered by EU support |
| Percentage of EU HE support that uses partner country procurement systems | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The EU-funded project has contributed to DRC's development strategy which has clearly stated its will to re-establish its forestry and biodiversity. Although no direct relationship could be established between EU support and a still absent HE development strategy³, the project demonstrated the contribution of the two partner HEIs to DRC's forests conservation policy and its linkage to the partner country's poverty reduction strategy.

4.3 EQ 3 on management, learning, teaching and research

4.3.1 JC 31 Improved management practices

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|-------------------|---|
| HEIs have defined | The two EU-funded project components (<i>UNIKIS</i> and <i>ERAIFT</i>) are fully integrated within the development strategy of their respective |

³ This being due to the long period of Civil war, preventing the authorities to draw a long term sustainable strategy for the development of its HE system

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| strategic goals and related objectives which are communicated clearly and in time to concerned staff | host HEIs which communicate relevant information internally to their concerned staff about the HEIs strategies and objectives. Nevertheless, <i>UNIKIS</i> has a more systematic communication policy towards its academics and students (see project documentation of UNIKIS and ERAIFT) |
| Internal guidelines, rules and procedures to ensure compliance with HE policies are in place and regularly updated | Same as above |
| A performance monitoring and assessment system is in place, with adequate resourcing | No evidence on the subject has been found for <i>UNIKIS</i> and <i>ERAIFT</i> Nevertheless, the evaluated projects have developed their own M&E system under the agreement between the HEIs and EU. In addition, UNESCO in <i>ERAIFT</i> and Belgian cooperation in <i>UNIKIS</i> , both have introduced their own M&E system in support of the monitoring and assessment functions in the project |
| Application of Bologna process management guidelines to HEIs | In both HEIs, Bologna process has been adopted as the HE management framework. This is the case in both projects in particular for the LMD ⁴ (and in <i>UNIKIS</i> , for Life Long Learning). Each HEI advocates it as part of its policy, to be followed by its academic staff. <i>“Désormais le corps professoral de l’ERAIFT est sensibilisé au processus LMD... qui constitue le « fil conducteur » des enseignements. Les enseignants soulignent le rôle que joue l’apprenant dans ce nouveau système éducatif, en se positionnant au centre de son processus d’apprentissage.”</i> ⁵ (ERAIFT, Annual Report). |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Through the project activities both partner HEIs have demonstrated relatively satisfying management practices, at least regarding academic aspects. There is evidence that the participating HEIs are “trying hard” to systematically apply the Bologna process components which they have adopted. In addition, there is also plenty of evidence of a readiness to learn from the training staff mobilised by the project or any other management advisor coming from a more experienced HEI. Nevertheless, in purely administrative management aspects, the partner HEIs still need to build capacity to fill the gap on very critical issues such as monitoring and evaluation (a management “culture” which is not yet fully accepted).

4.3.2 JC 32 - Improved quality of teaching and learning

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Evidence of efficient M&E instruments for continuous assessment of quality teaching | In the available documentation there is no evidence of M&E instruments especially dedicated to the projects. Nevertheless, the HEIs in the EU-funded project could take advantage of the following mechanisms and instruments to assess the quality of the delivered teaching: |

⁴ LMD: Licence, Maitrise, Doctorat i.e. BA/BSc, MA/MSc, PhD

⁵ Now academic staff of ERAIFT is receptive to LMD process which is considered as the “thread” of the educational pathways. Teachers emphasize the role played by the learner in this new educational system by locating themselves at the center of their learning process.

| Indicators | Evidence |
|---|--|
| | <p>For example:</p> <ul style="list-style-type: none"> • For academic degrees (MSc and PhD) the normal academic quality assessment performed by the teachers and thesis directors; • For doctorates, periodical reports to their home institutions and to the supervising institution (CIFOR in particular for <i>UNIKIS</i> and UNESCO for <i>ERAIFT</i>) as well as assessment made by visiting European and/or African professors; • Periodical assessments made by a joint action <i>ERAIFT/UNESC, UNIKIS/CIFOR</i> of research and monitoring in association with the FORENET project⁶ (Ref. 7 & 8) |
| <p>Alternative and flexible learning pathways (including e-learning) offered to undergraduate and graduate students</p> | <p>Both projects have been very active in the development of flexible learning pathways. Obviously the academic and research fields of the projects have been quite propitious to the use of field learning and action research. But in addition, e-learning has been introduced from the start of the degree batches (MSc and PhD) as an necessary learning pathway;</p> <p>For example, “<i>ERAIFT Academic & Research Council (CAR) has decided (decisions 13 & 14) to implement e-learning courses for DESS and PhD students . Thanks to collaboration with l’Université de Liège (UL), Gembloux Agro Biotech and UNIKIS, two on line courses have been implemented , i.e.:</i></p> <ul style="list-style-type: none"> • <i>PCM and Logical Framework for research projects;</i> • <i>Basic statistics. This modality is particularly favorable in ERAIFT context where all learners are scattered all around African regions”</i> (ERAIFT, Annual report) |
| <p>Evidence of increase in number and academic value of degrees achieved by 1st and 2nd cycle students</p> | <p>The available documentation on both projects shows that more than 200 MSc have graduated over the period.</p> <p>The academic value of the degrees and the graduates is demonstrated by their employment (95% secured a job less than 6 months after graduation.</p> |
| <p>Application of Bologna process guidelines to HEIs teaching and learning organisation, modalities and practices</p> | <p>The main application of the Bologna process are the LMD and the Life Long Learning components. While ECTS is still a long way to go, the frequent visits of European academics (Belgian in particular) may accelerate the adhesion of <i>UNIKIS</i> and <i>ERAIFT</i>.</p> <p>Given the very specific area of academic and research work (Forestry and Bio-diversity), the main issue remains LMD (acquired), LLL to be developed in cooperation with the public entities (such as the Ministry of Environment and Sustainable Development- MEDD, ICCN, RAPAC, etc.) and NGOs committed to the same objectives.</p> |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The analysis demonstrates that the EU-funded project has contributed to enhance the quality level of teaching/learning in the partner HEIs. The available documentation demonstrates that the project facilitated to attract a growing number of MSc and PhD students. The reasons for an increase in number of MSc and PhD students are threefold:

- The growing closeness (through the application of Bologna process) of HEIs curricula and syllabi to EU HEIs teaching/learning “good practices”;

⁶ “Establishment of a forestry research network for ACP countries”

- The increasing use of alternative learning pathways (with e-learning being considered as a common practice);
- The uncommon percentage of employment achieved by all graduates from the EU-supported degrees and courses.

What is important to observe is that these results have been achieved by a close relationship between DRC faculty members and researchers and their EU (or non-EU) counterparts (visiting professors, contacts made in the opportunity of seminars and workshops, etc.).

4.3.3 JC 33 - Enhanced institutional and human capacity and conditions for academic research

| Indicators | Evidence |
|--|---|
| Evidence for adequate resources allocation (equipment and academic/ technical staff) to undertake relevant research | Project documentation shows evidence that 46 studies launched by the host institutions (<i>UNIKIS</i> and <i>ERAIFT</i>) have been fully completed over the period as thesis subjects of PhD students and thanks to the equipment procured by the projects. Topics embraced subjects such as: Eco systemic services, “green growth”, carbon sequestration, forest governance, agroforestry, Reducing Emissions from Deforestation and forest Degradation (REDD+) process, etc.” (Ref. <i>ERAIFT</i> 1 & 8) |
| Increased number of research outputs and outcomes produced by research-active academic staff of partner countries HEIs | Although limited to the two HEIs supported by EU-funded projects (<i>UNIKIS</i> and <i>ERAIFT</i>), there is evidence that these HEIs have experienced an increase of research outputs and outcomes produced by their research-active academic staff during the duration of the project, i.e. <ul style="list-style-type: none"> • In <i>UNIKIS</i> 35 PhD thesis and 12 non degree researches, • In <i>ERAIFT</i> 15 PhD research and 25 non degree researches (<i>ERAIFT</i>, project documentation). |
| Evidence of national and international recognition of improved research capacities of partner countries HEIs | The documentation shows evidence of national recognition of research. Project-supported PhDs are in the process of recognition by CAMES ⁷ , a degree certifying structure in French-speaking Africa and Madagascar. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The reviewed project documentation and other sources provide evidence of an enhanced institutional and human capacity and conditions for academic research in both partner HEIs. This has been achieved due to the procurement of EU-funded research equipment procured and due to:

- A “culture” of research has been growing among PhD students (and some MSc students) in the program and spreading across the faculty.
- This research culture has also been growing because of the numerous opportunities of exchanges with partner EU researchers from partner EU HEIs (and other non-EU, mobilized through CIFOR and UNESCO contacts in particular) which have been facilitated by the project.
- Finally, it should be stressed that the project field (reforestation and conservation of the biodiversity) is a mobilizing topic for potential researchers.

4.4 EQ 4 on reform of HE policy

Not a case study focus

⁷ Africa and Madagascar Council for Higher Education (Conseil Afrique et Malgache de l’Enseignement Supérieur).

4.5 EQ 5 on inclusiveness

Not a case study focus

4.6 EQ 6 on responsiveness to labour market needs and brain circulation

4.6.1 JC 61 - Strengthened institutional set-up in the HEIs to respond to labour market needs in specific professional qualifications

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Evidence for follow up of labour market trends by HEIs ad hoc set-up | <p>Because of the specificity of the project, the relationship of <i>UNIKIS</i> and <i>ERAIFT</i> with the labour market is natural and straightforward. There is evidence indeed that the exchanges developed by the learners for the purposes of their studies (particularly at Master and PhD levels) provide them with direct opportunities to observe and understand the trends of the “market”.</p> <p>PhD research and Master thesis field work and workshops indeed require the participation/support of (or coordination with) potential employers such as: the MECNET, ICCN, WCS, RAPAC and large NGOs such as CEDAMM, CSF, COMIFAC, RIFTAC, etc. and the international organizations such as CIFOP, UNESCO, UNEP, etc. During these exchanges, HEIs faculty staff and students had the opportunity to observe and understand the type of work (and the skills and behaviours) they should have when joining the labour market.</p> <p>As an example, “<i>le RAPAC installé à Libreville, a confié à l’ERAIFT la mission de définir le contenu, les contours et les modalités de mise en œuvre d’une filière sous-régionale de formations diplômantes ciblant les Directeurs de site, les Conservateurs en chef et leurs adjoints techniques des Aires Protégées des Etats d’Afrique Centrale</i>”⁸. (ERAIFT, Annual report)</p> |
| Evidence for exchange between employers and HEIs on teaching/learning process and outcomes | <p>Apart from the exchanges which take place as described above, there is no evidence of systematic exchanges between HEIs and employers about the expected teaching/learning outcomes. Nevertheless, reports of both projects show evidence that cases of an employer/enterprise such as the one quoted above, are quite frequent and, at the end, provide (if not replacing systematic exchanges) frequent opportunities of exchanges for matching training outcomes and employers’ expectations.</p> <p>But, as far as teaching/learning processes are concerned, there is even less consultation and the academic organization of the courses is left to the HEI’s. A notable exception is of course the continuous education ad hoc courses which are responding to expressed needs of the labour market. Topics of such courses were, for example, incubators, meteorological stations, SIG, QSIG, Result-Oriented Management (GAR), Project formulation (ERAIFT, Annual report and UNIKIS semi-annual report S1)</p> |
| Existence of mechanisms to reflect labour market needs in degree | <p>As explained above, there is no evidence of systematic mechanisms except the management structures of both projects (CAR) and the relatively random exchanges.</p> |

⁸ The Network of protected areas in Central Africa (RAPAC Libreville) contracted ERAIFT for the mission of defining contents, perimeter and modalities for implementing sub-regional streams for degree programs aiming at Conservation site managers, custodians, chief curators and their technical staff in the protected areas of Central African States.

| <i>Indicators</i> | <i>Evidence</i> |
|---|-------------------|
| programmes and related curricula | |
| Existence of mechanisms for interchange between universities and public and private sector production- and services-providing organisations | See indicator 613 |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The available documentation has shown limited evidence of an institutional set-up to respond to labour market needs in specific professional qualifications in both partner HEIs. However, while there is no mechanisms such as an employment observatory or Labour Market Information System (LMIS) neither at provincial level nor at national level, partner HEIs have still managed to establish the necessary exchanges with potential employers (in the civil service or among private enterprises) for academic purposes. This network has triggered vivid information exchanges and observations between students and potential employers. Lessons can be drawn for future “micro-projects”, however such ad hoc solutions cannot replace an institutionalised nation-wide set-up for observing labour market trends and responding to them with the proper educational and training HE offer.

4.6.2 JC 62 - Increased ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Institutionalised opportunities to students for gaining practical experiences (apprenticeships, internships) | The consulted documentation shows evidence that there are mechanisms and/or practices enabling students to benefit of opportunities for gaining practical experiences; MSc curricula and non-degree courses (even PhD programmes) indeed demonstrate evidence of how these opportunities foster concrete achievements in terms of apprenticeships and internships. |
| Evidence of relative match of HE learning outcomes with qualifications required by the labour market | It is too early to find evidence for this indicator. In the absence (or insufficiency) of a National Qualifications framework (a component of the Bologna process not yet fully implemented in DRC). |
| Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange programmes compared to non-participants | No evidence in project documentation |

Overall JC assessment with main achievements of the EU support and main lessons learnt

The evidence obtained from the available documentation shows that there are effective mechanisms in both HEIs (*UNIKIS* and *ERAIFT*) and/or professional practices for providing the learners to acquire practical experience in the world of work and thus reinforce insights in the labour market.

However, the situation of concrete match between the learning outcomes and the labour market expectations is not as satisfying. A hypothesis to be confirmed in later phases of the evaluation is that the multiplicity of personal exchanges between graduates (MSc, PhD and short courses) should achieve a reasonable matching. Finally the important participation of EU

HEIs participating in the project for academic exchanges has stimulated and facilitated the provision of advices and useful exchanges on this subject.

4.6.3 JC 63 - Enhanced internationalisation of HEIs and individuals in partner countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Number and scope of academic co-operation networks and links | No evidence is available to qualify this indicator. According to the available documentation on both components of the project (<i>UNIKIS</i> and <i>ERAIFT</i>) though, informal networks and links between both HEIs and other African and EU HEIs have been established. This networking process has brought support and additional expertise on key academic topics of forest and biodiversity conservation and on related curriculum design. |
| Trends of postgraduate students returning to their home countries after their studies abroad | Aspect not covered by the EU support |
| Trends of exchange of academic personnel between HEIs at global and regional level | Irrespective of the EU-funded project, there is a growing trend for developing exchanges between HEIs in Central Africa and Sub-Saharan Africa in general and with similar regions in Asia (due to the visibility and communications support of the Center for International Forestry Research - CIFOR, <i>UNIKIS</i> counterpart in the project) |
| Trends in former grantees of partner countries having worked at EU HEIs | No case of former grantees of <i>UNIKIS</i> and <i>ERAIFT</i> components of the project has been detected from the available documentation as having worked at EU HEIs. |

Overall JC assessment with main achievements of the EU support and main lessons learnt

Internationalisation of both DRC HEIs participating in the project has been enhanced over the period. This can be explained by the nature of the EU-funded project, being international almost by definition. A natural international co-operation has thus been established by the project between the two partner country HEIs and other HEIs worldwide: EU HEIs (from Belgium, France, Spain, Portugal, etc.) which have extended their already existing co-operation with DRC to the subjects and fields of the project, Asian HEIs from countries facing the same forest and biodiversity issues (Indonesia, Malaysia, Vietnam, etc.) and African HEIs from countries belonging to the same protected areas (Central Africa).

4.7 EQ 7 on intra-regional harmonisation

Not a case study focus

4.8 EQ 8 on modalities and instruments

4.8.1 JC 81 - Responsiveness of the instruments and aid modalities to the national and regional context in partner countries

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Aid delivery methods, instruments ⁹ and channels are selected based on a thorough analysis of partner country needs | The project is implemented via project approach with partially decentralized management/joint management. This method has been selected in order to provide the partner country DRC with the necessary planning, programming and implementing flexibility to address its own needs while taking care of the contractual aspects. Within the contractual framework though, evidence shows that the implementation of the activities were somewhat delayed because of excessive submission to national rules and procedures usually applicable to fully national projects, without intervention of international partners. ¹⁰ |
| Evidence of qualifying justification of intervention levels (region vs. country-level) | Aspect not covered by the EU support |
| Evidence that aid delivery methods used to support HE were adapted to changing environments where relevant (e.g. geopolitical or socio-economic evolutions) | Aspect not covered by the EU support |
| Evidence that the aid delivery methods and channels used have efficiently contributed to ownership of HE by national stakeholders | The consulted documentation shows evidence that the aid delivery methods (partially decentralised project management) was appropriate for the partner HEIs for the planning, budgetary programming and implementation of the planned activities within their legal and operational framework (in particular for the admission of MSc and PhD candidates, the organization of the degree curricula and the procurement of all necessary academic and research equipment). The EU, as the funding agency, has played its facilitation role by mobilising (through the proper contractual procedures) the necessary international partners (UNESCO, CIDOP and Belgian Cooperation as co-funding agency). |

Overall JC assessment with main achievements of the EC support and main lessons learnt

Responsiveness of the instruments and aid modalities to the national and regional context in partner countries was generally good. In particular it enabled *UNIKIS* and *ERAIFT* academic management to organize and implement their forest and biodiversity courses at the same time respecting their curriculum framework and rules and adjusting the courses and field activities to the context needs of the protected areas.

⁹ The instruments include: The European Development Fund (EDF), The Development Co-operation Instrument – thematic and geographic components (DCI), and The European Neighborhood and Partnership Instrument (ENPI).

¹⁰ Evidence showed that this was in particular the case for the procurement of imported equipment which was delayed by the Tax Directorate

4.8.2 JC 82 - Mutual understanding of European and Partner Countries' HE promoted

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Evidence of a better understanding of European standards and tools (EQF, Tuning, ECTS, the Diploma Supplement, the National Academic Recognition Information Centre (NARIC) network) | There is strong evidence that the European HE standards and tools have provided useful guidelines for the organization of the HEI's degrees, examinations, courses structures, etc. This has been made possible through the adoption of three of the key components of the Bologna process (LMD, ECTS and LLL) by the partner country HEIs, at the beginning of the project. Nevertheless, limits regarding the degree recognition are evident, not only by EU HEIs but also by other African countries. |
| Enhanced use of European instruments (as mentioned above) and their recognition as global standards | As stated above, the recognition process will require more efforts from the EU, the European HE system and its African counterparts (not yet fully harmonized, as far as degree recognition is concerned). |

Overall JC assessment with main achievements of the EC support and main lessons learnt

The EU-funded project provided some evidence that Europe and DRC are on the right track for a mutual understanding of their respective HE systems. This has been made possible through a bottom-up approach starting from grass root level activities which enabled EU and DRC academics and students to work on a common subject without being jeopardised by institutional or bureaucratic constraints. In this regards, the visits to the project sides of more than 45 academics and researchers from EU HEIs (Belgium, France, Spain, Italy, Portugal, Germany) working on the same subjects has been quite useful in promoting this mutual understanding. Nevertheless parallel and long term institutional efforts at regional and national levels should be continued with EU support for achieving understanding and harmonisation between both systems.

4.8.3 JC 83 - EU support has been delivered in a timely fashion, minimising costs for all parties involved

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|--|
| Disbursement rates by financing modalities and channel | No evidence in project documentation |
| Frequency of delays in implemented interventions related to HE | In general satisfactory except for the delivery of procured equipment, which was long delayed (up to 6 months) by DRC customs and tax authorities. It should not be considered as a general case |
| Evidence that the implementing HEI and other stakeholders' capacity and experience were adequate to achieve the objectives of the support | The project documentation provides some evidence on sufficient implementation capacity by the partner HEIs. |
| Evidence of synergies between the different EU financial instruments | No evidence in project documentation |

| <i>Indicators</i> | <i>Evidence</i> |
|------------------------|-----------------|
| used in the area of HE | |

Overall JC assessment with main achievements of the EC support and main lessons learnt

EU support has been delivered in a timely fashion for the training and governance components of the project. However, due to national procedures, equipment delivery experienced some delays.

4.9 EQ 9 on coherence and synergies

4.9.1 JC 9.1 Coherence of DEVCO-financed HE support with relevant EU policies and strategies

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|--|
| Design of DEVCO-financed HE support cross-refers to policies and strategies lead by DG RTD and DG EAC | Aspect not covered by EU support |
| In implementation of their support to HE, DG DEVCO, DG RTD and DG EAC identified and avoided potential duplication and conflicts | There is no evidence in the project documentation that such conflicts have occurred. |

Overall JC assessment with main achievements of the EC support and main lessons learnt

Aspect not covered by EU support / not enough evidence in the project documentation to provide an assessment at this stage.

4.9.2 JC 9.2 DEVCO-financed programmes are mutually reinforcing

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Evidence for cross-references between and among the regional/global programmes related to HE (Erasmus Mundus, Intra-ACP Academic Mobility Scheme Tempus, ALFA III, EDULINK and AU Support Programme 2) | Aspect not covered by EU support |
| Existence, at country level, of operational linkages among projects/programmes undertaken in the HE sector | Operational linkages were established between the partner country HEIs (University of Kisangani and <i>ERAIFT</i>) but also with national HEIs in particular the University of Kinshasa which hosted several seminars and chaired graduation PhD jury sessions. (UNIKIS semi-annual report and ERAIFT, Annual Report). |
| Cross-references | Aspect not covered by EU support |

| <i>Indicators</i> | <i>Evidence</i> |
|---|-----------------|
| between regional / global and bilateral programming levels are present in programming documents | |

Overall JC assessment with main achievements of the EC support and main lessons learnt

Not evidence to conclude on the mutual reinforcement EU-financed programmes, yet there is evidence that the EU-funded project has been able to foster numerous and active linkages between national HEIs concerned by the academic and research fields and subjects of the project.

4.9.3 JC 9.3 Systematic efforts to create synergies and complementarity between support provided by the EU and the EU Member States

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|---|---|
| Evidence of consultation with other donors (most notably EU MS) at the strategic and programming stages | In the consulted documentation, there is plenty of evidence that there has been a consultation process between EU, its national partner HEIs and other donors: in particular Belgium, France, Spain, Italy, Portugal, Germany France as EU Member States and UNESCO, CIFOR, UNEP, FAO, as multilateral donors |
| EU strategy, programming and programme documents refer to EU Member States' policies and support | Except for the Belgian contribution of 3.5 million Euros for which some procedures referred to Belgian rules and procedures, no specific reference was made to EU Member States policies and support (apart from the EU rules and policies accepted by all EU MS). |
| Existence of joint programming of support to HE among EU and EU MS | The project provides evidence that EU DEVCO and Belgium MS worked out a joint programming exercise. (TAPs) |
| Evidence that the EU has the necessary flexibility to adjust to EU MS approaches, when they lead mutual efforts to support HE | The project is a good example of such EU flexibility, where the context (highly specialized field of co-operation in particular) is quite favourable for mutual efforts to support the DRC HEIs. |

Overall JC assessment with main achievements of the EC support and main lessons learnt

There is not enough evidence and the co-operation field too specialised to provide an assessment about systematic efforts to create synergies and complementarity between EU and EU MS supports. Though, one could consider the fact that EU funding and contractual TAPs (with HEIs, UNESCO and CIFOR) provided a facilitating framework for the support of EU, the complementary support of Belgium and the ad-hoc support of individual faculty staff of EU HEIs as an achievement.

4.9.4 JC 9.4 EU plays an active role in co-ordination mechanisms with EU Member States in the field of HE

Evidence at Indicator level

| <i>Indicators</i> | <i>Evidence</i> |
|--|---|
| Sharing of information and policy analysis on HE among EU and EU Member States at the level of partner countries (e.g. field missions and reviews) | Sharing occurred more at individual (faculty members and researchers) than institutional level. |
| Evidence of functioning co-ordination mechanisms related to HE (or incl. HE) between EU and MS in partner countries (incl. types, roles, participants, frequencies, chair, etc.) | No evidence in project documentation |
| Existence of joint financing and/or task division among EU and EU MS in partner country at implementation stage | An agreement exists between EU and Belgium for co-funding the project. Through this agreement, Belgium implements the following: <ul style="list-style-type: none"> • Support to the Conservation Governance through training of staff working in Virunga protected area; • Support to the training of Forest conservation specialists at <i>UNIKIS</i> site of Yangambi; • Support to DRC in its negotiation with EU for a Voluntary Partnership Agreement (VPA) in the Forest Law Enforcement, Governance and Trade (FLEGT). |
| Active role played by the EU in co-ordinating positions on HE in partner countries and regions | No significant evidence on this indicator |

Overall JC assessment with main achievements of the EC support and main lessons learnt

This project provides evidence of a co-ordinating role played by the EU in this context and of co-ordination mechanisms with EU Member States in the field of HE.

5 Annex

5.1 Annex 1: List of documents and main sources of information consulted

ERAIFT project Annual Report 2012-2014

UNIKIS project annual report 2012

UNIKIS project semi-annual report 2013 (S1)

UNIKIS project semi-annual report 2013 (S2)

Description of “Appui à l'UNIKIS. Composante Formation du Programme Xème FED. Appui à la Politique Nationale de Conservation et gestion des forêts et de la biodiversité en République Démocratique du Congo”¹¹ project

Description of “Appui à l'ERAIFT. Composante Formation du Programme Xème FED. Appui à la Politique Nationale de Conservation et gestion des forêts et de la biodiversité en République Démocratique du Congo”¹² project

Project Technical & Administrative Provisions (TAP)

DEVCO-Belgian contribution agreement for Belgian contribution

ERAIFT website www.eraift-rdc.org

UNIKIS website www.unikis.ac.cd

¹¹ Support to UNIKIS. 10th EDF Program Training Component Support to the National Policy for Conservation and Management of Forests and Biodiversity in DRC.

¹² Support to ERAIFT. 10th EDF Program Training Component Support to the National Policy for Conservation and Management of Forests and Biodiversity in DRC.

CSP analysis

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1.1 Introduction

The analysis of Country Strategy Papers (CSPs) aims to examine the importance given to higher education in the strategic programming of the development co-operation between the EU and partner countries, thus feeding into the answers to specific indicators, judgement criteria and evaluation questions. Research took place for countries that received bilateral support above a certain threshold in the wide sample. This analysis is based on the review of 17 CSPs 2007/8-2013 in order to cover the evaluation period.

The following table summarizes the analysed documents:

Table 1 Overview of scrutinised CSPs

| <i>Region</i> | <i>Country</i> | <i>Bilateral support (Amount in EUR for 2007-2014)</i> | <i>Document analysed (2007-2013/ 2008-2013)</i> |
|-----------------|------------------|--|---|
| ACP | Cameroon | 1,000,000 | CSP 2008-2013 |
| | DR Congo | 9,959,500 | CSP 2008-2013 |
| | Papua New Guinea | 5,113,714 | CSP 2008-2013 |
| | South Africa | 331,619 | CSP 2007-2013 |
| Asia | China | 9,360,230 | CSP 2007-2013 |
| | Indonesia | 1,153,710 | CSP 2007-2013 |
| | Thailand | 766,011 | CSP 2007-2013 |
| | Vietnam | 386,501 | CSP 2007-2013 |
| ENPI and Russia | Algeria | 19,688,769 | CSP 2007-2013 |
| | Armenia | 1,324,989 | CSP 2007-2013 |
| | Egypt | 2,090,000 | CSP 2007-2013 |
| | Georgia | 1,438,889 | CSP 2007-2013 |
| | Lebanon | 14,905,826 | CSP 2007-2013 |
| | Russia | 2,173,958 | CSP 2007-2013 |
| | Ukraine | 226,550 | CSP 2007-2013 |
| Latin America | Brazil | 3,016,289 | CSP 2007-2013 |
| | El Salvador | 2,000,000 | CSP 2007-2013 |

The CSP analysis focused on the main body of the CSP and its annexes.¹ To ensure consistency of the tool, CSP (sub-)chapters covering the National Indicative Programmes (NIPs) were not considered.

The following keywords were used for identifying and extracting relevant information.

Table 2 Keywords used for identifying and extracting relevant information

| <i>EN</i> | <i>FR2</i> |
|---------------------|--------------------|
| *higher edu* | *enseignement sup* |
| *adult edu* | |
| *alfa * | *alfa * |
| *erasmus mundus* | *erasmus mundus* |
| *tempus* | *tempus* |
| *edulink* | *edulink* |
| *academic mobility* | *mobilit? acad* |
| *universit* | *universit* |

¹ For 5 out of the 17 CSPs (Algeria, Cameroon, DR Congo, El Salvador, and Papua New Guinea) the annexes were not available.

² The CSP of DR Congo and Cameroon are written in French. The other 15 CSPs are all written in English.

1.2 Overview of EQs/ JCs/ Indicators with CSP as a source of information

The following table gives an overview of the evaluation questions, judgement criteria and indicators for which the CSPs thereof were mentioned a source of information.

Table 3 Overview of EQs/ JCs/ Indicators with CSP as a source of information

| | | |
|--------------|---|--|
| EQ 1 | <i>To what extent has EU support to HE promoted the overall development policy objectives of the EU?</i> | |
| JC 12 | EU support has addressed, and adapted to, development contexts in partner countries and regions | |
| I-121 | Evolution of specific references and consideration of HE in overall development policy documents related to co-operation with partner countries and regions | CSP/RSP analysis |
| I-122 | Design and implementation of EU support to HE reflect the specific needs of partner countries and regions at different levels of development | CSP / RSP Mid-term review CSP/RSP |
| I-123 | Programmes and projects in support of HE have flexibly responded to new and emerging needs in partner countries and regions | See I-122 |
| I-124 | Support has targeted HE challenges in Fragile and Conflict-Affected Situations (FCAS) | See I-122 |
| EQ 2 | <i>To what extent has EU support to HE in partner countries been designed and implemented in coherence with, and aligned to, partner countries' and regional priorities?</i> | |
| JC 21 | Responsiveness of EU support to HE, in its design and implementation, to the partner country's and regional priorities | |
| I-211 | Partner country's HE policies are reflected in the conception of the EU support to HE | CSP/RSP analysis |
| I-213 | EU commitments mirror the period of national development strategies in HE ³ | CSP/RSP analysis |
| I-214 | Bilateral co-operation in HE with a specific partner country was based on the respective country strategy | CSP/RSP analysis |
| I-215 | Partner countries contribute to bilateral co-operation with funding and provide institutional support to carry out joint programmes and/or action plans | CSP/RSP analysis |
| EQ 7 | <i>To what extent has EU support to HE strengthened intra- and inter-regional integration in HE?</i> | |
| JC 71 | Strengthened inclusive regional co-operation on harmonisation | |
| I-711 | Regional dialogues on HE established or supported | CSP / RSP Mid-term review CSP/RSP |
| I-713 | Increased participation of non-state stakeholders (civil society, private sector etc.) in regional dialogues | CSP / RSP Mid-term review CSP/RSP |
| JC 72 | Advanced standardisation of HE at regional level | |
| I-721 | Number and scope of partnerships among HEIs at regional level | CSP / RSP Mid-term review CSP/RSP |
| I-722 | Number and scope of agreements on mutual recognition of qualifications | See I-721 |
| I-723 | Joint or collaborative degree programmes established | See I-721 |

³ The Accra Agenda for Action stipulates that the division of labour between donors and development partners should observe commitments on predictability to be effective.

| | | | |
|--------------|--|--------------------------|------------|
| EQ 8 | <i>To what extent have the various instruments, aid modalities and policy dialogue employed by the EU been appropriate and efficient for strengthening HE in partner countries?</i> | | |
| JC 81 | Responsiveness of the instruments and aid modalities to the national and regional context in partner countries | | |
| I-811 | Aid delivery methods, instruments ⁴ and channels are selected based on a thorough analysis of partner country needs | CSP/ analysis | RSP |
| I-812 | Evidence of qualifying justification of intervention levels (region vs. country-level) | CSP/ analysis | RSP |
| I-814 | Evidence that the aid delivery methods and channels used have efficiently contributed to ownership of HE by national stakeholders | CSP/ analysis | RSP |

The table below provides an overview of the JCs which were addressed in the respective CSPs.

Table 4 Overview of JCs addressed in the respective CSPs

| CSP | JC 12 | JC 21 | JC 71 | JC 72 | JC 81 |
|---|--------------|--------------|--------------|--------------|--------------|
| Countries in the ACP region | | | | | |
| CSP Cameroon | - | - | - | - | - |
| CSP DR Congo | - | - | - | - | - |
| CSP Papua New Guinea | - | - | - | - | - |
| CSP South Africa | - | - | - | - | - |
| Countries in Asia | | | | | |
| CSP China | ✓ | ✓ | ✓ | ✓ | ✓ |
| CSP Indonesia | ✓ | | ✓ | | |
| CSP Thailand | ✓ | ✓ | ✓ | ✓ | ✓ |
| CSP Vietnam | ✓ | ✓ | ✓ | | ✓ |
| Countries in the ENPI region | | | | | |
| CSP Algeria | ✓ | - | - | - | ✓ |
| CSP Armenia | ✓ | - | - | ✓ | - |
| CSP Egypt | ✓ | ✓ | - | - | ✓ |
| CSP Georgia | ✓ | ✓ | - | ✓ | ✓ |
| CSP Lebanon | ✓ | - | - | ✓ | ✓ |
| CSP Russia | ✓ | ✓ | - | ✓ | ✓ |
| CSP Ukraine | ✓ | - | - | - | ✓ |
| Countries in Central and South America | | | | | |
| CSP Brazil | ✓ | ✓ | ✓ | - | - |
| CSP El Salvador | ✓ | ✓ | - | - | - |

⁴ The instruments include: The European Development Fund (EDF), The Development Co-operation Instrument – thematic and geographic components (DCI), and The European Neighbourhood and Partnership Instrument (ENPI).

1.3 CSP extractions⁵

1.3.1 Countries in the ACP region

1.3.1.1 CSP Cameroon (2008-2013)

| Country | CSP Cameroon (2008-2013) |
|-----------------|---|
| All extractions | <p>CHAPITRE II: DIAGNOSTIC DU PAYS</p> <p>II.4. Analyse de la viabilité des politiques actuelles et des défis à moyen terme</p> <p>3. Le troisième défi à relever est celui d'une intégration plus active dans la sous-région CEMAC. Les enjeux sont politiques (sécurité régionale); économiques (marché sous-régional et communauté d'intérêts dans le cadre de l'APE en cours de négociation avec l'UE); monétaires (convergence, stabilité de l'ancrage du franc CFA à l'euro); démographiques (maîtrise des flux migratoires); et culturels (pôle d'attractivité universitaire et scientifique pour la sous-région).</p> |

1.3.1.2 CSP DR Congo (2008-2013)

| Country | CSP DRC (2008-2013) |
|-----------------|---------------------|
| All extractions | - |

1.3.1.3 CSP Papua New Guinea (2008-2013)

| Country | CSP Papua New Guinea (2008-2013) |
|-----------------|---|
| All extractions | <p>CHAPTER II: COUNTRY DIAGNOSIS-</p> <p>II.1 Analysis of the political, economic, social and environmental situation</p> <p>II.1.3. Social situation, including decent work and employment</p> <p>Health and Education</p> <p>Long distance travels, shortages of teachers in remote areas, and the significant private costs of education hinder access to education. Quality is compromised by variable teacher qualifications, inadequate learning materials for teachers and students, and high teacher absenteeism. Technical and vocational education and non-formal education remain poorly structured and not widely available. Post-secondary education, including the university sector, is costly, poorly connected to labour market needs, and of variable quality. Moreover, money is not reaching sufficiently the local-level governments, which means that they are unable to finance teaching, school infrastructure, health care, and so on.</p> <p>II.3 PNGs development strategy</p> <p>This was later translated into the Medium Term Development Strategy (MTDS) 2005-10. The MTDS is the overarching development strategy for PNG and it defines seven key priority areas towards which public spending should increasingly be targeted, notably: (...)</p> <ul style="list-style-type: none"> • development-oriented informal adult education; |

1.3.1.4 CSP South Africa (2007-2013)

| Country | CSP South Africa (2007-2013) |
|-----------------|--|
| All extractions | <p>CHAPTER 2 THE POLITICAL, ECONOMIC, SOCIAL AND ENVIRONMENTAL SITUATION IN SOUTH AFRICA</p> <p>2.3 Social Situation</p> <p>South Africa's formal education system has three levels: General Education and Training, which lasts nine years and is compulsory for all children between the ages of 6 and 15; Further Education and Training, which lasts three years and includes vocational education; and Higher Education, which is equivalent to tertiary education. Access to General Education and Training is virtually universal, and needy children are exempted from paying school fees, so the major challenge in formal education is to make the quality more consistent. Outside formal education, the priority is to make up for the deliberately inferior education the majority of the population were given in the apartheid era. Consequently, education and training authorities have been established to develop the skills required for economic growth and global participation.</p> |

⁵ Please note that five out of the 17 analysed CSPs (Algeria, Cameroon, DR Congo, El Salvador, and Papua New Guinea) did not contain annexes. (The CSP 2007-2013 of Algeria has an annex but our version did not include it.)

1.3.2 Countries in Asia

1.3.2.1 CSP China (2007-2013)

| Country | CSP China (2007-2013) |
|-----------------|---|
| All extractions | <p>2 THE EC RESPONSE STRATEGY 2007-2013</p> <p>2.2 The Strategy</p> <p>2.2.1.5 Sectoral Dialogues</p> <p>An additional element for consideration in the formulation of further PDSF-related activities is the provision of short-term training for senior Chinese nationals from government and civil society who have a potential role to play in the direction of China's future political, economic, social and administrative environment. Some higher education institutions in the ED are well suited to providing high-level exposure to ED policy issues of direct relevance to China.</p> <p>2.2.3 Human Resources Development</p> <p>2.2.3.1 Higher Education</p> <p>In the higher education sector Chinese postgraduate students have been extremely successful in taking up scholarships to undertake masters courses in the ED under the Erasmus Mundus Programme, through both the worldwide core funding for the programme and a special €9 million 'China Window' financed under the 2004-2006 NIP to provide additional scholarships for Chinese students during the academic years 2005/2006 to 2007/2008. The total intake of Chinese Erasmus Mundus masters students for the first three years of programme implementation is approximately 285, of which 120 under the general scheme and 165 under the China Window.</p> <p>The strong Chinese interest in developing co-operation with the ED in the field of higher education has been demonstrated in the context of the ED-China Higher Education Dialogue which took place in Beijing for the first time in November 2005 as well as, more recently, in the Joint Statement of the Helsinki ED-China Summit where the Chinese side expressed interest in making further progress with the ED on this topic. It is proposed that financial resources continue to be allocated to this sector under the SP to provide scholarships for Chinese students</p> <p>3 ANNEXES</p> <p>3.3 CHINA'S POLICY AGENDA</p> <p>3.3.1 An overview of China's political and economic agenda</p> <p>Priorities for the FYP can be summarised as follows:</p> <p>(...)</p> <ul style="list-style-type: none"> • Development of human resources, talent and technology: to improve the country's innovative capacity; to ensure a more equitable distribution of education resources; and to improve the quality of higher education. <p>3.5 REVIEW OF PREVIOUS CO-OPERATION</p> <p>It had also been intended under the second NIP to provide financing (€50 million) for a second "China Window" under the worldwide Erasmus Mundus programme to enable additional scholarships to be granted to Chinese students to participate in Masters courses in Europe. Pending discussions with the Chinese Government on these funds, they were re-allocated to humanitarian relief and assistance in Asia, though further funding for higher education is proposed under the present Strategy Paper.</p> <p>3.9 EC CO-OPERATION WITH CHINA UNDER THE 2002-2006 CSP</p> <p>(b) Scholarships linked to Erasmus Mundus: Committed 2004: 9,00</p> <p>3.11 PROJECTS FINANCED UNDER THEMATIC BUDGET LINES AND ASIAWIDE PROGRAMMES (ongoing or recently completed)</p> <p>2.4 Asia Link (networking between higher education institutions): 5.220.131</p> <p>Nottingham Trent-Lappeenranta-Chongqing Universities' collaboration for human resource development in mechanical and manufacturing engineering: 222.715</p> <p>EU-Asia university exchange and cooperation and cooperation in the field of telecommunication technologies: 300,000</p> <p>Innovation by University Vocational Training - Curriculum Development for Competence promotion in the building automation: 298,889</p> <p>Development of Higher Education Teaching and Training Modules for Energy Saving and Environment Protection in Process Industries: 287,138</p> <p>New Interuniversity Network For Energy and Environment – NINFEE: 410,597</p> <p>A Framework Approach to Strengthening Asian Higher Education on Advanced Design and Manufacture: 730,585</p> <p>3.12 THE SECTORAL DIALOGUES</p> <p>Education and Culture</p> <p>The European Commission's new Erasmus Mundus programme came into force in 2004. It provides financing for students from third countries to pursue post-graduate studies in Europe. Special 'windows' for China and other Asian countries have been set up to attract significant</p> |

| Country | CSP China (2007-2013) |
|---------|--|
| | numbers of students from this region to study in Europe. Further ways of enhancing dialogue and co-operation in the field of education and culture are currently being explored. |

1.3.2.2 CSP Indonesia (2007-2013)

| Country | CSP Indonesia (2007-2013) |
|-----------------|--|
| All extractions | <p>3. POLITICAL, ECONOMIC, SOCIAL AND ENVIRONMENTAL SITUATION</p> <p>3.3. Social situation</p> <p>Disparities between rich and poor, rural and urban are significant. There is a significant group of young people in Indonesia who are effectively disenfranchised for lack of access to school, illiteracy and having to work. Indigenous/minority populations tend to fall into this group due to their isolation and vulnerability. Out of approximately 38 million children aged 7-15, 3.3 million do not attend school. An estimated 1.5 million children (between the ages of 10-14) are at work, and 10% are illiterate at age 15. The participation rate in senior high school was only 51% in 2003. The participation rate in higher education was 14% in 2003</p> <p>6. THE EC RESPONSE STRATEGY</p> <p>6.1. Focal Sector: Education</p> <p>Education sector support will aim at ensuring and sustaining achievement of MDG 1 and 2 and Education for All (EFA) goals, by bringing children from poor and disadvantaged families into school and keeping them there through the 9 years of Basic Education. It will further aim at ensuring and sustaining achievement of MDG 8, by promoting access to vocational and higher education. This support will also help to address the crucial issues that have pulled down Indonesia's education system and led to a lack of competitiveness internationally.</p> <p>(...)</p> <p>The specific objectives will be to contribute to the government policy/strategy to improve basic education, in particular with reference to (a) governance and management systems, (b) overall quality, (c) planning and budgeting process for education and to upgrade the efficiency of those resources, and (d) performance of teachers.</p> <p>The indicators of the attainment of the objectives are:</p> <ul style="list-style-type: none"> • Increased levels of education of Indonesian citizens • Increase in number of Indonesians graduating from Junior and Senior High School • Increase in number of university/college graduates • Improved education quality • Increased relevance of education to sustainable development needs • More efficient and effective management of education service provision <p>(...)</p> <p><i>Higher Education</i></p> <p>The main objective of higher education cooperation in Asia is to enhance international cooperation capacity of universities in third countries by facilitating transfer of know-how and good practices in the field of student and academic staff mobility. The European Commission will contribute to financing a mobility scheme between European universities holding an Erasmus Charter and third country universities that will complement existing programmes in the field of higher education. The types of mobility to be funded are:</p> <ul style="list-style-type: none"> • for students: master, doctorate and post-doctorate mobility opportunities • for academic staff: exchanges for the purposes of teaching, practical training and research. <p>Higher education cooperation activities will be funded under the regional programming for Asia.</p> <p>7. ANNEXES</p> <p>7.1. Annex 1: EU/EC Cooperation objectives</p> <p>2/ Objectives of the EU as laid down in other applicable documents:</p> <p>b. On 9 July 2003, the European Commission adopted a Communication on a "New Partnership with South East Asia", setting out a comprehensive strategy for future EU relations with the region. The strategic priorities identified in the Communication include (1) Supporting regional stability and the fight against terrorism, (2) Human Rights, democratic principles and good governance, (3) Mainstreaming Justice and Home Affairs issues (4) new dynamism into regional trade and investment relations (5) development of less prosperous countries, and finally (6) intensifying dialogue and cooperation in specific policy areas, such as economic and trade issues, justice and home affairs matters, science and technology, higher education and culture, transport, energy, environment, and information society.</p> <p>7.4. Annex 4: Country Environmental Profile - Summary</p> <p>3/ Conclusions and recommendations:</p> <p>Recommended fields of support with particular environmental focus are:</p> <ul style="list-style-type: none"> • Governance and judicial reform to ensure environmental law enforcement |

| Country | CSP Indonesia (2007-2013) |
|---------|---|
| | <ul style="list-style-type: none"> • Adult education and formation of attitudes and opinions • Institutional integration and synchronization • Enabling business environment • Ensure that environment concerns are taken into account in trade and investment • National level inventories and monitoring • Integrated planning <p>7.9. Annex 9: Projects under horizontal and regional budget lines</p> <p>2/ Regional projects and programmes:</p> <p>EU-Indonesia cooperation has also been complemented by a number of regional initiatives at the Asia-wide and ASEAN level. Indonesia has increased its participation in the Asia Wide Programmes such as Asia Link (15 projects in the period), Asia Invest (7 projects), Asia Pro Eco (3 projects), Asia IT & C (2 projects) and Asia Urbs (2 projects). These programmes have started to build visibility among the target audience (especially Asia Link, among the 10 most active Indonesian universities). However, relevant Indonesian civil organizations, with the exception of universities, have in general difficulties in establishing contacts with potential EU partners for these projects. The programmes also lack sufficient resources for dissemination and training of potential applicants.</p> |

1.3.2.3 CSP Thailand (2007-2013)

| Country | CSP Thailand (2007-2013) |
|-----------------|--|
| All extractions | <p>EXECUTIVE SUMMARY</p> <p>To that end, EC co-operation will focus on (...)</p> <ul style="list-style-type: none"> • deepening the Thai-EC relationship in various areas of strategic importance and mutual interest to both partners, with a particular focus on economic relations, scientific and technology co-operation as well as higher education and culture <p>(...)</p> <p>Activities carried out in the field of higher education will be financed within the context of the regional programming for Asia.</p> <p>3. AN OVERVIEW OF PAST AND ONGOING EC CO-OPERATION, COORDINATION AND COHERENCE</p> <p>3.1 Overview of past and ongoing EC co-operation</p> <p>In recent years, Thailand has graduated from being an ODA recipient country. As high levels of financing for development co-operation were no longer required, the EC turned towards providing technical assistance to support the achievement of Thailand's national development goals and to promote economic co-operation in the mutual interests of Thailand and the EU.</p> <p>Overall, in line with the Thai government's political stance, donors shifted their emphasis from financial assistance for physical infrastructure to technical assistance for social infrastructure, focussing on human resource development, poverty alleviation, and the environment. Reflecting the new realities of a more mature and wide-ranging partnership, the Commission has diversified its partner structure and co-operates with a multi-faceted group of stakeholders ranging from government entities to private sector associations, universities and NGOs. It has increasingly concentrated on specific sectors such as the environment and fisheries, as well as on projects in the areas of social policies, promotion of small and medium sized enterprises and human resource development</p> <p>(...)</p> <p>At present, Thailand benefits from the following EC-supported projects and programmes that are being implemented in partnership with a wide range of Thai stakeholders:</p> <p>(...)</p> <ul style="list-style-type: none"> • ASEAN co-operation: 24 projects in the sectors of higher education, IPR and standards, energy, environment, economic co-operation, for a total of € 58.31 million. • Asia co-operation: 51 projects in the sectors of higher education, trade and investment, environment, IT&C, for a total of € 13.67 million. <p>(...)</p> <p>The NIP 2005-06 allocated € 3.2 million for the funding of scholarships for Thai graduate students through a dedicated 'Thailand window' in the framework of the EC's Erasmus Mundus programme for higher education. In practice, scholarships to pursue studies in Europe are being granted to Thai students in addition to those funded under the world-wide Erasmus Mundus programme.</p> <p>(...)</p> <p>The high participation rate under the Erasmus Mundus Thailand Window confirms that the scheme meets with great interest on the part of the Thai side and fits well with national priorities. Furthermore, experience has shown that the EC-Thailand Small Project Facility (SPF) fits well in the Thai context and meets the demand of the Thai industry for trade-related</p> |

| Country | CSP Thailand (2007-2013) |
|---------|--|
| | <p>technical assistance in regulatory aspects of doing business. (...)</p> <p>Given Thailand's graduation from being a recipient of development assistance and the country's ambitions towards furthering its role as an emerging donor, an important consequence is that EC co-operation should focus more on knowledge sharing and dialogue than on traditional social development sectors. Innovative instruments for co-operation with lower middle income countries such as the SPF and the Erasmus Mundus have proven to be well-suited for the Thai context.</p> <p>3.2 Programmes of EU Member States and other donors</p> <p>The Franco-Thai co-operation programme concentrates on higher education, research collaboration, capacity building and human resource development in a wide range of areas. Moreover, France is examining the possibility of engaging in trilateral co-operation activities with Thailand in its neighbouring countries.</p> <p>4. THE EC RESPONSE STRATEGY (2007-2013)</p> <p>4.2 Priorities for Co-operation</p> <p>4.2.1 Focal Area 1: Thailand-EC Co-operation Facility</p> <p>In line with the priorities of the Thai government, the <u>facilitation of knowledge flows and collaboration in science, technology, higher education and research</u> will be another key area under this facility. Thailand has the <u>science capacity and opportunity to participate in the Community's 7th Research Framework Programme (FP7, 2007-2013)</u>. International cooperation has been mainstreamed throughout all its components. On the heels of the ASEM dialogue about science and technology in general and priority themes in particular, knowledge intensive cooperation with the Union and with other countries in the region offers benefits for human and institutional capital and the ability to find sustainable solutions to challenges.</p> <p>Activities could focus on encouraging exchange of information, know-how and best practices in science and technology as well as promoting enduring relations between universities and the scientific communities of both partners (facilitation of joint research projects, exchange of professors and scientists, etc). Human resource development and capacity building in the form of training courses, seminars and conferences, among others, are essential elements for fostering innovation and achieving knowledge-based growth. Activities in the area of employment and social policy and environmental activities would also be eligible for support under the Thailand-EC Co-operation Facility.</p> <p>4.4 Regional and Thematic Programmes</p> <p><u>Higher education</u> co-operation activities will be funded under the regional programme for Asia. The main objective of higher education in Asia, is to enhance international co-operation capacity of universities in third countries by facilitating transfer of know-how and good practices in the field of student and academic staff mobility. The European Commission will contribute to financing a mobility scheme between European universities holding an Erasmus Charter and third country universities that will complement existing programmes in the field of higher education. The types of mobility to be funded are:</p> <ul style="list-style-type: none"> • for students: master, doctorate and post-doctorate mobility opportunities • for academic staff: exchanges for the purposes of teaching, practical training and research. <p>Annex 3: Ongoing EC-supported Projects in Thailand ASEAN Co-operation: Higher Education: 1 programme ASIA Co-operation: Higher Education: 1 programme</p> <p>Annex 3: Appendix 4: On-going Regional projects of benefit to Thailand ASEAN-EU University Network Programme (AUNP): PMO located at the Secretariat of the ASEAN University Network (Chulalongkorn University, BKK)</p> <p>Annex 4: Country Environmental Profile</p> <p>5. Environment in the main sectors</p> <p>In the area of support for higher education through, Thai students wishing to pursue academic study in the area of environmental science and related fields are eligible for scholarships.</p> |

1.3.2.4 CSP Vietnam (2007-2013)

| Country | CSP Vietnam (2007-2013) |
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| All extractions | <p>EXECUTIVE SUMMARY</p> <p>EC support thus responds to some of the principal challenges facing Vietnam as its economy continues to grow rapidly and as it implements a wide-ranging reform agenda. It reflects EC competences and takes account of anticipated activities of other donors. With inequalities among different sections of the Vietnamese population growing, considerable efforts need to be made to ensure sustained poverty reduction and improved access to social services, productive employment and decent work among the most vulnerable members of society. At the same time, Vietnam needs to consolidate its integration into the international economy as</p> |

| Country | CSP Vietnam (2007-2013) |
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| | <p>it continues its transition to a market economy and accedes to the World Trade Organisation, while ensuring its WTO obligations are met and that the benefits of economic growth are available to all. Economic transition, international integration, and sustained poverty reduction need to be accompanied by progress and reforms in a range of governance-related fields, such as the judiciary and the law, decentralisation, public financial management, social security reform and an enhanced role for the National Assembly. Adequate attention also needs to be paid to cross-cutting issues such as the improvement of governance, environmental protection, and the position of women in society, and EC support will reflect this, as well as addressing human rights issues. Activities carried out in the field of higher education will be financed within the context of the regional programming for Asia.</p> <p>AN OVERVIEW OF PAST AND ONGOING EC CO-OPERATION</p> <p>In addition to lending support to Vietnam through its bilateral co-operation programme, the European Commission also provides assistance through a wide range of initiatives financed through thematic budget lines (for non-governmental organisations) and Asia-wide grant programmes such as Asia-Invest (providing grants to joint projects of European and Asian business organisations), Asia ITC (to support the Information Society), Asia Urbs (support to co-operation and networking between cities), Asia-Link (for higher education institutions), and Asia Pro-Eco (for environmental projects). The Commission seeks to ensure linkages and synergies between these and bilateral projects. It is estimated that, from all budget-lines combined, the EC has made available on average around €40 million per year to Vietnam between 2002 and 2005. A full list of past and ongoing EC-supported initiatives in Vietnam is attached in Annex 7.</p> <p>THE EUROPEAN COMMUNITY RESPONSE STRATEGY 2007 – 2013</p> <p>4.6 Regional and Thematic programmes</p> <p>In the context of the co-operation with Vietnam, along with the interventions foreseen under this SP, the Commission intends to pursue thematic interventions in the following areas: (...)</p> <ul style="list-style-type: none"> • The main objective of higher education in Asia is to enhance international cooperation capacity of universities in third countries by facilitating transfer of know-how and good practices in the field of student and academic staff mobility. The European Commission will contribute to financing a mobility scheme between European universities holding an Erasmus Charter and third country universities that will complement existing programmes in the field of higher education. <p>These thematic activities are complementary to the strategic objectives pursued by the Commission under the SP and form part of the policy dialogue with Vietnam. The financing of these thematic activities will be additional to financial resources provided under MIPs. In addition, Vietnam will also benefit from activities funded under the Asia-wide programme (e.g. Asia Invest, higher education instrument) and may also benefit from activities funded under the Instrument for Stability.</p> <p>ANNEX 5: EU/EC CO-OPERATION OBJECTIVES</p> <p>On 9 July 2003, the European Commission adopted a Communication on a "New Partnership with South East Asia", setting out a comprehensive strategy for future EU relations with the region. The strategic priorities identified in the Communication include (1) Supporting regional stability and the fight against terrorism, (2) Human Rights, democratic principles and good governance, (3) Mainstreaming Justice and Home Affairs issues (4) new dynamism into regional trade and investment relations (5) development of less prosperous countries, and finally (6) intensifying dialogue and co-operation in specific policy areas, such as economic and trade issues, justice and home affairs matters, science and technology, higher education and culture, transport, energy, environment, and information society.</p> <p>ANNEX 7: LIST OF EC-VIETNAM CO-OPERATION INITIATIVES</p> <p>Development of Teaching and Training Modules for Higher Education on Low-Cost Wastewater Treatment (VN/ASIA-LINK 012)</p> <p>Restructuring higher education as in resource and environmental economics in East-Asian transition economies (VN/ASIA-LINK/013)</p> <p>Strengthening Existing Partnerships between South East Asian and EU Universities in the Field of Rural Economics (ASI/B7-301/98/679-33)</p> <p>University network for Sustainable Architectural Design and Urban Planning (VN/ASIA-LINK/004)</p> <p>Upgrading the Skills of University Teaching Staff in Welding to Qualify Welding Personnel in Accordance with International Standards and Curriculum Development in Postgraduate Welding Education Program (VN/ASIA-LINK/006)</p> |

1.3.3 Countries in the ENPI region

1.3.3.1 CSP Algeria (2007-2013)

| Country | CSP Algeria (2007-2013) |
|-----------------|--|
| All extractions | <p>2. ALGERIAN GOVERNMENT POLICY</p> <p>III. Promoting socio-cultural policy</p> <ul style="list-style-type: none"> Implementing reform of the national education system: reform of national education, reform of higher education, reform of vocational training <p>4. COOPERATION PROGRAMMES</p> <p>4.3 Member states and other donors</p> <p>France is the first bilateral partner of Algeria and the strongest donor (EUR 205 million of public development aid in 2005). It is active in different fields focussing on priorities (education, infrastructure, productive sector) and cross cutting sectors (support to elite training, cooperation of universities and research, good governance and supporting the rule of law, support to cultural development respecting diversity). Special agreements between French and Algerian ministries constitute the framework of an active cooperation (Ministries of economy & finance, ministries in charge of land use etc.). The intervention of the French cooperation is meant to strengthen the policy of public, economic and social reforms in Algeria. The French cooperation favours the strengthening of elite training, of execution capacities and the modernisation of public and private sectors. Special attention is given to the strengthening of cooperation activities in the framework of decentralized cooperation.</p> <p>5. THE EU'S STRATEGIC RESPONSE (2007-2013)</p> <p>5.2 Priorities and specific objectives for cooperation</p> <p>The priority objectives of the EU's strategy for 2007-2013 are as follows (which does not mean that the Commission will intervene in all these areas, merely that they are eligible and that the priorities and implementation schedule can be reviewed):</p> <p>(...)</p> <ul style="list-style-type: none"> the development of education and training, youth, higher education and scientific research, which are essential to the building of a knowledge society and bringing down unemployment in a more open economy; <p>(...)</p> <p><i>(5) The Development of Education and Training, Youth, Higher Education and Scientific Research, which are essential to the building of a knowledge society and bringing down unemployment in a more open economy</i></p> <p>Increasing demand and budget constraints have highlighted the weaknesses of the education system. (Footnote: Algeria will be eligible for the Tempus, Erasmus Mundus and Euro-Med Youth programmes.) One major area of inefficiency lies in the allocation of resources.</p> <p>Most of the budget is used to cover operating expenditure (wages) and maintenance of equipment and infrastructure at the expense of development and innovation. The quality of teaching has decreased accordingly and the internal effectiveness of the system has been affected (only 12% of schoolchildren entering primary education graduate from higher education). Regional disparities as regards access and results are in danger of increasing and public subsidies are inadequately targeted. The problem is most marked in the case of higher education, where the State bears 90% of the expenditure. This results in an over-supply of graduates, often possessing qualifications ill-suited to the labour market, who are liable therefore to have great difficulty finding work. The vocational training system is expensive, badly managed and does not correspond to the real skill requirements of the key economic sectors. It is geared to basic and residential training for pupils who have abandoned basic or secondary education (60% of schoolchildren). The lack of competition between training centres affects quality and curricula no longer correspond to the requirements of the market economy.</p> <p>5.3. Complementarity and consistency with the regional strategy paper and other ENP instruments</p> <p>Crossborder cooperation will tackle common problems identified by EU Member States and partner countries sharing a land border or a short sea crossing or bordering the same sea. Two new instruments may be available in addition to the bilateral, crossborder and regional allocations. The ENPI crosscutting programme will embrace activities that will be implemented in the same way by all neighbouring countries. This programme will mainly finance TEMPUS activities and the new study-award programme, and TAIEX activities. The new thematic ENPI programmes will comprise a total of seven thematic programmes, covering subjects such as democracy and human rights (formerly EIDHR), migration and asylum (formerly AENEAS), and human and social development - investing in people. These may be of interest to Algeria and usefully bolster bilateral cooperation. The thematic activities will be launched only if they offer clear added value.</p> |

1.3.3.2 CSP Armenia (2007-2013)

| Country | CSP Armenia (2007-2013) |
|-----------------|--|
| All extractions | <p>5. OVERVIEW OF PAST AND ONGOING EC ASSISTANCE</p> <p>5.1. EC assistance to Armenia 1991-2006</p> <p>The Tempus Programme has provided considerable support to the modernisation and the reform of the higher education system in Armenia. Since 1996, Tempus has funded 13 cooperation projects with EU higher education institutions in the areas of curriculum development, university management and structural reform.</p> <p>6. THE EC RESPONSE STRATEGY</p> <p>6.2. EC assistance priorities</p> <p>People-to-people contacts</p> <p>In this field, assistance for reforming and upgrading the education system with a view to convergence with EU standards and practices will be essential as well as support for youth exchanges and cooperation. It will also help to strengthen democratic development, social stability and economic competitiveness.</p> <p>Possible actions include reinforced participation in programmes such as Tempus and Youth in Action, greater opportunities for Armenian nationals to participate in exchange programmes such as Erasmus Mundus and investigating the scope for cooperation in the framework of EU programmes in the field of culture. It should also mean to further support the full implementation of the Bologna process for the higher education sector in Armenia, further support for reforms in the field of education, including for VET.</p> <p>6.3. Instruments and means</p> <p>ENPI-Inter Regional Programme</p> <p>The ENPI-wide programme will include activities which for reasons of coherence, visibility and administrative efficiency are best implemented in the same way for all the neighbouring countries. Examples are TAIEX, TEMPUS and the new Scholarship Programme.</p> <p>ANNEX 4</p> <p>ACTIVITIES OF OTHER DONORS, INCLUDING MEMBER STATES</p> <p>Member states</p> <p>From the EU-25, F, D, DK, H, I, SWE, NL and UK provide assistance to Armenia. F focuses on support to university education, culture and health care.</p> |

1.3.3.3 CSP Egypt (2007-2013)

| Country | CSP Egypt (2007-2013) <i>(national indicative programme excluded from analysis)</i> |
|-----------------|---|
| All extractions | <p>2. EGYPT' S POLICY AGENDA</p> <p>The 2002-2007 plan aims to:</p> <ul style="list-style-type: none"> improve the quality of life and standard of living; increase employment opportunities and reduce unemployment; reduce poverty incidence and provide social security for poor families; eradicate illiteracy and develop school and higher education; <p>3. ANALYSIS OF THE POLITICAL, ECONOMIC AND SOCIAL SITUATION</p> <p><u>Social development</u></p> <p>Underemployment, both visible and invisible, is widespread generating considerable economic loss, estimated to affect 7.5% of the working-age population (15-64). The gender differential is considerable, with unemployment affecting females 2.5 times more often than males. The private sector has not been able to compensate for the slowdown in public-sector hiring of graduates and is unable to absorb the explosive growth of new technical secondary graduates forecast for the years ahead who will be seeking work in industry and agriculture. Universities have some way to go to adapt their curricula to the needs of the labour market, in terms of both the nature of the training provided and of the level of skills required.</p> <p>4. OVERVIEW OF PAST AND ONGOING EC COOPERATION</p> <p>EU assistance to Egypt in 2000-2006</p> <p>MEDA regional cooperation included activities on governance and public administration reform, the environment (pollution in the Mediterranean Sea, SMAP, METAP, Life Third Countries and local water management), justice and home affairs (migration, police and judiciary), political and economic research, South-South economic cooperation, statistics, transport (including global satellite navigation GNSS I and II) and energy (including the Euro-Masher gas market project), maritime safety (SAFEMED I and II), modernisation of higher education under TEMPUS, information society (EUMEDIS), audio-visual, protection of cultural heritage and development of youth exchanges and co-operation in the field of youth in the Euro- Mediterranean region.</p> <p>Donor coordination</p> <p>World Bank. The World Bank's current loan portfolio in Egypt totals some \$1 billion, distributed as follows: agriculture (mainly rural development and irrigation): 38%, infrastructure</p> |

| Country | CSP Egypt (2007-2013) (national indicative programme excluded from analysis) |
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| | <p>(development of Cairo and Sharm el Sheikh airports): 31%, education (early childhood, secondary, higher education and skills development): 18%, health/social protection (health insurance, primary care and public health services): 13%.</p> <p>5. EC RESPONSE STRATEGY</p> <p>5.2 Priority analysis</p> <p>Development based on economic growth needs to be accompanied by other measures, such as social, educational and environmental measures, if it is to become sustainable. The target set by the Presidential programme is ambitious, namely to create 4.5 million new sustainable jobs over the next six years. The President's objective is to double the number of families receiving social security benefits from 650 000 to 1.3 million. Further development and successful implementation of Egypt's education and employment strategies are essential to ensure a technologically skilled and adaptable workforce and a better participation of women in the economic and social progress. EU assistance will also focus on supporting reforms improving the quality and efficiency of the public education systems, addressing quality assurance, curriculum reform and accreditation and enhancing TVET skills and the certification system, taking into account the gender perspective. Links between Egyptian universities and those in EU countries will be encouraged. Egypt should be encouraged to meet the education targets set in the 5-year work programme adopted at the Barcelona Summit in November 2005 and to develop strategies for long-term learning. Due attention should be paid to those not covered by the formal education system, in particular those working in the informal sector, and illiterate people.</p> <p>Addressing the question of unemployment, under-employment and of a better match the workforce skills with the market needs are at the centre of the strategy to reduce poverty, promote economic growth and prevent radicalisation. The reform of the labour market will also be boosted by implementation of the new labour code and of the ILO conventions, effective trade unions and social dialogue and development of a labour market information system. The EU is willing to consider support in these fields.</p> <p>This assistance can be stepped up as the ENP framework offers the possibility to develop people-to-people action and exchanges. These include exchanges between social partners and stakeholder, greater participation in research-related activities (i.e. under the EU's 7th Framework Programme and in particular the Marie Curie actions with the specific programme 'People' (training and mobility for researchers), the Tempus and Youth in Action Programmes as well as increased exchange opportunities for Egyptian nationals and Erasmus Mundus. The possibilities for enhanced co-operation in the field of culture will be examined.</p> <p>5.3 Complementarity and consistency with the Regional Strategy Paper, the ENPI and other instruments</p> <p>Alongside the bilateral and regional envelope, Egypt will also benefit from the ENPI Interregional Programme and the ENPI-CBC Mediterranean Sea Basin Programme. The ENPI Inter-regional Programme will include activities which will be implemented in the same way for all the neighbouring countries. This programme will, in particular, finance TEMPUS and the new Scholarship Programme, as well as TAIEX activities. The ENPI-CBC Mediterranean Sea Basin Programme will allow Egypt's coastal regions to cooperate with coastal regions in EU Member States through joint projects. In addition, Egypt may also benefit from the thematic programmes established under the Development Cooperation Instrument, in particular those on "migration and asylum", "investing in people" and on "environment and sustainable management of natural resources" which are relevant to Egypt and could usefully reinforce bilateral cooperation. The new Instrument for Human Rights and Democracy (ex-EIDHR) will also be available to support thematic activities in that area.</p> <p>ANNEX 4: EU MEMBER STATES AND EC PROGRAMMES BY SECTOR</p> <p>France: France will focus its bilateral cooperation with Egypt on: (i) education, with an emphasis on promotion of the French language through a network of bilingual school and cultural centres; (ii) higher education and research, including strengthening the newly created Université Française d'Égypte, continuing with four trilingual (French, Arabic, English) higher education diplomas (in international business law, political sciences, management and marketing and agro-business), exchanges of scientists and promotion of joint research works and support for several French archaeological missions in collaboration with the Institut Français d'Archéologie Orientale; (iii) technical and human development, in particular in the areas of health (exchanges of hospital personnel and fellowships), urban planning (in Cairo and Port Saïd), good governance (training for civil servants and judges, development of civil society and the fight against corruption) and agriculture (managed by the France-Egypt Liaison Office for Agriculture); (iv) cultural exchanges, led by the three French cultural centres active in Egypt, in the form of organisation of exhibitions, artistic events and cooperation with the media.</p> |

1.3.3.4 CSP Georgia (2007-2013)

| Country | CSP Georgia (2007-2013) |
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| All extractions | <p>5 THE EC RESPONSE STRATEGY</p> <p>5.2 EC assistance priorities</p> <p>People-to-people contacts (ENP AP Chapter 4.7)</p> <p>Assistance for reforming and upgrading the education system with a view to convergence with EU standards and practices will be essential to strengthen social stability and encourage economic growth.</p> <p>This priority will include:</p> <ul style="list-style-type: none"> • increased participation in programmes such as Tempus and Youth in Action; • greater opportunities for Georgian nationals to participate in exchange programmes such as Erasmus Mundus; • support for the reform of the education system, including vocational training; • support for the full implementation of the Bologna process for the higher education sector; • promotion of European Integration studies • investigating the scope for cooperation in the framework of EU programmes in the field of culture. <p>5.3 Instruments and means</p> <p>ENPI Inter Regional programme</p> <p>The ENPI Inter Regional programme will include activities that for reasons of coherence, visibility and administrative efficiency are best implemented in the same way for all the neighbouring countries.</p> <p>Examples are TAIEX, TEMPUS and the new Scholarship Programme.</p> <p>6.4 ANNEX 4: PAST EC ASSISTANCE TO GEORGIA</p> <p>Cooperation in the field of education and science. In the period 1995-2005, about EUR 6 million was allocated from TACIS National Programmes in Georgia to fund twenty TEMPUS projects (pre-Joint European Projects, Joint European Projects and Individual Mobility Grants), involving the participation of 16 Georgian universities. Those projects aimed at supporting the modernisation and reform of higher education system in Georgia. In addition, TACIS supported a policy advice project on vocational education and training (VET) reform with the aim of assisting the Ministry of Education in Georgia with drafting both a long-term strategy and a VET law (August 2005-April 2006). The long-term strategy and the draft VET law are currently (July 2006) still under discussion within the Government.</p> <p>The European Commission focused more strongly on higher education reform after Georgia joined the Bologna process in Bergen in May 2005. The EC decided to support the Tbilisi State University with a separate TACIS project for the "Establishment of a Centre for European Studies" (EUR 1m plus EUR 300 000 for equipment and works). The project started in April 2006. In addition, a Georgian Bologna Supporters Group was established in December 2005 (http://www.bolognasupporters.ge/index.htm).</p> |

1.3.3.5 CSP Lebanon (2007-2013)

| Country | CSP Lebanon (2007-2013) |
|-----------------|---|
| All extractions | <p>2. COUNTRY ANALYSIS</p> <p>2.3. Social situation</p> <p>Before the civil war, Lebanon had one of the best education systems in the region, with one of the highest levels of literacy being among Lebanese aged 15 and over. The civil war destroyed the education system – many schools were closed, international teachers and lecturers left. Lebanon saw the creation of an alternative, private education sector. Even with the end of hostilities with Israel the situation continued to deteriorate, as many schools were damaged or served as shelters for displaced persons. Access to education is also limited due to discrepancies in personal wealth. Enrolment in universities (both public and private) dropped significantly. Therefore, education reform is another major challenge, especially in terms of training graduates in those skills currently demanded by the labour market. Initial steps have been taken to prepare a strategic plan for the primary and secondary sectors, as well as for Vocational Education and Training (VET).</p> <p>3. OVERVIEW OF PAST AND ONGOING EC COOPERATION</p> <p>3.1. EC assistance to Lebanon 2000 - 2006</p> <p>The Tempus programme has provided considerable support to the modernisation and the reform of the higher education system in Lebanon. Since 2002, Tempus has funded 17 cooperation projects with EU higher education institutions in the areas of curriculum development, university management and structural reform. Tempus involves both public and private higher education institutions in Lebanon on an equal footing. The vocational training (VT) project (Financing Plan 2005) is a pilot initiative designed to ensure that the VT sector becomes more responsive to labour market demand in the private sector, specifically in the</p> |

| Country | CSP Lebanon (2007-2013) |
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| | <p>agri-food sector.</p> <p>4. THE EU STRATEGIC RESPONSE (2007-2013)</p> <p>4.2. Complementarity and consistency with the Regional Strategy Paper and other ENPI programmes</p> <p>Alongside the bilateral and regional envelope, Lebanon will also benefit from the ENPI Inter-regional Programme and the ENPI-CBC Mediterranean Sea Basin Programme. The ENPI-Inter-regional Programme will include activities which will be implemented in the same way for all the neighbouring countries. This programme will, in particular, finance TEMPUS and the new Scholarship Programme, as well as TAIEX activities. The ENPI-CBC Mediterranean Sea Basin Programme will allow Lebanon's coastal regions to cooperate with coastal regions in EU Member States through joint projects. In addition, Lebanon may also benefit from the thematic programmes established under the Development Cooperation Instrument, in particular those on "migration and asylum", "investing in people" and on "environment and sustainable management of natural resources" which are relevant to Lebanon and could usefully reinforce bilateral cooperation. The new Instrument for Human Rights and Democracy (ex-EIDHR) will also be available to support thematic activities in that area.</p> <p>4.3.2. Strategic objective 2: support for social and economic reform</p> <p>The worsening state of primary and secondary education standards in public institutions and the consequences of the economic crises which are causing a sharp rise in enrolment in the public schools need specific attention. Human resources development is also a source of concern to ensure employability of workers. EC support for Government actions aimed at solving the problem of poor compatibility with labour market requirements can build on the outcome and results of a Vocational Training Programme currently being funded. That assistance can be reinforced as the ENP framework offers the possibility to develop people-to-people actions and exchanges. This includes reinforced participation in the Tempus and Youth in Action programmes and increased exchange opportunities for Lebanese nationals through participation in the Erasmus Mundus programme and introduction of a new ENP scholarship</p> <p>ANNEX 5 - EC SUPPORT TO PALESTINIAN REFUGEES IN LEBANON</p> <p>Description of needs</p> <p>Lebanon is the only country in which UNRWA provides secondary education. Currently, the major concern in the secondary cycle is to meet an increase in demand and to maintain the quality of the education by building additional classrooms and other facilities. Opportunities for tertiary education are very limited. UNRWA offers a limited number of scholarships, although the demand is very high. Furthermore, Lebanese universities are very expensive (attendance costs an average of 4000\$/year).</p> |

1.3.3.6 CSP Russia (2007-2013)

| Country | CSP Russia (2007-2013) |
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| All extractions | <p>5. OVERVIEW OF PAST AND ONGOING ASSISTANCE</p> <p>5.1. Past and ongoing assistance</p> <p>For the Common Space of Research and Education, and Culture, Russia participates in a number of Community programmes, including the framework programmes for research and development, TEMPUS, Erasmus Mundus and the Youth Programme.</p> <p>(...)</p> <p>Since 1994 nearly 200 Russian universities have participated in the TEMPUS programme with an emphasis, since Bologna, on the convergence of university curricula and qualifications. With some 20 joint European projects selected for funding every year; the TEMPUS Programme has become popular in Russia. There has also been some EC support for vocational and management training and exchanges supported, like TEMPUS, by the European Training Foundation. The number of Russian students on Erasmus Mundus scholarships is reasonably high compared with other countries, although in relation to numbers in tertiary education in Russia the number could certainly be increased.</p> <p>6. EC RESPONSE STRATEGY</p> <p>6.1. Policy mix</p> <p><i>Common Space of Research and Education, and Culture</i></p> <p>In the field of education, both the EC and Russia participate in the Bologna Process, aiming to establish a European Higher Education Area by 2010. More generally, EC university programmes, Erasmus Mundus student exchanges and the Youth programmes encourage contact with Russia's new generation. In the field of education and lifelong learning in particular, the European Training Foundation provides advice and support to the Russian authorities.</p> <p>6.3. European Neighbourhood and Partnership Instrument</p> <p><i>Region-wide programme</i></p> <p>There will be an over-arching regional programme covering the whole neighbourhood, and</p> |

| Country | CSP Russia (2007-2013) |
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| | <p>which will also cover Russia. This programme will include a dedicated allocation for the new TEMPUS across the whole neighbourhood and Russia, as well as for a new student scholarship scheme for which Russian students will also be eligible.</p> <p>The Russian side has stressed the importance for the Common Spaces of people-to-people contacts. While Russian take-up of the existing, Erasmus Mundus scholarships has not been as high as it might, academic and student exchange contains great potential for building contacts and shared understanding. Therefore an amount of €9m, which would otherwise have been included in the national allocation for Russia, has been added to the ENPI region-wide programme, more specifically to the Russian share of the allocation under that programme for TEMPUS and the neighbourhood scholarship scheme. This brings the Russian allocation for TEMPUS and for scholarships to some €27m per annum.</p> <p>Annex 2: The implementation of the roadmaps to the four Common Spaces – summary of objectives</p> <p><u>Encourage integration and closer cooperation within the framework of the European Higher Education Area in accordance with the main provisions of the Bologna Process:</u></p> <ol style="list-style-type: none"> Stepping up university cooperation between Russia and European Union; Promoting student and teacher mobility between the said universities; Assisting in training Russia's national promoters of the Bologna Process; Support of cooperation aimed at a closer link of awarding degrees by encouraging collaboration at the masters level and awarding joint or double diplomas; Cooperation in the setting up in Russia of a system of monitoring and check-up of the quality and certification (accreditation) of curricula and higher education institutions as a whole; Provision of the Russian participation in the Erasmus Mundus Programme; Investigating means of promoting studies and training in Russia in the field of European Union law, EU economy, EU general and interdisciplinary studies, including training and retraining for government officials and post-graduate students; Investigating means of reciprocally promoting Russian studies and Russian language in the EU and EU languages and studies in Russia at the appropriate level of competence. <p><u>Culture:</u></p> <ol style="list-style-type: none"> Assessing the possibility of developing a cooperation programme within the framework of the relevant EU external relations instrument, which could include inter alia: <ul style="list-style-type: none"> the promotion of artistic and cultural projects with a European dimension (festivals, master classes, exhibitions, new productions, tours, translations and conferences); the promotion of short-, medium-, and long-term cooperation between museums to enhance cultural ties, conservation and research of common European heritage; the promotion of the links between artistic universities and institutions in order to create new cultural resources; the training of professionals in the audiovisual sector, promotion and distribution of cinematographic works and audiovisual programmes and support for film festivals. Fostering convergence with European standards in the broadcasting field Consultation and cooperation in relevant international fora, such as UNESCO, in order to defend common objectives and promote cultural diversity, especially through the UNESCO Convention on the Protection of the Diversity of Cultural Contents and Artistic Expression. |

1.3.3.7 CSP Ukraine (2007-2013)

| Country | CSP Ukraine (2007-2013) |
|-----------------|---|
| All extractions | <p>4. AN OVERVIEW OF PAST AND ONGOING EC ASSISTANCE</p> <p>4.1. EC assistance to Ukraine 1991-2006</p> <p>Under the 2002-2006 Country Strategy Paper (CSP) assistance has focused on the three priority areas of: i) support for institutional, legal and administrative reform, ii) support to the private sector and assistance for economic development and iii) support in addressing the social consequences of transition. During the first four years covered by the CSP (2002-2005) 43% of available resources were allocated to the first priority, 28% to the second and 13% to the third. The remaining 16% went to "Small Project Programmes", including civil society support (IBPP), customs, statistics and Tempus programmes.</p> <p>5. THE EC RESPONSE STRATEGY</p> <p>5.2. EC assistance priorities</p> <p><i>People-to-people contacts</i></p> <p>Assistance for reforming and upgrading the education system with a view to working towards convergence with EU standards and practices will be essential to strengthen democratic development, social stability and economic competitiveness. This will include fuller participation in programmes such as Tempus and Youth in Action, greater opportunities for Ukrainian nationals to participate in exchange programmes such as Erasmus Mundus, and</p> |

| Country | CSP Ukraine (2007-2013) |
|---------|---|
| | <p>investigating the possibilities for cooperation in the framework of EU programmes in the field of culture. Ukraine's ratification of the UNESCO Convention on the protection and promotion of the diversity of cultural expressions, which was adopted in October 2005, will be an important element in the development of cultural cooperation with Ukraine, as this text will be the basis for such cooperation.</p> <p>5.3. Instruments and means ENPI-Wide Programme The ENPI-wide programme will include activities that for reasons of coherence, visibility and administrative efficiency are best implemented in the same way for all the neighbouring countries. Examples are TAEX, TEMPUS and the new Scholarship Programme.</p> |

1.3.4 Countries in Latin America

1.3.4.1 CSP Brazil (2007-2013)

| Country | CSP Brazil (2007-2013) (national indicative programme excluded from analysis) |
|-----------------|--|
| All extractions | <p>3. ANALYSIS OF THE POLITICAL, ECONOMIC, SOCIAL AND ENVIRONMENTAL SITUATION</p> <p>3.3. The social situation Access to education has improved over recent years but there are still regional imbalances between the North-East and the South and South-East regions, especially in higher education. Literacy among young people in Brazil is officially high (96.3% amongst 15-24 year-olds in 2002) but illiteracy remains high among the population aged 15 or more (12% in 2002).</p> <p>4. OVERVIEW OF PAST AND ONGOING EC COOPERATION, COORDINATION AND COHERENCE</p> <p>4.1. Overview of past and ongoing EC cooperation The EC supports development cooperation projects in Brazil through its bilateral cooperation, but also through various thematic budget lines and through its horizontal and regional cooperation programmes. In mid-2005, EC cooperation with Brazil totalled some €180 million in terms of projects in progress. (Footnote: This amount includes all cooperation projects except those financed through the FP5 and FP6, or through Erasmus Mundus (See also Annex 4).) (...) The EC has also allocated funds to cooperation projects in other sectors, such as education (through horizontal programmes such as ALFA or Alßan but also through the Erasmus Mundus programme), urban development (through the URBAL regional programme) and the information society (through the @lis regional programme and the R&D Framework Programmes). (Footnotes: 1) Brazilian institutions participated in over half of the ALFA II projects. Brazilian students are also participating actively in Erasmus Mundus, making Brazil the leading participant in the Programme, ahead of Russia and the USA (not counting the students benefiting from the various national Erasmus windows). 2) In the Alßan higher education programme for 2004-2005, for example, 27% of the 779 participants are Brazilian.) Projects on institutional capacity-building and state modernisation have also been approved, for example on training for modernisation of Brazil's tax system.</p> <p><u>Main conclusions</u> In general, Brazil has made greater use of thematic/horizontal budget lines and regional cooperation instruments than of bilateral cooperation projects. Experience shows that the involvement of Brazilian civil society or private-sector entities (NGOs, universities, technological institutes, companies, etc.) in these programmes and their dynamism to establish partnerships with European entities have produced good results at local or sectoral level.</p> <p>4.3. Policy mix analysis (coherence) Today higher education in Europe faces the need to stimulate the process of convergence of degree structures and to add to the attractiveness of European higher education worldwide. These themes are central to the Bologna process and to the national reforms of higher education in the Member States. The EC has decided to encourage and support the opening up of European higher education to the rest of the world. This will supplement the European Union's existing regional programmes on higher education with non-EU countries. Regional programmes, such as ALFA and Alßan, have fostered international cooperation on higher education between the European Union and its partners. Brazil is already actively participating in Erasmus Mundus and is one of the countries with the highest success rates. This participation could be further stimulated.</p> <p>5. THE EC RESPONSE STRATEGY (INTERVENTION SECTORS)</p> <p>5.1. Reasons for the choice of priorities</p> |

| Country | CSP Brazil (2007-2013) <i>(national indicative programme excluded from analysis)</i> |
|---------|--|
| | <p>Coherence and complementarity will also be sought with the Latin American Regional Strategy - which consists of 1) supporting social cohesion, 2) regional integration and 3) investing in human resources, especially through higher education -, with the EC thematic programmes and with the EC's 7th Framework Programme for Research and Technological Development. (...)</p> <p>Priority 1: enhancing bilateral relations</p> <p>b) To strengthen bilateral relations between the EC and Brazil, encourage mutual understanding and promote Europe's image and culture in Brazil, academic exchanges will be stimulated. To facilitate links between the EU and Brazil, account should be taken of: (i) the Bologna Declaration which stated the need to ensure that Europe's higher education sector acquires a degree of attractiveness in the wider world commensurate with Europe's major cultural and scientific achievements, (ii) the European Ministers of Education meeting in 2001, which emphasised the importance of making European higher education more attractive to students from other parts of the world, (iii) the Barcelona European Council of 2002, which confirmed opening up to the wider world as one of the three key goals for EU education systems and (iv) the successful participation of Brazil in higher education cooperation schemes promoted by the EU so far, such as Erasmus Mundus and Alþan.</p> <p>The programme will provide a means of funding scholarships for Brazilian undergraduate and postgraduate students and may entail capacity-building for universities and the exchange of teachers while seeking a close coordination with the common higher education area ALCUE.</p> <p>The possibility of creating a specific scholarship programme for Brazil should be further examined in this context with a view to increasing the participation by Brazilian graduates in academic activities in the EU.</p> <p>6.7. Annex 7 - insight into the cooperation priorities of EU Member States</p> <p>SPAIN</p> <p>Oferta formativa. Nos últimos ano vem incrementando de forma muito significativa o volume de ajudas e de cursos de formação, financiados pela Cooperação Espanhola, oferecidos ao Brasil. Inclui programas como os de Formação Técnica Especializada (até outubro de 2005, 70 cursos, seminários e jornadas); Bolsas MAEC-AECI (mais de 80 bolsas a formados brasileiros para o curso 2005-2006); Cooperação Interuniversitária (no ano 2004, o Brasil participou em 10 projetos realizados em colaboração com universidades espanholas); Leitorados da AECI (numa dezena de universidades brasileiras e com perspectivas de criar novas vagas); Fundação Carolina (no ano 2003 participaram 10 profissionais brasileiros no Programa de Visitantes e 44 no Programa de Bolsas).</p> <p>FRANCE</p> <p>O departamento de Cooperação e Acção Cultural da Embaixada da França no Brasil é encarregado da realização dessa cooperação. Os programas são co-executados com instituições francesas e organizações não governamentais (ONGs) em estreita cooperação com as instituições nacionais. Esse departamento contou com um orçamento de 4,5 milhões de Euros em 2004 para os seguintes sectores: cooperação técnica; cooperação universitária e científica; cooperação audiovisual, linguística, educativa e cultural.</p> |

1.3.4.2 CSP El Salvador (2007-2013)

| Country | CSP El Salvador (2007-2013) <i>(national indicative programme excluded from analysis)</i> |
|-----------------|---|
| All extractions | <p>2 ANALYSIS OF THE POLITICAL, SOCIAL, ECONOMIC AND ENVIRONMENTAL SITUATION</p> <p>2.2 Social cohesion and poverty</p> <p>In spite of substantial improvements in coverage, literacy and access over the last two decades, education still faces challenges: a very low level of schooling (5 years on average), high rates of over-age pupils (ages of enrolment for first grade vary from 6 to 12 years of age), high rates of repetition of school grades, high drop-out rates (the higher the grade, the lower the number of students), acute deficiencies in the quality of education offered and a wide gap between urban and rural areas. Reasons for absenteeism are the lack of classrooms and teachers in the poorest and most isolated regions and child labour in rural areas. In many rural areas, children only attend school from the age of 10. On average only 45.5% of children aged 4 and 5 attend pre-school centres and there is a strong correlation between lack of access to pre-school education and failure to complete basic education. The learning process is further complicated by the need to teach groups of children of different ages, and the education system is of poor quality due to the poor curriculum design, quantitative vision of knowledge, poor quality of academic and training centres for teachers, lack of teaching resources and low percentage of the state budget assigned to this sector. In response to this situation, the Ministry of Education has designed an Education Plan for 2004-2009 ("Plan 2021") which includes: 1) effectiveness and excellence in pre-school and basic education, 2) efficiency and</p> |

| Country | CSP El Salvador (2007-2013) <i>(national indicative programme excluded from analysis)</i> |
|----------------|--|
| | <p>quality of middle education, 3) technology, connectivity and communication for development and 4) higher education, science, research and technology.</p> <p>4 OVERVIEW OF PAST AND ONGOING EC COOPERATION WITH EL SALVADOR, COORDINATION AND COHERENCE</p> <p>4.1 Overview of past and ongoing EC cooperation, lessons learned</p> <p>Moreover, for the period covered by the CSP for 2002-2006, El Salvador received EC aid at regional level and under the measures and programmes open to all Latin American countries (decentralised cooperation programmes such as AI-Invest for economic cooperation, ALFA for cooperation on higher education and ATIs for cooperation on the information society). El Salvador received assistance through the EC Regional Programme for the Reconstruction of Central America (PRRAC), which in El Salvador focused on health, the environment and education, and from the Regional Programme for Food and Nutritional Security in Central America (PRESANCA) to be implemented during the period 2005-2009. With regard to the €28.5 million post-hurricane Mitch PRRAC Programme for El Salvador, 63% had been disbursed by May 2005. El Salvador is also eligible for financing under EC thematic budget lines (Co-Financing with NGOs, Environment and Tropical Forests, Food Security, Promoting Gender Equality in Development Cooperation, European Initiative for Democracy and Human Rights, Human Rights budget lines, etc.). In all 37 projects costing a total of €40.9 million were in progress in 2005, addressing in particular human rights, food security and the environment.</p> |

RSP/RSE/MTR analysis

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1.1 Introduction

The Regional Strategy Papers (RSPs), Regional Strategy Evaluations (RSEs) and Mid-Term Reviews (MTRs) are sources of information that complement desk phase case studies in searching for answers to evaluation questions. The object of the analysis is the incidence of higher education as an issue in strategic programming, monitoring and evaluation.

All available RSPs 2007-2013 for all regions and sub-regions were considered and they were complemented by RSEs (if available/accessible) and MTRs (if the sub-region was not already covered by a RSE). The following table summarises the analysed documents:

Table 1 Overview of scrutinised RSPs/ RSEs/ MTRs

| <i>Region</i> | <i>(Sub)-region (corresponding to an available RSP)</i> | <i>RSP</i> | <i>RSE</i> | <i>MTR</i> |
|---------------|---|------------|------------|------------|
| ACP | Caribbean | 2007-2013 | 2003-2010 | |
| | Central Africa | 2007-2013 | | |
| | Eastern and Southern Africa and Indian Ocean | 2007-2013 | | |
| | Pacific region | 2007-2013 | 2006-2012 | |
| | Southern Africa Region | 2007-2013 | | |
| | Western Africa | 2007-2013 | | |
| Asia | Asia | 2007-2013 | 2007-2012 | |
| Central Asia | Central Asia | 2007-2013 | | |
| ENPI | ENP East | 2007-2013 | 2004-2010 | |
| | ENP South Euro-Mediterranean Partnership | 2007-2013 | | |
| Latin America | Andean Community | 2007-2013 | | |
| | Central America | 2007-2013 | 2007-2013 | |
| | Latin America | 2007-2013 | | 2007-2011 |
| | Mercosur | 2007-2013 | | 2007-2010 |

The RSP and MTR analyses focused on the main body of the RSP/MTR and their annexes.¹ To ensure consistency of the tool, (sub-)chapters covering the Regional Indicative Programmes (RIPs) were not considered.

The RSE analysis focused on the main report as well as other volumes, where relevant.

The following keywords were used for identifying and extracting relevant information.

Table 2 Keywords used for identifying and extracting relevant information

| <i>EN</i> | <i>FR²</i> |
|---------------------|-----------------------|
| *higher edu* | *enseignement sup* |
| *adult edu* | |
| *alfa * | *alfa * |
| *erasmus mundus* | *erasmus mundus* |
| *tempus* | *tempus* |
| *edulink* | *edulink* |
| *academic mobility* | *mobilit? acad* |
| *universit* | *universit* |

1.2 Overview of EQs/ JCs/ Indicators with RSP/ RSE/ MTR as a source of information

The following table gives an overview of the evaluation questions, judgement criteria and indicators for which RSP or RSE/MTR thereof were mentioned as a source of information.

¹ For the RSP for Latin America, no annex was available.

² The CSP of DR Congo and Cameroon are written in French. The other 15 CSPs are all written in English.

Table 3 Overview of EQs/ JCs/ Indicators with RSP/ RSE/ MTR as a source of information

| | | |
|--------------|---|--|
| EQ 1 | To what extent has EU support to HE promoted the overall development policy objectives of the EU? | |
| JC 12 | EU support has addressed, and adapted to, development contexts in partner countries and regions | |
| I-121 | Evolution of specific references and consideration of HE in overall development policy documents related to co-operation with partner countries and regions | CSP/RSP analysis |
| I-122 | Design and implementation of EU support to HE reflect the specific needs of partner countries and regions at different levels of development | CSP / RSP Mid-term review CSP/RSP |
| I-123 | Programmes and projects in support of HE have flexibly responded to new and emerging needs in partner countries and regions | See I-122 |
| I-124 | Support has targeted HE challenges in Fragile and Conflict-Affected Situations (FCAS) | See I-122 |
| EQ 2 | To what extent has EU support to HE in partner countries been designed and implemented in coherence with, and aligned to, partner countries' and regional priorities? | |
| JC 21 | Responsiveness of EU support to HE, in its design and implementation, to the partner country's and regional priorities | |
| I-211 | Partner country's HE policies are reflected in the conception of the EU support to HE | CSP/RSP analysis |
| I-213 | EU commitments mirror the period of national development strategies in HE ³ | CSP/RSP analysis |
| I-214 | Bilateral co-operation in HE with a specific partner country was based on the respective country strategy | CSP/RSP analysis |
| I-215 | Partner countries contribute to bilateral co-operation with funding and provide institutional support to carry out joint programmes and/or action plans | CSP/RSP analysis |
| EQ 7 | To what extent has EU support to HE strengthened intra- and inter-regional integration in HE? | |
| JC 71 | Strengthened inclusive regional co-operation on harmonisation | |
| I-711 | Regional dialogues on HE established or supported | CSP / RSP Mid-term review CSP/RSP |
| I-713 | Increased participation of non-state stakeholders (civil society, private sector etc.) in regional dialogues | CSP / RSP Mid-term review CSP/RSP |
| JC 72 | Advanced standardisation of HE at regional level | |
| I-721 | Number and scope of partnerships among HEIs at regional level | CSP / RSP Mid-term review CSP/RSP |
| I-722 | Number and scope of agreements on mutual recognition of qualifications | See I-721 |
| I-723 | Joint or collaborative degree programmes established | See I-721 |
| EQ 8 | To what extent have the various instruments, aid modalities and policy dialogue employed by the EU been appropriate and efficient for strengthening HE in partner countries? | |
| JC 81 | Responsiveness of the instruments and aid modalities to the national and regional context in partner countries | |
| I-811 | Aid delivery methods, instruments ⁴ and channels are selected based on a thorough analysis of partner country needs | CSP/ RSP analysis |

³ The Accra Agenda for Action stipulates that the division of labour between donors and development partners should observe commitments on predictability to be effective.

| | | | |
|-------|---|--------------------------|------------|
| I-812 | Evidence of qualifying justification of intervention levels (region vs. country-level) | CSP/ analysis | RSP |
| I-814 | Evidence that the aid delivery methods and channels used have efficiently contributed to ownership of HE by national stakeholders | CSP/ analysis | RSP |

Table 4 provides an overview of the JCs which were addressed in the respective RSP.

Table 4 Overview of JCs addressed in the respective RSP

| RSP | JC 12 | JC 21 | JC 71 | JC 72 | JC 81 |
|--|--------------|--------------|--------------|--------------|--------------|
| ACP | | | | | |
| RSP Caribbean | - | - | - | ✓ | - |
| RSP Central Africa | ✓ | - | - | ✓ | - |
| RSP Eastern and Southern Africa and Indian Ocean | - | - | - | - | - |
| RSP Pacific region | ✓ | ✓ | ✓ | ✓ | - |
| RSP Southern Africa Region | - | - | - | - | - |
| RSP Western Africa | - | ✓ | ✓ | ✓ | ✓ |
| Asia | | | | | |
| RSP Asia | ✓ | ✓ | ✓ | - | ✓ |
| Central Asia | | | | | |
| RSP Central Asia | ✓ | ✓ | ✓ | | ✓ |
| ENPI | | | | | |
| RSP ENP East | - | - | ✓ | - | - |
| RSP ENP South Euro-Mediterranean Partnership | ✓ | ✓ | ✓ | - | ✓ |
| Latin America | | | | | |
| RSP Andean Community | ✓ | ✓ | ✓ | ✓ | - |
| RSP Central America | ✓ | ✓ | - | - | - |
| RSP Latin America | ✓ | ✓ | ✓ | ✓ | ✓ |
| RSP Mercosur | ✓ | ✓ | - | - | - |

The table below gives an overview of the JCs addressed in the respective RSE/ MTR.

Table 5 Overview of JCs addressed in the respective RSE/ MTR

| RSE/ MTR | JC 12 | JC 21 | JC 71 | JC 72 | JC 81 |
|----------------------|--------------|--------------|--------------|--------------|--------------|
| Asia | | | | | |
| RSE Asia | ✓ | ✓ | ✓ | ✓ | ✓ |
| ACP | | | | | |
| RSE Caribbean | | ✓ | | ✓ | ✓ |
| RSE Pacific | ✓ | ✓ | | | ✓ |
| ENPI | | | | | |
| RSE ENPI | ✓ | ✓ | ✓ | | ✓ |
| Latin America | | | | | |
| RSE Central America | ✓ | ✓ | ✓ | | |
| MTR Latin America | ✓ | ✓ | ✓ | ✓ | ✓ |
| MTR Mercosur | | | ✓ | | ✓ |

⁴ The instruments include: The European Development Fund (EDF), The Development Co-operation Instrument – thematic and geographic components (DCI), and The European Neighbourhood and Partnership Instrument (ENPI).

1.3 RSP extractions

1.3.1 ACP

1.3.1.1 RSP Caribbean

| Regional | Caribbean |
|-------------------------------|---|
| <p>All extractions</p> | <p>STRATEGY CHAPTER 3: THE PROCESS OF REGIONAL INTEGRATION IN THE CARIBBEAN 3.2. State of Play: Achievements and challenges in the regional integration process 3.2.2 CARICOM Legislation and corresponding regulations and institutional arrangements now exist for the free movement of skills in certain categories including university graduates, artistes, media workers, musicians and sports persons. A CARICOM passport is now being issued by most Member States. An Inter-Governmental Agreement to establish a Regional Accreditation Body is being finalised and an Agreement on Transference of Social Security Benefits is currently operational.</p> <p>ANNEXES Annex VIII CARIFORUM-EU TROIKA SUMMIT Focal Area: Regional Economic Integration/Cooperation and EPA priority areas including Capacity Building (approximately 85-90% of €165 million) d) Investing in Human Capital Preparing the people and institutions of CARIFORUM to respond to the challenges posed by global trade and economic realities including the CARIFORUM-EU EPA, in partnership with Caribbean centres of excellence, such as regional universities. (...) <u>Indicative list of Project and Programmes to be implemented</u> 6. Investing in Human Capital Preparing the people and institutions of CARIFORUM to respond to the challenges posed by global trade and economic realities including the CARIFORUM-EC EPA, in partnership with Caribbean centres of excellence, such as regional universities, also allowing for greater use of existing scientific knowledge on social, economic and environmental issues relevant to the Caribbean to support implementation of regional objectives and programmes and associated.</p> |

1.3.1.2 RSP Central Africa

| Regional | Central Africa |
|-------------------------------|--|
| <p>All extractions</p> | <p>STRATEGY 3. PROCESSUS D'INTEGRATION REGIONALE EN AFRIQUE CENTRALE 3.2. Etat des lieux: acquis et defis du processus d'integration regionale 3.2.2. Developpement des politiques sectorielles pour le developpement durable 3.2.2.4. Education, recherche, culture et affaires sociales En matiere d' education, de culture et d' affaires social es, parmi les principal es orientations de la CEMAC figurent: i) la construction de l'Espace CEMAC de l'enseignement superieur, de la recherche et de la formation professionnelle, y compris la reforme Licence-Master-Doctorat, fonde sur l'idee de poles d'excellences; ii) la formation a distance des enseignants en se fondant sur les nouvelles technologies de l'information et de la communication; iii) la mise en ceuvre d'une reponse concertee au VIH/SIDA en milieu universitaire et la definition d'une politique en faveur des populations vulnérables; iv) l'elaboration d'une strategie en faveur des travailleurs migrants. Une politique regionale en matiere de recherche, science et technologie doit encore etre developpee. Dans le domaine de la recherche, notamment la recherche appliquee au developpement (R&D), une politique regionale a ete definie. La CEMAC a adopte un document de programmation qui dresse une liste des projets de R&D envisages et le Centre africain de recherche sur la banane et la banane plantain (CARBAP) a ete reconnu par la CEMAC comme centre d'excellence. La CEEAC a egalement pour objectif dans ce domaine de developper la mobilite des enseignants et etudiants et de reduire le deficit existant dans l'enseignement scientifique.</p> <p>4 APERÇU DU PARTENARIAT AFRIQUE CENTRALE ET COMMUNAUTE EUROPEENNE PASSE ET PRESENT 4.2. Complementarite avec les autres interventions de la CE - En ce qui concerne l' education superieure, les sciences et technologies, la CE met a disposition differents programmes de renforcement des capacites: le programme "EduLink" pour les competences institutionnelles et l'integration en matiere d'enseignement superieur; le programme "Erasmus Mundus" qui favorise la mobilite des etudiants, doctorants et</p> |

| <i>Regional</i> | <i>Central Africa</i> |
|-----------------|--|
| | <p>enseignants des pays ACP vers l'UE et le programme "Nyerere" les échanges entre les universités ACP; le programme pour les innovations et le renforcement des capacités scientifique et techniques (PSTICB) qui vise renforcer également la masse critique nécessaire à la participation des pays au "programme cadre" de l'UE (FP7) et à ses instruments de coopération.</p> <p>4.3. Programmes des états membres de l'ue et des autres donateurs</p> <p>4.3.1. Les bailleurs</p> <p>L'African Capacity Building Foundation (ACBF) fournit un appui institutionnel à la CEEAC (RENFOR: 2 millions de dollars des Etats-Unis) en matière de NTIC, de commerce et douanes, d'agriculture et d'éducation.</p> <p>4. Coherence avec les autres politiques de la CE</p> <p>Pour ce qui concerne l'enseignement supérieur, les sciences et technologies, la cohérence des politiques sera appuyée et recherchée également dans le cadre des différents programmes de la CE destinés à renforcer les capacités en Afrique et à développer les réseaux. Dans le domaine des technologies de l'information et des communications, une synergie sera recherchée avec l'effort engagé dans le cadre du partenariat EU-Afrique sur "Science, société de l'information et espace", notamment le projet pour l'harmonisation des cadres réglementaires des télécommunications en Afrique.</p> <p><u>ANNEXES</u></p> <p>-</p> |

1.3.1.3 RSP Eastern and Southern Africa and Indian Ocean

| <i>Regional</i> | <i>Eastern and Southern Africa and Indian Ocean</i> |
|------------------------|---|
| All extractions | <p><u>STRATEGY</u></p> <p>2. ANALYSIS OF THE POLITICAL, ECONOMIC, SOCIAL AND ENVIRONMENTAL SITUATION OF THE REGION</p> <p>2.2 Economic and social situation</p> <p>2.2.6 Education</p> <p>52. Education has a high priority in the budgets of all the countries in the region. Falling standards, almost throughout the region, have led to the agreeing of common objectives: increased enrolment (with universal primary education a common goal); increased equality of access (addressing geographical, gender and social imbalances); improved quality (in terms of number of textbooks, curriculum development, teacher training and teacher/pupil ratios) and decentralised management of decision-making and resources. Basic/primary education is now the focal area for most national authorities. This includes non-formal and adult education and increased attention to cross-cutting issues — gender, HIV/AIDS and the environment in particular. However, adult literacy (for those above 15 years) remains below 70% in around half the countries of the region. In recent years, the focus on access has often overshadowed attention to quality. Education reforms will take several years to be reflected in these indicators, so a realistic interpretation is important.</p> <p><u>ANNEXES</u></p> <p>-</p> |

1.3.1.4 RSP Pacific region

| <i>Regional</i> | <i>Pacific region</i> |
|------------------------|--|
| All extractions | <p><u>STRATEGY</u></p> <p>CHAPTER 3- THE PROCESS OF REGIONAL INTEGRATION IN THE PACIFIC</p> <p>3.2 State of play: achievements in the regional integration process</p> <p>3.2.1 The Pacific Plan for Regional Cooperation and Integration</p> <p>Regional Coordination (sometimes based on an agreed strategy), Regional Provision of Public Services (such as those provided by regional universities) and Regional Economic Integration are identified as the means of achieving regional outcomes.</p> <p>3.2 State of play: achievements in the regional integration process</p> <p>3.2.3 Developing common sectoral policies for sustainable development</p> <p><u>Education</u></p> <p>The provision of education services poses practical challenges to Pacific ACP with scattered islands and remote rural communities because of high costs and efficiency barriers. Common problems are: limited education budgets, children with special needs and non-formal education, untrained teachers, high attrition rates and slow progress with curriculum review and infrastructure development. There is a particular need for more non-formal education to cater for those who do not succeed in the formal school system. The</p> |

| Regional | Pacific region |
|----------|---|
| | <p>establishment of the Pacific Association of Technical and Vocational Education Training (PATVET) as a peer network of regional training institutions is a good example of progress in this area. Meanwhile, impressive progress has already been made in higher education, which has been traditionally provided at regional level by universities' with highly evolved distance education facilities.</p> <p>3.3 Challenges and next steps for deepening regional integration</p> <p>3.3.2 Common sectoral policies</p> <p><u>Education and training</u></p> <p>Following the positive experience in regionalising higher education in the Pacific, the next step is to replicate the experience and to regionalise vocational education institutions, such as marine schools, nursing schools and tourism institutes. There is a need to streamline and harmonise training provided in the region to facilitate an education/training staircase in the different areas and at different levels.</p> <p>The recently launched Australia Technical Pacific College will also help Pacific Islanders to obtain Australian-standard qualifications, opening up opportunities in the Australian labour markets. The region also plans to establish a Regional Register of Qualifications. It will give credibility to mainly, but not exclusively, to Technical and Vocational Training (TVET) qualifications. This should enable students to move more easily from one level or type of education to another.</p> <p>Education for all is important as one of the main building blocks for society and to achieve the education MDGs, but equally important is the need to invest in lifelong learning and skills to increase the ability of governments and the private sector to deliver basic services and to create a knowledge society to promote sustainable growth (DFID, 2006). Quality higher education and research institutions provide the critical mass of skilled and educated people needed to ensure genuine sustainable development.</p> <p><u>ANNEXES</u></p> <p>ANNEX5a: THE PACIFIC PLAN FOR STRENGTHENING REGIONAL COOPERATION AND INTEGRATION</p> <p>10. The wish by Forum Leaders to strengthen regional cooperation and integration in the Pacific involves considering several quite different concepts of regionalism:</p> <p>Regional Provision of Public Goods/Services: Pooling national services (eg. customs, health, education, sport, etc) at the regional level. Governments are freed from daily management of some services and can concentrate on service delivery in other areas and on policy development. For example, by providing tertiary education through the University of the South Pacific (USP), Pacific Island governments can focus more on ensuring their individual primary and secondary education systems cater to their unique national needs.</p> <p><u>Tests for regional approaches</u></p> <p>12. There are three ways of testing whether regionalism can add value to an initiative:</p> <p>Market Test: Is the market providing a service well? If so, involvement by national governments and/or regional bodies should be minimal</p> <p>Subsidiarity Test: Can national or local governments provide the service well? If so, involvement by regional bodies should be minimal. For example, primary and secondary education is generally managed by local and national governments, but for small Pacific Island states a regional university such as USP is an ideal initiative.</p> <p>Sovereignty Test: Does the proposed regional initiative maintain the degree of effective sovereignty held by national governments? Regional initiatives should shift only the management of services to regional bodies, not policy-making as well. Countries, not regional bodies, should decide priorities.</p> |

1.3.1.5 RSP Southern Africa Region

| Regional | Southern Africa Region |
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| <p>All extractions</p> | <p><u>STRATEGY</u></p> <p>-</p> <p><u>ANNEXES</u></p> <p>ANNEX 1: Regional integration commitments, including assessment of policy implementation in the focal sector(s)</p> <p>Introduction</p> <p>Overview of progress towards regional integration</p> <ul style="list-style-type: none"> • Whereas the SADC Member States appear to be performing well in providing basic education they are underperforming in providing secondary and tertiary education. This could be considered a serious structural weakness, given the importance of skills in developing the necessary levels of competitiveness in the globalisation of the world economy. <p>ANNEX 8: SADC Donor Matrix</p> <p>World Bank has done studies on the Trade Protocol, financial integration, cooperation in the</p> |

| Regional | Southern Africa Region |
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| | Zambezi River Basin, SADC's water strategy and regional cooperation in higher education. Support has also been given to capacity building. Currently, the Bank's main project financing area is the Southern Africa Power Pool Development Project. |

1.3.1.6 RSP Western Africa

| Regional | Western Africa |
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| All extractions | <p>STRATEGY</p> <p>4. OVERVIEW OF THE PARTNERSHIP BETWEEN WEST AFRICA AND THE EUROPEAN COMMUNITY</p> <p>4.4. Coherence with the European Community's other policies and instruments</p> <p>In the area of science and technology , the EU is making various programmes available to build capacity in science and technology in Africa and to develop networks. <i>Footnote:</i> The ERASMUS MUNDUS programme for the training of ACP nationals in Europe to masters level. The NYERERE programme will in particular support doctorates and exchanges between ACP universities. The aim of the programme for science and technology innovations and capacity building (PSTICB) in the ACP countries is to build scientific and technological capacity in research and to develop innovation in the ACP countries.</p> <p>ANNEXES</p> <p>APPENDICE 2: INTEGRATION REGIONALE CROISSANCE ET REDUCTION DE LA PAUVRETE EN AFRIQUE DE L'OUEST: STRATEGIES ET PLAN D'ACTION</p> <p>Résumé</p> <p>2. Les priorités de la stratégie régionale de lutte contre la pauvreté en Afrique de l'ouest</p> <p>Les télécommunications</p> <p>Axe 4 : Le renforcement du capital humain et la facilitation de sa mobilité à travers l'espace commun pour soutenir la croissance et la rendre aussi distributive e renforcement du secteur social est essentiel à la fois pour soutenir la diversification et la croissance, mais aussi pour en maximiser l'impact sur la réduction de la pauvreté. En effet, relever la croissance comme envisagé dans les DSRP et les OMD requiert une amélioration soutenue de la productivité du travail, ce qui dépend du rythme d'accumulation du capital humain. Ce dernier est déterminé par l'amélioration du niveau général d'éducation et de santé des populations actives. De façon générale, le développement de l'éducation de base et de la santé est la responsabilité des Etats à travers les stratégies sectorielles. Toutefois, un certain nombre d'activités importantes dans ces domaines peuvent être plus efficacement appréhendées au plan régional. Dans le cas de l'éducation, l'action régionale peut efficacement compléter les stratégies nationales sur deux plans : (i) l'amélioration de la qualité (normes, standards, système d'accréditation) et l'harmonisation des standards et des diplômes et (ii) la facilitation de la coopération inter-état pour le développement effectif des capacités dans l'enseignement supérieur et technique hautement spécialisés. Pour la santé, l'action régionale se concentrera sur la coopération inter-état pour la lutte contre les maladies transmissibles – par « vecteur » (ex. le paludisme et l'oncho) ou par comportement humain (ex. le VIH/SIDA) – et donc transmissibles d'un pays à un autre.</p> <p>L'éducation</p> <p>A ce sujet, la sous-région a expérimenté deux types de programmes : (i) le développement /renforcement d'institutions communes pour l'éducation professionnelle (par exemple, les écoles d'ingénieurs telles que l'ESIE à Abidjan, ou de gestion comme le CESAG à Dakar) ; (ii) la désignation de Centres d'Excellence et la facilitation de l'accès des étudiants méritants à ces institutions (ex. l'ENSEA d'Abidjan) et (iii) la standardisation des programmes et des diplômes et leur reconnaissance à travers la sous-région.</p> <p>Ces diverses expériences ont connu des succès mitigés ; mais les analyses montrent que les problèmes ne proviennent ni de la pertinence des programmes, ni de leur qualité académique, mais plutôt de la gestion et surtout du financement. L'UEMOA et la CEDEAO entendent donc persévérer dans cette voie, renforcer ces programmes et mobiliser des financements adéquats. En outre, les organisations régionales entendent élargir leurs actions communes au-delà de l'appui aux structures existantes et créer de nouvelles institutions communes d'enseignement supérieur et de formation professionnelle dans les secteurs de pointe dans la sous-région et appuyer le développement de Centres d'Excellence désignés. Parallèlement, les organisations régionales mettront en œuvre des actions communes pour faciliter le processus de reconnaissance mutuelle des diplômes et l'établissement de normes de qualité, ainsi que des structures et mécanismes d'accréditation des programmes au sein de la sous-région. A ces efforts de développement des capacités, s'ajoutent ceux de facilitation du mouvement des travailleurs – qualifiés et autres – à travers la sous-région. Ces efforts conjugués permettront de mieux mettre en adéquation les besoins du marché avec la quantité et les qualifications des travailleurs.</p> |

1.3.2 Asia

1.3.2.1 RSP Asia

| Regional | Asia |
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| <p>All extractions</p> | <p><u>STRATEGY</u> EXECUTIVE SUMMARY Regional Cooperation during 2007-2013 will focus on three priority areas: 1) Support to Regional Integration, the key dialogue partners for the EU being AsiaEurope Meeting (ASEM), Association of South-East Asia Nations (ASEAN), ASEAN regional forum (ARF) and South Asian Association for Regional Co-operation (SAARC). 2) Policy and Know-How based Cooperation in: (i) Environment, Energy and Climate Change, through Sustainable Consumption and Production (SCP-Asia) and the Forest Law Enforcement, Governance and Trade (FLEGT) programme; (ii) Higher Education and Support to Research Institutes; (iii) Cross-border Cooperation in Animal and Human Health; 3) Support to Uprooted People.</p> <p>CHAPTER 3 – OVERVIEW OF PAST AND ONGOING EC COOPERATION During the 1999-2004 financial perspective, numerous Asia-wide regional programmes were launched (see Annex 3). Three programmes are currently under implementation, covering the areas of higher education, trade and investment, and environment, while programmes on information and communication (Asia-IT&C), and networking of regions and cities (AsiaUrbs), recently came to a close. For the ASEM countries, the ASEM Trust Fund, the TransEurasia Information Network (TEIN) and the ASEF Programme are being implemented. (...) The first Regional Programming Document for Asia was prepared in 2004, covering the period 2005-2006. The 2005-2006 Programming Document included three All-Asia programmes (on trade and investment, higher education and environment), two sub-regional programmes (SAARC and ASEAN), and a small budget for reserve. EC-SAARC cooperation was initiated in 1996. The development of concrete intervention has been slow. However, the recent designation of the EC as an observer (April 2007) may offer opportunities for enhanced EC assistance.</p> <p>CHAPTER 4 - THE EC RESPONSE <u>Complementarity Issues</u> The Regional Programme is driven by the principles of complementarity and concentration. It is complementary to individual Country Strategy Papers for Asia. Additionally two preparatory actions for China and India (both for € 7 million) were made available by the EC for 2007. The document concentrates on three strategic priorities for EC regional cooperation in Asia for the period 2007-2013:</p> <ul style="list-style-type: none"> • Support to Regional Integration; through ASEM, ASEAN, and SAARC. • Policy and Know-How based Cooperation: (i) Environment, Energy and Climate Change; (ii) Higher Education and support to research institutes; and (iii) CrossBorder Cooperation in Animal and Human Health. • Support to Uprooted People, aimed at rehabilitating persons and populations displaced by crises. <p>Regional cooperation has an inherent comparative advantage vis-à-vis intervention on the country and global level. The added value for each area of concentration is as follows:</p> <ul style="list-style-type: none"> • Environment, Energy and Climate Change: these issues require a cross border approach; • Higher Education and Support to Research Institutes: the regional approach will help avoid the high costs linked to management of national windows for higher education, with the exception of China and India for which specific higher education windows are established in Country Strategy Papers <p>4.2 Policy and Know-How based Cooperation II) Higher Education and Support to Research Institutes Higher education is a strategic sector for sustainable development in Asia which will strengthen the EU-Asia relationship and support the development of concerned countries. This is not at the expense of the priority given to basic education and its contribution to the achievement of the MDGs. The programme will actively respond to the needs of Asian countries for higher education, in accordance with their level of development. Attention will be given to the promotion of equal opportunities and the values of democracy, the rule of law, respect for human rights and fundamental freedoms. With regard to support to research institutes, the EC regional assistance will focus on supporting the work of specialised institutes focusing on topics related to sustainable</p> |

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| | <p>development and EU-Asia relations. Activities will focus on strengthening research related capacities, promoting public debate on EU-Asia relations and twinning of Asian and European institutes, think tanks and similar circles, aiming at enhancing mutual understanding.</p> <p><u>ANNEXES</u></p> <p>-</p> |

1.3.3 Central Asia

1.3.3.1 RSP Central Asia

| Regional | Central Asia |
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| <p>All extractions</p> | <p><u>STRATEGY</u></p> <p>I. EC COOPERATION OBJECTIVES</p> <p>1.2 Rationale for a regional approach</p> <p>The EU Strategy for Central Asia – especially after EU enlargement – hence cannot be seen separately from the approach and objectives pursued by the EU through the Common Spaces Initiative and the European Neighbourhood Policy in Eastern Europe and the Southern Caucasus. To help achieve this wider objective, it is important to anchor the Central Asian countries in broader EU policies promoted through ENPI, to enhance regional cooperation and integration. Therefore, it is foreseen that CA countries will be able to participate in ENPI regional assistance programmes on the basis of art 27 of the ENPI Regulation.</p> <p>Indeed, these countries are already fully associated with a number of regional initiatives involving Eastern Europe ENP countries and Russia designed to enhance cooperation in key sectors such as transport, energy, higher education and the environment.</p> <p>1.3 Strategic objectives of EU/EC cooperation with Central Asia</p> <p>The core objectives of EU cooperation in Central Asia can therefore be summed up as follows:</p> <ul style="list-style-type: none"> • To ensure the stability and the security of the countries of the region • To help eradicate poverty and increase living standards in the context of Millennium Development Goals • To facilitate/promote closer regional cooperation both within Central Asia and between Central Asia and the EU, particularly in the energy, transport, higher education and environmental sectors <p>4. AN OVERVIEW OF PAST AND ONGOING EC COOPERATION</p> <p>4.1 EC assistance to CA 2002-2006</p> <p>The CA strategy focused on the three priority areas of: i) support for institutional, legal and administrative reform, ii) natural resources/networks, and iii) support in addressing the social consequences of transition. During the five years covered by the CSP (2002-2006) 26% of available resources were allocated to regional cooperation, 54% to bilateral programmes and 25% to targeted poverty reduction schemes.</p> <p>So-called “Small Project Programmes”, including policy advice projects, civil society support programmes (IBPP), Bistro, Managers’ Training programme, Customs, Statistics Tempus an EIDHR, made up a large component of the bilateral programmes.</p> <p>4.1.1 EC Regional cooperation</p> <p>For over ten years, the countries of Central Asia have been fully involved in all the Tacis Regional and Inter-State programmes. They have participated as equal partners with other CIS countries, candidate countries and new EU Member States in strategic areas such as transport and energy networks and policies, sustainable management of natural resources focusing mainly on water, and higher education. Central Asian countries have subscribed, for instance, to the TRACECA multilateral agreement on transit and transport, the INOGATE Umbrella Agreement on gas and oil, the EC-supported Environment for Europe Process, and the EU Water Initiative for Eastern Europe and Central Asia, and have been eager to align the reform of their higher education systems with the Bologna Process, notably through the TEMPUS programme. The Central Asia regional programmes in these domains have been fully integrated in the corresponding TACIS Regional programmes with the CIS countries now covered by the ENPI, with which they shared priorities and objectives and received sizeable funding.</p> <p>TACIS regional cooperation support for Central Asia has also addressed issues relating to increased interstate cooperation in border management, improving migration and asylum management and the fight against drug trafficking and organised crime, using a pragmatic variable geometry format to match the varying levels of country engagement and interest.</p> <p>4.1.2 EC Bilateral programmes of assistance</p> |

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| | <p>The second major component of bilateral assistance (approximately 20% of funds) has targeted administrative, legal and regulatory reforms linked with PCA commitments, mainly in trade and investment policies, as well as civil service reform and governance. Decentralised cooperation with civil society and higher learning institutions through the Small Project programme have used the bulk of the remaining funds, i.e. Bistro, Institution Building Partnership Programme, Manager Training programme and TEMPUS. Finally, the TACIS Policy Advice Small Project Programme has provided a quick and flexible response to governments' emerging priorities and urgent needs in key areas of economic and social reforms. In many instances, these advisory functions have been called upon to help in major legislative pieces, framing the governments' transition agenda along EU lines and standards in key areas. These actions have often paved the way for longer-term structured assistance to support implementation of these government-led specific reforms. Such assistance was found most successfully in key areas of EC competence, such as trade and economic policy, central tax and budget reforms.</p> <p>4.2 Key lessons learnt for the new programming cycle: Relevance, ownership and impact</p> <p><u>General</u></p> <p>Recently, evaluations of the EC Food Security and TACIS programmes and of the various TACIS regional and national programmes and major projects, such as TRACECA, INOGATE, TEMPUS, IBPP and PCA implementation support projects, have been made. Systematic monitoring of Tacis projects and programmes through large-scale samples also provides an indication as to the impact and sustainability of EC assistance in the region. These independent assessments provide important policy and operational recommendations, which are duly reflected in the new 2007-2013 Strategy for Central Asia. TACIS assistance has generally proved to be highly relevant and responsive to the needs of the states involved. In the years immediately following its inception, the TACIS programme was mainly governed by a "top-down" approach. This was partly a consequence of the need for institution building in the newly independent states, and partly due to an insufficient sense of ownership on the part of the national authorities. However, through time, the response of the authorities, backed by EC-funded technical advice to consolidate the coordination of external assistance, has much improved, and dialogue capability has enhanced with positive results on the impact of EC assistance. At the other end of the governance spectrum, support for civil society and local initiatives (Institution Building Partnership Programme (IBPP), Bistro, NGO projects and EIDHR) is also described as a success, not least because actions proved to be more flexible than larger projects and more responsive to local needs. The TEMPUS Programme has also had a remarkable and sustained impact on higher education systems, including on employment, and has provided high EU visibility to the people.</p> <p><u>Value added of EC assistance</u></p> <p>It is true, however, that Central Asia was the least advanced part of the ex-Soviet Union and the reforms undertaken in each country have happened at different speeds depending on the nature and general difficulty in establishing effective implementation mechanisms and administrative capacity. Hence, with further support needed on policy and legislative reform, major attention needs to be given to capacity building and institutional strengthening. To promote the countries' sustainable economic growth, key policy areas for reforms remain their integration into international trade, the promotion of incentives and guarantees required to attract foreign investment and technology, the promotion of higher education, decent work opportunities and higher labour productivity, and the improvement and extension of social protection systems to facilitate restructuring and encourage labour reallocation, together with the implementation of effective poverty reduction policies.</p> <p>5. THE EC RESPONSE STRATEGY</p> <p>5.1. The Response Strategy: Principal objectives</p> <p><u>Key issues to be addressed</u></p> <p>Based on the above objectives and criteria, the following issues have been identified as needing to be addressed over the period covered by this strategy.</p> <p>1. Promote Central Asia regional cooperation and good neighbourly relations</p> <p>d. People-to-people activities</p> <p>People-to-people exchange actions and exchanges with regard to science and technology, as well support for the reform and upgrade of higher education, technical training and research systems; capacity building and training are key areas where EC support will be required, particularly for higher and technical education. This includes greater participation in scholarships or exchange programmes such as TEMPUS, and networking between learning and research institutions. It is also important to foster cooperation between social partners and civil society within the region and between partner countries and the EU as well as between governments. Cooperation between social partners and civil society in the EU and the partner countries, and between partner countries, is particularly important where</p> |

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| | <p>cooperation between governments may be difficult. EC Assistance in this area will also therefore provide support for crossregion and cross-sub-region cooperation between social partners and civil society organisations.</p> <p>ANNEXES</p> <p>Annex 5: Country Analysis – Kazakhstan</p> <p>1. Updated analysis of the country</p> <p>1.3 Social situation</p> <ul style="list-style-type: none"> • Despite the fact that 99.9% of 15-24-year olds were literate in 2004, there are still problems of low quality in teaching and inadequate provision of pre-school, secondary and higher education, particularly in rural areas <p>Annex 5: Country Analysis – Turkmenistan</p> <p>2. Agenda of the government</p> <p><u>- economic and social reforms</u></p> <p>There were international concerns over the complete spectrum of the human rights agenda, the lack of economic liberalisation, changes to the education system including reducing schooling to 9 years, restricted access to higher education.</p> |

1.3.4 ENPI

1.3.4.1 RSP ENP East

| Regional | ENP East |
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| <p>All extractions</p> | <p>STRATEGY</p> <p>1. CHAPTER 1: FRAMEWORK OF RELATIONS BETWEEN THE EU AND THE EASTERN PARTNERS</p> <p>1.3 Rationale for multilateral cooperation</p> <p>To fully complement this Regional Programme and the similar programme established in the South, the Inter-Regional Programme will also be substantially strengthened to provide more support to the eastern neighbours, including the Russian Federation. The Inter-Regional Programme will involve, through established cooperation mechanisms such as TAIEX and SIGMA, supporting public administration reform and regulatory convergence, TEMPUS and Erasmus-Mundus supporting increased cooperation in the area of higher education, and an ENPI inter-regional programme supporting cultural cooperation. It will also provide the necessary funding for the identification, development and co-financing of infrastructure projects in the areas of energy and transport interconnections, environment and climate change, and SME development.</p> <p>4. CHAPTER 4: EU RESPONSE STRATEGY</p> <p>4.2. Key issues to be addressed</p> <p>4.2.4. Advancing Integration with the EU and promoting Regional Cooperation</p> <p>In the Northern Dimension context, partnerships on Environment (NDEP) and on Public Health and Social Well-being (NDPHS) are being implemented. In addition, a Partnership on Transport and Logistics (NDPTL) will soon become fully operational and a new ND Partnership on Culture (NDPC) will be established. Other initiatives are also underway (Footnote: e.g. the establishment of a ND Institute (focussing on research and networking of universities), ND Business Council (enabling enhanced contacts between the business communities) and a framework for ND Sub-state cooperation (enabling enhanced cooperation between the local and regional authorities).). The Northern Dimension will contribute to Arctic cooperation and serve as the principal framework on which the external aspects of the EU Strategy for the Baltic Sea Region are to be pursued jointly with the other ND partners. Assistance will be provided for activities in support of these structures and schemes, including for technical meetings, conferences and study visits.</p> <p>4. CHAPTER 4: EU RESPONSE STRATEGY</p> <p>4.3 Instruments and means</p> <p>4.3.2. ENPI Inter-regional and CBC programmes</p> <p>The activities and initiatives described in this RSP and in RIP 2010-13 will be complemented and reinforced by activities under the Inter-Regional Programme 2011-13. The ENPI Inter-Regional programme focuses on activities that are best implemented at inter-regional level for reasons of visibility, coherence or administrative efficiency and to gradually strengthen dialogue and cooperation between the EU and all ENPI countries, as well as between eastern and southern neighbours themselves. Examples of such activities include TAIEX, SIGMA, Tempus and Erasmus-Mundus. Lastly, the Inter-Regional Programme will provide support to IFIs in identifying, developing and financing investment projects, either through the Neighbourhood Investment Facility or via direct contributions to partnerships and other initiatives.</p> |

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1.3.4.2 RSP ENP South (Euro-Mediterranean Partnership)

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| All extractions | <p><u>STRATEGY</u></p> <p>1. EXECUTIVE SUMMARY</p> <p>Policy priorities in the region for the next five years (2006-2009) were decided by the Heads of State at the Euro-Mediterranean Summit in Barcelona (November 2005) and relate to four domains: political and security cooperation, sustainable socio-economic cooperation, education and culture, and migration. This Regional Strategy Paper channels the contents of the five-year work programme into three priority objectives to be implemented at regional level:</p> <ul style="list-style-type: none"> • a common Euro-Mediterranean area of justice, security and migration cooperation; • a common sustainable economic area , with a focus on trade liberalisation, regional trade integration, infrastructure networks and environmental protection; • a common sphere for socio-cultural exchanges , with a focus on cultural and people-to-people exchanges, and raising awareness of the Partnership through the media. <p>2. THE NEED FOR REGIONAL COOPERATION</p> <p>The overall architecture of the European Neighbourhood and Partnership Instrument (ENPI) is defined in the Regulation establishing it. The instrument will comprise two types of programmes: country and multi-country programmes, which will receive about 88% of total funding, and cross-border cooperation programmes. [...]</p> <p>Some activities, such as programmes to promote good governance and regulatory harmonisation with the EU, higher education cooperation and educational exchanges and infrastructure connections to EU networks, will be carried out under the Neighbourhood-wide regional programme (a separate document) because all Neighbourhood countries will benefit from these programmes. The programmes included in the present Southern ENP regional programme have no counterpart under the Eastern ENP regional programme; they are mostly focused on specific activities for the Mediterranean partners only under the Barcelona process.</p> <p>4. REGIONAL ANALYSIS</p> <p>Access to knowledge and education.</p> <p>Most countries in the region have made tangible progress in improving literacy. Adult illiteracy dropped from 60% in 1980 to less than 40% in 2002. Female literacy tripled over that time span. Yet many remain illiterate and, as a result, have limited access to knowledge. The region spends a higher percentage of GDP on education than many other developing countries. The region is characterized by a wide variety of educational systems and levels of access to basic education. Enrolment rates in higher education remain limited to about 13%. Over and above gaps in the formal education system, knowledge accumulation is limited by low expenditure on research and development and very limited access to information technology and the internet.</p> <p>The way forward lies in strengthening capacities to acquire and communicate knowledge in the region, including in education systems and especially in relieving the constraints on women's education, in freeing society from limitations on political and economic participation and in improving political and economic governance in the region.</p> <p>7. THE EC RESPONSE STRATEGY</p> <p>7.1. General principles</p> <p>Social, educational and cultural reforms</p> <p>Policy changes in the education, social and cultural sectors have been much debated and have led to a wide variety of policy initiatives at national and regional level. In the cultural domain and at international level, policies have mostly focused on promoting intercultural dialogue as a means of achieving security and stability and avoiding a "clash of civilisations". In the social domain, the promotion of civil society organisations where citizens can voice their opinions and promote their interests has become a key issue, both from an Arab society perspective and from an external point of view. Another important social issue is the promotion of gender equality, through domestic legislative changes, civil society organisations and international activities. The EC will support various national activities and projects in these domains, through bilateral programmes. However, a major advantage of regional approaches here is regional peer group reviews and pressure for reforms, and exchanges of experiences and best practice. Regional support networks among the Mediterranean partner countries provide a source of external policy leverage that is not necessarily perceived as pressure from another culture. Present regional programmes for the</p> |

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| | <p>Mediterranean focus on cultural dialogue and cultural heritage, youth cooperation and exchange, fostering a vibrant civil society and promoting gender equality.</p> <p>Most countries have already made significant efforts and investments to improve the coverage and quality of their primary and secondary education systems. Given the great variety of challenges facing Mediterranean Partner countries in the fields of early childhood learning, access and quality of basic education, higher education and vocation training, national cooperation approaches seem the most appropriate to tackle the different situations. Additional EU support for these will be channelled through national programmes. Multi-country cooperation can be envisaged, however, for promoting harmonization of educational standards and mobility. In the ENPI-wide regional programme, attention will be focused on higher education cooperation and exchanges (Tempus and Scholarship scheme), not only to improve the quality of higher education but also to promote intercultural dialogue. Technical and Vocational Education and Training (TVET) programmes at bilateral and regional level would further contribute to human resources development in the region.</p> <p>7.2. Priorities</p> <p>The above-mentioned policy issues and responses have been discussed in a variety of Euro-Mediterranean policy meetings and official documents. At the Barcelona Summit (November 2005), the partners made a selection among these issues and prioritised them in a five-year work programme. The objectives and activities included in this work programme constitute the basis for Euro-Mediterranean cooperation at regional level. That cooperation is partly carried out through a variety of regional policy and negotiation meetings under the Barcelona Process (that do not require significant funding or technical assistance). Other aspects of this work programme do require significant funding to be provided at regional level; they constitute the basis for the present regional ENPI programme. The specific regional programmes include monitoring and impact assessment measures. These should generate large flows of information and, in particular, of statistical data. Their effective handling would need regional coordination mechanisms and integrated information systems. Finally, some of these activities have been transferred to the ENPI-wide regional programme, including higher education cooperation and exchanges and economic governance reforms.</p> <p><u>ANNEXES</u></p> <p>-</p> |

1.3.5 Latin America

1.3.5.1 RSP Andean Community

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| <p>All extractions</p> | <p><u>STRATEGY</u></p> <p>5. THE EC RESPONSE STRATEGY (INTERVENTION SECTORS)</p> <p>5.1. General response strategy</p> <p>Another sector high on the agenda of the Andean Community and the EU is promotion of a knowledge society: research and development, culture and education and the information society. To some extent, this area falls under the “social and economic cohesion” focal sector of this strategy. To a greater extent, however, and in line with the subsidiarity principle, this area will continue to be addressed at Latin American level, for example through the @lis, ALFA and Alβan and the Youth programmes. As regards research and development policy, the EU Framework Programmes encourage international cooperation with Andean countries and value the potential of the expertise and know-how available in this region, particularly its still very rich biodiversity. Under the EU’s 7th Research Framework Programme (2007-2013), international cooperation will be mainstreamed in all components, including researcher exchanges. Bi-regional dialogue will help priority setting to reflect mutual interests and coordination with Member States’ international S&T strategies is intended to increase synergistic effects.</p> <p>Particular emphasis will be placed on connecting research and its results to citizens and innovation. There are also plans to strengthen the bilateral cooperation programmes between EU Member States and non-EU countries. Science and Technology Promotion Platforms between the EU and Latin America are aiming to widen bilateral partnerships to a bi-regional context.</p> <p><u>ANNEXES</u></p> <p>ANNEX 5: REGIONAL ENVIRONMENTAL PROFILE</p> <p>6. Recommendations</p> <p>RECOMMENDATION III. SUPPORT EDUCATIONAL AUTHORITIES WITH THE DEVELOPMENT OF EDUCATIONAL CURRICULA CONTAINING SUSTAINABLE DEVELOPMENT COMPONENTS</p> <p>The aim is to advocate and support changes in educational curricula to include modern</p> |

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| | concepts of sustainable development and environmental concerns at all levels, from primary school to university. The possibility of using national parks and nature reserves as an educational aid could be explored. The local environment should be used as a learning laboratory. |

1.3.5.2 RSP Central America

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| All extractions | <p>STRATEGY</p> <p>2. CENTRAL AMERICA - REGIONAL ANALYSIS</p> <p>2.2. Economic and social situation</p> <p>Serious educational problems persist in the region. Although illiteracy has diminished over the years in the majority of the countries, it has been falling at a slow rate and still affects 27% of the population over 15 years old, especially women. Central American youths' schooling does not even last five years, while Asian youths receive average schooling of 8.6 years. The region suffers from limited educational opportunities for children at an early age (pre-school), little continuity in the educational system (high drop-out rates in secondary schools) and the poor impact of higher education on the development of vanguard technological know-how.</p> <p>4. OVERVIEW OF PAST AND ONGOING EC COOPERATION, COORDINATION AND COHERENCE</p> <p>4.1. Overview of past and ongoing cooperation, lessons learned</p> <p>Finally, the RSP for 2002-06 is complemented by a number of regional cooperation programmes, partly financed by thematic budgetary lines, in areas such as promotion of human rights, food security, natural disasters preparedness and local development in border zones, including water basin management. The region also benefits from key support from a series of EC regional programmes for Latin America, such as ALFA, ALBan (higher education), @lis (information society), URBAL (cooperation between cities and local administrations), AL-Invest (private sector), ALURE (rational use of energy), OBREAL (the Observatory of EU-LA relations) and EUROSociAL (social cohesion). Cooperation in the field of youth (within the Youth programme), as well as support to regional integration by contributing to dialogue and collaboration on macroeconomic issues in Central America (via the REDIMA II project) (Footnote Managed through the UN's ECLAC (http://www.eclac.cl/redima/)) have also to be mentioned. Specifically to Research and Development Policy, it should be noted that the EU Research Framework Programmes encourage international cooperation with Central American countries and value the potential of expertise and know-how that exists in that region.</p> <p>5. PROPOSED EC RESPONSE STRATEGY</p> <p>5.5. Coherence and complementarity</p> <p>The priority sector selected for cooperation, i.e. regional integration, fully complements the country strategies proposed for the individual Central American countries. In some cases it will depend on the strength of national institutions involved in the process of regional integration, and sufficient flexibility has been provided at regional level to address specific national needs that are essential to the regional goals. The proposed regional strategy also complements the principal regional thematic programmes (PPDHAC etc.) and the Latin American regional programmes, including AL-INVEST, @LIS, URBAL, ALFA, ALBAN and EUROSOCIAL among others. Whenever possible, the EC activities under this RSP should contribute to providing a coherent policy and methodological framework to promote synergies and facilitate cross-fertilisation with the action taken under each of these programmes.</p> <p>ANNEXES</p> <p>ANNEX 2. EC-CENTRAL AMERICA – SUMMARY OF COOPERATION AND EIB</p> <p>In 2003, a €15 million Programme of Support to Central American Integration (PAIRCA) was approved. It aims to support capacity building of the principal regional integration institutions in Central America and the involvement of civil society in the process of regional integration. This project will provide institutional strengthening to the Secretariat-General of the Central American Integration System (SG-SICA) as well as for the reform of the Central American Court of Justice (CCJ) and the Central American Parliament (Parlacen). In addition, support will be provided to SIECA for the development of statistical information systems. The strengthening of the role of civil society in the process of integration will be carried out through the building up the capacity of the Consultative Committee of SICA (CC-SICA) and developing sectoral and other initiatives involving civil society actors including universities, NGOs, unions and private sector organisations.</p> <p>(...)</p> <p><u>Regional Programmes for Latin America</u></p> |

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| | <p>(...)</p> <ul style="list-style-type: none"> • ALFA focuses on the promotion of co-operation in higher education between the two regions; • ALβan, which was launched in May 2002, aims at the reinforcement of the European Union - Latin America co-operation in the area of Higher Education and covers studies for postgraduates as well as higher training for Latin America professionals/future decision-makers, in institutions or centres in the European Union. <p>Annex 5: Policy Mix and Other Instruments</p> <p><u>Research and development policy</u></p> <p>In addition, specific programmes developed at the level of the Regional Strategy Paper for America Latina complement the R&D policy in the area of high level education and cooperation between academic institutions (ALFA, ALβAN). The R&D policy is complementary to the RSP by strengthening links between Central America, Latin America and Europe.</p> <p><u>Environmental policy</u></p> <p>A specific assessment has been carried out at the level of Central America to determine the environment profile for the region. One of the main conclusions is that environmental issues have to be better addressed by a global mainstreaming through all sectors than by specific financing. Both at national and regional levels, environment is one of the main crosscutting issues to mainstream. Environment is also addressed by the regional strategy for Latin America and horizontal programmes (e.g. education/ALFA; trade and Investments/AL-INVEST; local management/URBAL).</p> <p><u>Education and training</u></p> <p>The Commission recognizes the vital importance of education in reducing poverty. Education priorities for the Community are:</p> <ul style="list-style-type: none"> • basic education, in particular primary education and teacher training, • work-related training, • higher education, especially at regional level. <p>At the level of primary education, the Commission is participating to the “Educationfor-All” initiative (EFA-FTI). It is committed to improve the efficiency of the education system, stressing as much quality and quantity of education. At the level of higher education, the focus is on institutionalizing networks, exchanges of students, teachers and professors between Europe and the rest of the world.</p> <p>The Community is supporting the Education for All initiative and financing its coordination, helping it to be more flexible and adapted to specific situation. At the level of higher education, Central America countries are participating in the regional projects ALβAN and ALFA, and to different initiatives of networking and exchange of students and teachers. Those initiatives at the level of high education are considered very positive and should continue.</p> <p>These aspects are very important for CA, and are addressed more specifically at bilateral level (CSP).</p> |

1.3.5.3 RSP Latin America

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| <p>All extractions</p> | <p>STRATEGY</p> <p>EXECUTIVE SUMMARY</p> <p>Summary of regional development cooperation programming</p> <p>In future programming, operations of this kind will have to be focused on the region’s priorities. Three areas of regional activities have been identified for the period 2007-2013 on the basis of regional needs and the lessons drawn from past cooperation, which will need to be made sufficiently visible.</p> <p>The three areas have been chosen to tackle the following regional challenges:</p> <ol style="list-style-type: none"> (1) Social cohesion to consolidate the social fabric by, inter alia, reducing poverty, inequality and exclusion and cooperation in the fight against drugs URB-AL, EUROsocial (2) Regional integration and economic cooperation AL-INVEST, @LIS (3) Human resources and mutual understanding between the EU and Latin America ALFA, ERASMUS MUNDUS <p>Special emphasis will be put on grouping programmes and on their names and visibility.</p> <p>INTRODUCTION</p> <p>Since regional development cooperation programmes, some of which were mounted in the 1990s, have reached a degree of maturity, it is possible to draw lessons from their implementation.</p> <p>This second regional programming exercise for Latin America, which follows on from the first</p> |

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| | <p>document for the period 2002-2006, will take a more strategic approach to regional cooperation programmes.</p> <p>An external regional evaluation and consultations have found that all beneficiaries - Latin American governments, representatives of civil society and the Member States - recognise the importance of these programmes, which bring actors in the two regions together to collaborate on issues of mutual interest.</p> <p>There seems to be every reason to continue regional cooperation with all Latin American countries through this type of decentralised programme (AL-INVEST, ALFA, ALBAN, URB-AL, @LIS, EUROsociAL and EURO-SOLAR). Future programming will be guided by the evaluations of these programmes and the focusing of priorities on three strategic objectives.</p> <p>1. The objectives of the European Union's regional development cooperation with Latin America</p> <p>A) The institutional, legal and political framework</p> <p>On 8 December 2005 the Commission adopted a new communication (COM(2005) 636 final) on a stronger partnership between the European Union and Latin America. This underlines the need to establish a closer strategic partnership through a network of association agreements involving all countries in the region and helping to contribute to the region's integration as a whole through the following measures: [...]</p> <ul style="list-style-type: none"> - increasing mutual understanding through education and culture. <p>B) Future outlook: a commitment by both regions to give impetus to their economic relations in a difficult situation</p> <p>If the region's trade strategy is to succeed, it must invest in efforts to improve innovation and the competitiveness of its infrastructure, research, technological development, education and training while taking account of the impact of these activities on the natural environment and the sustainable management of natural resources.</p> <p>3. Past development cooperation, coordination with other donors and consistency with policies, including the new thematic instruments</p> <p>A) Regional programming today</p> <p>The regional programming document is one of 21 programming documents adopted by the Commission under the procedures laid down by the DCI. The 21 CSPs and RSPs cover 17 countries, three subregions and the region as a whole. The main areas of cooperation in the past were the social sector (education and health), institutional capacity-building and the rule of law, regional integration, trade and investment support, the environment, prevention of natural disasters and integrated rural development.</p> <p>(a) Past developments in regional cooperation</p> <p>In the 1990s the Commission launched a number of programmes in parallel with its bilateral and subregional cooperation operations to develop relations between actors in the two regions, principally civil society. It set up AL-INVEST (funding for meetings between SMEs), ALFA (cooperation between higher education establishments), URB-AL (exchanges between local authorities), which have already been renewed, and then ALBAN and @lis. EUROsociAL introduced for the first time operations targeted primarily at national public administrations.</p> <p>Regional programmes have a specific purpose, and operate according to the principle of subsidiarity. Their aim is to promote partnership between the two regions on issues concerning common challenges.</p> <p>They have been built on the basis of policy dialogue priorities, which are reflected in Commission communications and declarations at the Summits of Heads of State and Government of the two regions. These concern in particular the Information Society and higher education (Madrid), reflected in the @lis (Alliance for Information Society) and ALBAN (programmes of high-level training bursaries) programmes, and social cohesion (Guadalajara), reflected in the EUROsociAL programme. This was developed by the Commission to help tackle a major challenge which is a priority of the biregional partnership. Under the ALA and DCI Regulations, the regional programmes have followed an original approach driven by a number of criteria: interests shared by the countries of the region, operations cofinanced by recipients in accordance with the regional priorities for the entire region; complementarity with other intervention networks, economies of scale; the existence of partnership networks in the two regions.</p> <p>b) Implementation of regional programming 2002-2006</p> <p>1. Description of programmes</p> <ul style="list-style-type: none"> - Timetable: the concept of regional horizontal cooperation and most programmes had already been introduced by the early 1990s before the 2002-2006 regional programming document was drawn up. The objective of programming was therefore to provide a framework for regional intervention in line with the new rules adopted by the European Commission and to programme other measures tailored to meet strategic priorities. Moreover, most of these programmes are scheduled for completion after the end of the current programming period (see following table); only then will it be possible to evaluate |

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| | <p>them and draw any lessons. The lifetime of these programmes will extend beyond the dates indicated since the measures they fund do not end until two to three years after these dates.</p> <p>- Large-scale programming: the Commission has programmed €289.5 million over six years for regional projects, some 25% of the financial allocation for Latin America for this period. Programmes such as ALFA, URB-AL and @lis had already been launched in 2000/2001.</p> <p>State of play in activities programmed:</p> <p><u>Measure 1: Strengthening the partnerships between civil society networks</u></p> <ul style="list-style-type: none"> • ALFA II (cooperation between higher education establishments): two tranches paid in 2002 and 2004 – evaluation conducted in 2005 • ALBAN (higher education scholarships): launched in 2002, second tranche paid in 2006 – mid-term evaluation conducted in 2005 <p><u>Measure 4: Accompanying measures for the strategic partnership</u></p> <ul style="list-style-type: none"> • Observatory for European-Latin American relations: OBREAL was set up in 2004 – evaluation in 2007 <p>These programmes bring together civil society actors in both regions through higher education scholarships (ALBAN), exchanges of experience, good practice, meetings between SMEs (ALINVEST) and demonstration projects (URB-AL and @LIS). The Observatory is a think tank for the EU-AL partnership in priority policy areas (social cohesion, drugs and migration, regional integration, etc).</p> <p>The areas covered are education (ALBAN, ALFA, @LIS and EUROsociAL), health (@LIS and EUROsociAL), social inclusion (EUROsociAL, URB-AL, @LIS/demonstration projects), the Information Society (@LIS, ALFA and URB-AL), investment and trade (AL-INVEST) and renewable energy (EURO-SOLAR).</p> <p>2. Results and impact</p> <ul style="list-style-type: none"> • <u>A generally positive assessment</u> <p>Regional programming has proceeded satisfactorily with the planned measures launched (or in the process of) according to objectives and timetable. These programmes are generally considered a success. This is borne out by the various evaluation tools available to the European Commission, including an evaluation of the regional strategy (1996-2003) published on EuropeAid's website, consultations with the partners concerned in the two regions and the preliminary results of programme evaluations.</p> <p>The consensus on these programmes was confirmed at the meeting of Directors for cooperation of the two regions in Costa Rica in 2002. They also underlined the regional importance of the following themes: education, social cohesion and governance, culture, science and technology, economic cooperation and business development and the Information Society.</p> <p>Paragraphs 86 and 87 of the declaration of the European Union's Summit with Latin America in Guadalajara in 2004, as confirmed at the 2006 Vienna Summit, express support for these programmes:</p> <p>"We will promote the allocation of funds for biregional cooperation, in order to strengthen the process of biregional partnership between Latin America, the Caribbean and the European Union. We express our deep interest in continuing to support cooperation programmes and projects such as ALINVEST, @LIS, ALFA, ALBAN, and our will to reinforce a decentralised approach on which such programmes are based, in order to increase future coverage, in terms of participants and recipients, of both regions in similar programmes."</p> <ul style="list-style-type: none"> • <u>Evaluation: scope for improvement</u> <p>The results of evaluations and consultations show that although, in principle, this type of action should continue, their future design needs to be improved in the light of past experience, in particular as regards the following aspects:</p> <p>(a) Balance in the participation of beneficiaries</p> <p>The weaknesses identified are the need for greater representative participation by the region, extension beyond beneficiary networks, better linkage with the policy priorities of the biregional partnership and complementarity with other types of cooperation, in particular cooperation in the field of regional integration.</p> <p>(c) Government participation</p> <p>The governments of countries in both regions would like to be more involved in the drafting of programmes, particularly in cases where their funding and administrative and management capacity are called upon. There should be an exchange of information and possibly dovetailing with some national programmes.</p> <p>As there is no institution representing Latin American countries with which the Commission could discuss these matters, the Commission will hold an informal dialogue with members of the Latin American Group (GRULA) represented in Brussels. This should help create closer links between cooperation instruments and regional partnership priorities.</p> <p>B) Other Community regional financing and consistency with Community policy (see Annex X)</p> |

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| | <p>(a) Programmes under more general Community policies</p> <p>The Erasmus Mundus programme finances higher education scholarships in the EU and EEA/EFTA countries for third-country students. In 2005/2006 scholarships were granted to 137 students in Latin America: Brazil (47), Mexico (20), Argentina (17), Colombia (12), Chile (10), Peru (9), Bolivia (5), Guatemala (5), Ecuador (4), Venezuela (4), Paraguay (1), Nicaragua (1), Panama (1) and El Salvador (1).</p> <p>) Complementarity between Community aid and that of leading donors</p> <p>The EU's regional Latin America cooperation programmes (AL-INVEST, URB-AL, @LIS, ALFA, EUROsociAL...) has hardly any equivalent among other donors which provide aid at national or subregional levels.</p> <p>4. Response strategy for 2007-2013</p> <p>A) The three strategic focal sectors</p> <p>(b) Regional integration</p> <p>Regional integration is the second priority in the EU's strategy for the region. The EU has provided support for the subregional integration process (Mercosur, Andean Community and Central America), but a certain number of measures to help the region as a whole could be taken in line with the priorities of Article 6(b) of the DCI Regulation:</p> <p>(1) promote the activities of business networks in the two regions in the area of trade and investment through measures such as exchanges between companies;</p> <p>(2) promote dialogue and institutional capacity building on policy, macroeconomic dialogue, standards, human rights, mobility, the connectivity of infrastructure networks and environmental protection to provide a secure and effective framework to foster sustainable investment flows to promote the region's sustainable development;</p> <p>(3) promote cooperation, regional dialogue and the exchange of experience and good practice on environmental aspects of sustainable development; particular attention should be given to: climate change (renewable energies and exchanges of innovative experience in the transport sector, adjustment to the adverse effects of climate change); water (European Water Initiative, cross-border management of water courses, sewage treatment); biodiversity (implementation of the Biodiversity Convention) and forests (tackling deforestation).</p> <p>(4) promote interconnectivity and regulatory dialogue at Latin American level, especially under the new EIB mandate;</p> <p>(5) promote studies and conferences to meet regional priorities (with ECLAC, ILO, EIB, etc.).</p> <p>The sectors covered could include strategic policy and technological sectors, the Information Society, the environment, cultural, audiovisual, research, higher education and energy, which are all sectors with an international dimension.</p> <p>(c) Investing in people and increasing mutual understanding</p> <p>In line with Articles 2 and 5 of the DCI Regulation, cooperation will focus on:</p> <ul style="list-style-type: none"> - strengthening the region's competitiveness in order to address regional challenges; support for human resources development (1); - measures to promote and deepen mutual understanding between the two regions (2). <p>(1) A large-scale programme will be mounted to improve higher education in the region based on experience gathered in programmes which are already running. It will focus on links with employment and the involvement of business in educational institutions. In line with the Vienna Declaration, there will be a major visibility component.</p> <p>Special emphasis will be put on dissemination of good practice based on past experience, complementarity between projects and sustainability of networks.</p> <p>B) Greater linkage between political priorities and cooperation</p> <p>Particular attention will be paid to greater linkage between policy priorities and regional cooperation, as decided at the Summits. This linkage should be verified at all levels, from definition to implementation of cooperation projects based on transparency and continuous flows of information.</p> <p>There must be consultation and dialogue on the introduction and implementation of these programmes with eligible countries to ensure closer coordination between implementation of policy priorities and the impact of European cooperation on regional development.</p> <p>C) Maximising the efficiency of programmes for the region and stakeholders</p> <ul style="list-style-type: none"> - Complementarity and synergies: regional cooperation will focus on sectors where there is greatest regional value-added and ensure complementarity with bilateral and subregional cooperation projects and thematic programmes. The activities financed under programmes will be rationalised by focusing on results to maximise their impact. - Both public and private stakeholders (also at regional level) will be involved in future programmes to promote cooperation in sectors such as education, investment, technology transfer and employment. A number of international institutions working in the region could be asked to participate in the regional programmes according to their areas of intervention and specific features. <p><u>ANNEXES</u></p> |

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1.3.5.4 RSP Mercosur

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| All extractions | <p><u>STRATEGY</u></p> <p>3. OVERVIEW OF PAST AND ONGOING EC COOPERATION</p> <p>3.4. Horizontal programmes</p> <p>The Mercosur region benefits from the horizontal programmes launched in 1995 for all Latin America (except @LIS, which started in December 2001). The programmes are: @LIS, ALBAN, AL-INVEST, URB-AL ALURE and ALFA. These programmes do not have a special focus on the Mercosur region, but Mercosur member countries are among the most active beneficiaries. This contribution to the creation and strengthening of networks, the organisation of common events and the exchange of practical information among Mercosur member countries and Europe has resulted in closer relations between the two regions. Nevertheless, future EC-Mercosur cooperation needs to improve the complementarity between these horizontal programmes and the activities aimed at deepening regional integration. Interesting complementarities can already be observed, particularly between the @LIS programme and the new cooperation areas of biotechnology and information and communication technologies, between the ALBAN and ALFA programmes and cooperation in the field of education, and between the AL-INVEST programme and the efforts towards production and development integration among regional chains.</p> <p><u>ANNEXES</u></p> <p>6.6. Mercosur policy agenda (other areas)</p> <p>c) Education</p> <p>In 2001, the Education Ministers of Mercosur's four member states redefined the mission statement of the Mercosur Education Sector (SEM) as follows: "to contribute to Mercosur's objectives by setting up a common education framework to help stimulate ... integration, internal mobility and exchanges, with the objective of quality education for all, with special regard for the most vulnerable sectors of society, in a development process marked by social justice and respect for the region's cultural diversity".</p> <p>A Regional Strategic Plan was established, defining objectives and action strategies for basic, technical and higher education throughout Mercosur for the 2001-2005 period, in line with two defining principles:</p> <ul style="list-style-type: none"> • free circulation of knowledge, encompassing the production, dissemination, and use of education-related materials, • free circulation of educators, with the aim of fostering the exchange of cultural and educational experience. <p>The SEM's Regional Coordination Committee (CCR) is currently working on the preparation of the 2006-2010 Regional Strategic Plan and the evaluation for the 2001-2005 period (both should be completed by June 2006).</p> <p>6.7. EU/EC cooperation objectives and instruments</p> <p>6.7.2. The objectives set out in the applicable Regulation/Agreement governing the co-operation and region-specific co-operation objectives</p> <p>The Rio Summit of 1999 (between Heads of State of the EU, Latin America and the Caribbean region) emphasised the importance of Human Rights, information society and reduction of social imbalances. This gave rise to horizontal projects such as @LIS (Information Society) and ALβAN (training of Latin American students in European universities). The Madrid Summit in 2002 issued a very comprehensive political declaration ("the Madrid Commitment") in which the Heads of State and Government of EU-LAC expressed their support for their common political values (multilateralism, rule of law, human rights, political dialogue, fight against terrorism, illicit drugs, corruption, organised crime, racism, concern about local conflicts); common economic issues (trade and investment, in particular the EU-Mercosur association agreement; Doha work programme, global governance; information society) and other shared topics (cultural diversity, horizontal co-operation programmes, migration, HIV/Aids and access to medicines, preparedness for natural disasters). The Joint Declaration of the 2004 Guadalajara Summit reaffirmed the commitment to multilateralism, highlighted the importance of strengthening social cohesion and of tightening the bi-regional relationship through new Association Agreements. At the May 2006 Vienna Summit the 60 participating countries reaffirmed their shared values and their common interests and their willingness to act as part of a multilateral framework. They also confirmed their commitment to strengthening social cohesion and promoting regional integration.</p> |

1.4 RSE extractions

1.4.1 ACP

1.4.1.1 RSE Caribbean (2003-2010)

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| All extractions | <p>Vol 1: 2 THE CONTEXT OF CO-OPERATION WITH THE CARIBBEAN REGION 2.3. Main Challenges for Development of the Caribbean Region 2.3.2. Other Challenges The fragility of most Caribbean economies, high rates of unemployment, high population density and the proximity of highly developed economies to which it is relatively to emigrate partly explains the high out-migration rates in the region. In addition national and transnational crime and security problems (in particular drug related) impact negatively on FDI and contribute to the high rate of migration and loss of skills (“brain drain”) as families and individuals leave the region for security reasons. Brain drain from the Caribbean is the highest in the world: in 2000, the emigration rate for tertiary level graduates averaged 65% for 13 CARICOM countries; in five of these, the rate exceeded 70%.</p> <p>4 FINDINGS AND ANSWERS TO EVALUATION QUESTIONS 4.9. EQ9 Human Resource Development <u>EQ9: To what extent has EU support for education and training contributed to regional economic integration?</u> <u>JC 9.1 Tertiary education / training institutions (TEIs), representing most of the CARIFORUM member states, have established co-ordinated programmes that explicitly relate to regional integration and enhance the use of ICT.</u> The CKLN I-II projects represent a coordinated programme that enjoys political support from the CARIFORUM member states and represents Tertiary education / training institutions (TEIs) in most of them (Indicators 9.1.1 and 9.3.1). Project objectives relate to regional integration and the enhanced use of ICT is a main strategic focus (Indicator 9.1.3). CKLN-I was to create the organisational framework in the education sector in 2007-2009. The on-going CKLN-II (2008-2013) focuses on the infrastructure and is to roll out the C@ribNET regionally and expand both the substance of TEI-involvement and the number of TEIs involved (intentionally including other actors, e.g. from the private sector). The level of involvement of TEIs range from the elaboration of strategic plans to the start of the first courses (see table under indicator 9.1.2). CKLN I and II have been strongly delayed (see textbox below). The first phase, which was to establish the fundament in the national education sectors in terms of enhanced TEI capacity for distance education and strengthened national research networks, did not fully meet that objective. Therefore, a reallocation of funds under CKLN-II in 2011 serves the continuation of these activities. While project implementation finally seems to be on track from 2010 onwards, major outputs of CKLN-II only started to be created in 2011. The project results that should lead to outcomes, in terms of enhanced distance education and development of national and regional research networks have yet to materialise. For example, hardware and training in the application of new software in one participating TEI had only enabled the offering of one such course until now. Various interlocutors did not find that CKLN-I had resulted in institutional or ICT-network creation and were of the opinion that Caribbean TEIs were finding other network solutions while waiting for CKLN results. CKLN is the main contributor to the EQ-statement that specifies: “coordinated programmes that explicitly relate to regional integration and enhance the use of ICT”. Other projects that attempted to serve this objective have been less successful. After lengthy delays, a project that was to support the Regional Law School in the Bahamas with a new library never got off the ground, due to limited interest by the involved governments, including the Government of the Bahamas, which did not provide its foreseen counterpart contribution (Indicator 9.1.5). The project that was to support the Development of Vocational Tertiary Education and Training, on the Caribbean Region level, at the University of Technology (UTech), Jamaica, did materialise but with modest results, partly due to lack of full support from the University. Political and institutional support from Member States and TEIs has been most forthcoming for the CKLN-projects, with their inherent and highly prioritised ICT-element. It was raised by interviewees during the field study that the regional support for the education sector had not been very well coordinated with the support at the national level.</p> <p>5 CONCLUSIONS 5.3. Sector-related Conclusions C17: The overall results of the interventions have been limited and the prospects for financial sustainability of the CKLN-projects are not entirely clear. While the overall relevance of regional EU support for higher education and its</p> |

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| | <p>ICTconnectedness is undisputed, even if not reflected as a focus area in the EDF10, the sector results are the modest owing to:</p> <ul style="list-style-type: none"> • Considerable CKLN implementation delays, originating in the interplay between the EU as the main funding agency and the implementing agency, the World Bank, as well as in an apparent periodically low World Bank project prioritisation. The latter issue has, however, been redressed. • The balance between the education and the ICT-infrastructure elements in the CKLN has been more in favour of the infrastructure than foreseen in the overall EU sector objectives and the delays have resulted in sequencing where the infrastructure development has not been solidly anchored in the TEI-base. • Some sector projects have been abandoned or have had modest results owing to lack of agreed government support or to an apparent lack of dedication of implementing TEIs in the CARICOM member states. <p>The conditions for financial sustainability of the major CKLN-project are still not clear, while the issue is being dealt with by CKLN. Earlier foreseen reliance on commercial activities appears partly replaced by a need for Government subsidies. Some of the recommendations of the 2010-Final Evaluation of CKLN-I still need to be dealt with.</p> <p>Vol 2: EQ 9 Human Resources Development</p> <p><u>Justification:</u> Under the focal sector “Intensification of Regional Integration / Economic Repositioning”, the EDF9 CRSP mentions that the objective of training an internationally competitive labour force will relate with the new paradigm of Caribbean competitiveness (knowledge-based economy). Support will focus on education and training at the technical and university level, based essentially on the exchange of capacity within and outside the Region, the reinforcement of distance education systems and the development of language skills. It will involve the development of regional capacity for education and training in services, including Information and Communication Technology (ICT).</p> <p>Based on the above, human resource development with emphasis on knowledge-based economy, in line with the corresponding regional strategies, is in focus for the EU support to the Caribbean Region. Considering the many small and relatively isolated island states in the region and their needs for coordinated efforts, distance education and enhanced use of ICT, the team considers such support to be of importance for needed human resource development, as reflected in this evaluation question.</p> <p><u>Scope:</u> Effectiveness, impact and sustainability of sector support and crosscutting issues</p> <p><u>Other sector support:</u> In addition to the regional projects mentioned in the main Report the EU has been providing approximately €5M to local universities through its EDU-Link programme; €1M for Caribbean students undertaking scholarship opportunities as part of its Erasmus Mundus Programme and approximately €10M to projects benefiting the Caribbean funded under the ACP Science and Technology Programme.</p> <p>EQ 9: To what extent has EU support for education and training contributed to regional economic integration?</p> <p>Judgement to JC 9.1. Tertiary education / training institutions (TEIs), representing most of the CARIFORUM member states, have established coordinated programmes that explicitly relate to regional integration and enhance the use of ICT.</p> <p>The CKLN I-II projects represent a coordinated programme that enjoys political support from the CARIFORUM member states and represents TEIs in most of them, (indicators 9.1.1 and 9.3.1). Project objectives relate to regional integration and the enhanced use of ICT is a main strategic focus (Indicator 9.1.3). CKLN-I was to create the organisational framework in the education sector in 2007-09. The on-going CKLN-II (2008-13) focuses on the infrastructure and is to roll out the C@ribNET regionally and expand both the substance of TEI-involvement and the number of TEIs involved (intentionally also other actors including those from the private sector). The level of involvement of TEIs range from the elaboration of strategic plans to the start of the first courses (see table under indicator 9.1.2).</p> <p>CKLN I and II have been strongly delayed. The first phase, that was to establish the fundament in the national education sectors in terms of enhanced TEI capacity for distance education and strengthened national research networks, did not fully meet that objective. Therefore, a reallocation of funds under CKLN-II in 2011 serves the continuation of these activities. While project implementation finally seems to be on track from 2010 onwards, major outputs of CKLN-II only started to be created in 2011.</p> <p>The project results that should lead to outcomes, in terms of enhanced distance education and development of national and regional research networks have yet to materialise. For example, hardware and training in the application of new software in one participating TEI had only enabled the offering of one such course until now. Various interlocutors did not find</p> |

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| | <p>that CKLN-I had resulted in institutional or ICT-network creation and were of the opinion that Caribbean TEIs were finding other network solutions while waiting for CKLN results. CKLN is the main contributor to the EQ-statement that specifies: "coordinated programmes that explicitly relate to regional integration and enhance the use of ICT". Other projects that attempted to serve this objective have been less successful. After lengthy delays, a project that was to support the Regional Law School in the Bahamas with a new library never got off the ground, due to limited interest by the involved governments, including the Government of the Bahamas, which did not provide its foreseen counterpart contribution, (indicator 9.1.5). The project that was to support the Development of Vocational Tertiary Education and Training, on the Caribbean Region level, at the University of Technology (UTech), Jamaica, did materialise but with a somewhat disappointing outcome, partly due to lack of full support from the University. Page 186 117 Political and institutional support from Member States and TEIs has been most forthcoming for the CKLN-projects, with their inherent and highly prioritised ICT-element.</p> <p><u>Indicator 9.1.1: Agreement among the CARIFORUM Member States on priorities for common programmes</u></p> <p>The governments of the CARICOM /CARIFORUM Member States have, throughout the evaluation period, expressed and demonstrated their support to the Caribbean Knowledge and Learning Network, CKLN, (projects CKLN I and II) which is a major initiative for enhancing the use of ICT in the Region. From 2004, CKLN was organised as a non-profit foundation and since 2010 as a CARICOM Inter-governmental Agency.</p> <p>In reverse, another regional education project, Support for the Law School in the Bahamas, was abandoned due to lack of Governments' dedication.</p> <p><u>Indicator 9.1.2: Evidence of active TEI network-participation, or students/trainees participation, from most of the member states</u></p> <p>During the CKLN-I project, implemented 2008-2009, the project involved approximately 20 participating tertiary education and learning institutions serving as focal points for 15 CARIFORUM countries. The intensity of the participation varies but in most countries, strategic plans for open and distance learning has been elaborated with a national coverage. In line with the flexible approach of the project, it is expected that the ongoing second phase of the project (2006-2012) will expand the coverage to include other partners, such as private sector and international agencies.</p> <p>However, field phase interviews with the CKLN and other stakeholders showed that the infrastructure network is to be extended in the first place to only one TEI in each country and that the national research network-basis still is to be strengthened through a re-allocation of CKLN-II funds to compensate for missing results in this respect from CKLN-I.</p> <p>Given the nature of CKLN, it is to benefit students / trainees indirectly through increased access to the use of ICT in their education / training and through increased access to online-education options. This effect has, however, not yet been measurable due to strong delays in the implementation of CKLN-II, which only started effectively in 2010.</p> <p><u>Indicator 9.1.3: Evidence of operational distance education systems and programs with regional level coverage that relate to the objectives set out in the RSP for EDF9 and EDF10</u></p> <p>The CKLN represents an operational education systems and programmes with regional level coverage, the coverage of which, however, is still being developed. The Vocational Tertiary Education and Training-project, located at the Technical University of Jamaica, UTech, has also established distance learning with regional level coverage, however, according to available information, the impact has been modest.</p> <p>The results of the CKLN I, CKLN II and UTech-projects include operational education systems and programmes with regional level coverage that relate to the objectives set out in the RSP for EDF9 and EDF10. However, according to available information, so far on a more embryonic stage than the ambitious objectives set out in the RSPs covering the evaluation period.</p> <p>The below mentioned output-oriented below indicators of the RSP related to network functionality and training capacity seem finally to be on the way to be implemented under CKLN-II after a re-allocation of funds in 2011 in of the participating TEIs. Albeit on a generally more modest level, concentrating on the provision of hardware and courses in the use of soft-ware for distance education, which has only started in a few cases. The field studies have confirmed that there is not yet evidence to be found regarding the impact-oriented indicators. This is mainly due to the strong delays of the CKLN-I and II projects as well as the absence of information on the finalisation of the UTech-project.</p> <p>By all interlocutors in the field study, it was considered a main problem for the materialisation of the CKLN and distance learning visions that the rates for Internet provision are very high in the Caribbean region, where the markets appear too small to prevent monopoly prices being charged by the few providers.</p> <p><u>Indicator 9.1.4: Evidence of the Bahamas Law School Library functioning and supporting the regional integration aspects of the Law School education</u></p> |

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| | <p>The project aiming at the establishment of the library at the Bahamas Law School has not materialised, reportedly due to lack of dedication on the part of the involved Government.</p> <p>Judgement to JC 9.2: EU support has contributed to a better match between human resource needs in technical capacity across the region and the graduates of TEIs</p> <p>Through the CKLN projects, the EU support to the education sector in the Caribbean is to contribute to the creation of a framework for a better match between TEI-outputs and the need for strengthening the human resource base, particularly regarding ICT capabilities. Strengthened ICT competencies are commonly acknowledged as being of key importance to Caribbean human resource development, even if stakeholder assessments of the seriousness of the problem varied. Stakeholders also indicated that the regional projects in this field are not very well integrated with national sector strategies or with the EU support for them.</p> <p>According to TEI-stakeholder interviews and the 2010-Final Evaluation of CKLN-I, the extent to which the expansion of ICT capabilities is reflected in the TEI education and distance education is still limited (Indicators 9.2.1 and 9.3.2). According to responses to the evaluation survey (see Annexe II), the CKLN still has some way to go before it is well known by its potential partners. In conclusion, the regional EU support has not yet contributed to a better match between human resource needs in technical capacity across the region and the graduates of TEIs.</p> <p>The creation of the CKLN-network is combined with a new sector philosophy based on an investment-approach and to be run on sound business principles. So far, no evidence is available about the impact of this approach on the optimal use of the existing human resource base in the Caribbean region (Indicator 9.2.2).</p> <p>The creation of the new framework is combined with the introduction of a sector philosophy based on an investment-approach and is to be run on sound business principles: "These goals are set against the major challenge of marketing education and the acquisition of knowledge as the key to success in a modern society where other routes to success effectively compete as being more attractive and attainable. ... Similarly, there is a thrust to inculcate sound business strategies into the education environment so as to maximise on return on the high level of investment put into the sector, e.g. through the development of sector plans, institutional strategic plans and the establishment of decentralised boards of management". So far, no evidence is available about the impact of this approach on the optimal use of the existing human resource base in the Caribbean region.</p> <p><u>Indicator 9.2.1: Evidence of curricula reflecting identified needs relating to regional integration, including ICT and language skills</u></p> <p>The design of projects to support CKLN and UTech is relevant to the identified needs regarding regional integration. However, notwithstanding the below mentioned examples of distance learning, at this stage and not least owing to the delays in the CKLN-implementation, the impact on the general curricula development in the involved institutions appears to have been limited and mainly consisting in the provision of hardware and voluntary staff courses in the application of the "Moodle"-software in teaching and distance education.</p> <p>TEI expectations to CKLN-I, as expressed during its implementation in 2008-09, also went in the direction of direct support from the project for the establishment of much needed electronic students' administration systems, which were, however, not provided. A re-allocation of CKLN-II funds in 2011 is intended to compensate for this by continuing the CKLN-I activities, including the establishment of students' administrations at the TEIs.</p> <p>The re-allocation is in line with the recommendations of the 2010 CKLN-I evaluation, which also contain recommendations regarding the further development of the E-learning programmes that still needs to be implemented (see indicator 9.3.2 below).</p> <p><u>Indicator 9.2.2: Size of education /tuition fees does not prevent effective exploitation of the human resource base</u></p> <p>The overall policy for the EU support to the education sector has, in the evaluation period, rested on the philosophy of regarding education as an investment, also on the individual level. Whether this is conducive to the maximum effectiveness regarding the exploitation of the human resource base cannot be assessed on the basis on available information and will depend on general educational policies of the involved governments.</p> <p><u>Indicator 9.2.3: Examples of employability of graduates / trainees that relate to regional integration</u></p> <p>It has not yet been possible to identify such examples, except from the development of the CKLN regional network, which has implied the training of substantial number of TEI-staff (see the above table under Indicator 9.1.2). Most of the respondents to the evaluation survey from the private sector were not aware of the existence of CKLN (15 out of 19, see Annex 2).</p> <p>Judgement to JC 9.3: Functioning networks that have been established between education and training institutions at the regional level have created the conditions for a lasting and integrated programme</p> |

| Regional | Caribbean (2003-2010) |
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| | <p>The CKLN is to establish functioning networks between national education and training institutions at the Caribbean regional level. Its sustainability rest on the continued political – and financial – support from the CARIFORUM Member States, and on the development of a viable business plan responding to the market niche, which is part of the overall rationale of the project. In the project documents, the impression is created that future CKLN sustainability primarily rests on its ability to sell bandwidth to TEIs as well as to the public and private sectors (Indicator 9.3.2). But according to the CKLN, its ICT-network has to be considered “a public good” implying that, in addition to membership fees, public subsidies would be needed. The World Bank was of the opinion that infusion of private capital would be needed, possibly by sharing the network with private companies.</p> <p>The political and institutional sustainability of the CKLN is ascertained by the CARIFORUM Governments having reiterated their support to it. At the March 2010-CARICOM Heads of Government meeting, an instrument was signed that establishes CKLN as a CARICOM Inter-governmental Agency. The governance structure is, nevertheless, still not decided. It is foreseen that the final structure will anchor CKLN with CARICOM and the Member Governments, while keeping its relative autonomy (Indicator 9.3.1). However, possible future government subsidies have not yet been discussed explicitly according to the available sources. It is, therefore, assessed that there is strong need for CARICOM to readdress the future institutional status of CKLN and its financial implications.</p> <p>The ongoing development of the business plan will be of pivotal importance to the future CKLN viability for the realisation of the initial commercial approach. The award of a contract for the design of C@ribNET regional strategy in 2010 was considered a milestone by the EU and since then, contracts have been awarded for the subsequent national strategies (Indicator 9.3.2). Ultimately, financial sustainability will depend on the ability of the CKLN to create substance in the network through its on-going activities in order to make it attractive for TEIs, which may find other solutions.</p> <p>The viewpoint was put forward by sector observers that CKLN is not well coordinated with the EU-supported Latin American research network, CLARA. CLARA also attempts to cover the Caribbean region, especially the non-Anglophone parts, and considers its technological solutions better than CKLN. In this line of thinking, there is an unproductive clash between the local geopolitical concept of “Latin America and the Caribbean” and the EU “ACP-concept” resulting in in-activity in the non-Anglophone parts of the Caribbean. Caribbean TEI-association with US or Canadian-based research networks was also mentioned as an alternative to the CKLN-option.</p> <p><u>Indicator 9.3.1: Evidence of continued government support for the new education or training programmes / the Caribbean Knowledge and Learning Network (CKLN)</u></p> <p>There is evidence of continued government support for CKLN as reiterated during the March 2010 CARICOM Heads of Government meeting in Dominica, where the Heads signed the instrument that establishes CKLN as a CARICOM Inter governmental Agency.</p> <p>The final modalities of the future organisation of CKLN are still under negotiation. (CKLN – C@ribNET – Business plan, Aug 2010 (p.1)):</p> <p>It is proposed that C@ribNET be supported and funded by three tiers of members:</p> <p>Tier 1 will be the member governments and their wholly owned institutions (roughly 45% of the membership).</p> <p>Tier 2 will be not-for-profit tertiary learning institutions and governmental organisations not wholly owned by a single government (e.g., regional institutions like CARICOM) (roughly 20% of the institutions).</p> <p>Tier 3 will be for-profit institutions that nevertheless still fit the limitations of the charter of CKLN, primarily for-profit tertiary learning institutions and selected other organisations (roughly 35% of the institutions).</p> <p>The governance and funding of C@ribNET will reflect the primacy of the Tier 1 members. The governance will reflect the wide range of stakeholders involved, but will be controlled by the Tier 1 members. Any donor assistance, such as has already been committed by the European Union, will subject to donor terms be applied to benefit the Tier 1 members in the first instance. Tiers 2 should also benefit to a significant though lesser degree whilst Tier 3 will benefit to the extent of receiving quality services at competitive rates versus the market. This model, while in many ways similar to membership and business models elsewhere, also has aspects of it customized to the Caribbean.</p> <p>CKLN issued a tender, in 2011, for a sustainability strategy for CKLN, additional to the above business strategy. While the outcome of this sustainability strategy is not yet known, it is worth noting that field interviews indicated that the objective of self-sustainability is no longer considered realistic by CKLN, which prefers to refer to CKLN as a “public good that is nowhere run on purely commercial terms”. The World Bank expressed the opinion that an infusion of private capital, through the selling of access to the network would be needed to assure sustainability.</p> <p>Annexes:</p> |

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1.4.1.2 RSE Pacific (2006-2012)

| Regional | Final evaluation – Pacific (2006-2012) |
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| All extractions | <p>Vol 1: 3.4 EQ 4 on Education and TVET EQ4: To what extent has the EU support to education and vocational training contributed to the development of employable skills of various sections of the Pacific population?</p> <p>3.4.2 The EU support to basic and rural education programmes improved sustainably and the ability of students (males and females) to reach and graduate from secondary and tertiary institutions (JC 4.2)</p> <p>There has been some progress in progression from basic to higher education and improvements in gender balance, but country-level data on dropout rates has not been consistently collected each island and territory.</p> <ul style="list-style-type: none"> • FEMIS data (2008-2012) indicate that improvements were seen in progress from lower levels of education, increased net enrolment rates in secondary and higher secondary (forms 3-6) schools. • But the EU's own regional strategy paper for the 10th EDF highlight significant divergences between progression to final grades across different PICTs (e.g. 96% in Fiji as opposed to 47% in Timor Leste). • Moreover, the quality of data on graduation from primary education by gender remains patchy at country level. Whilst all MoEs collect data for enrolments, the monitoring of dropout rates by gender is often missing. More sophisticated EMIS systems would allow the collation of comparable data across the region on dropout and graduation rates by gender. <p>On the other hand EU-supported education projects in the region faced significant challenges during implementation, limiting the results achieved. The EU supported several country-level projects that aimed to improve access and graduation rates, including projects in rural areas. While several were implemented, many faced difficulties during implementation. The main limitations were again the weak local administrative capacity for implementing projects or sustaining their results, sometimes aggravated by weak technical assistance.</p> <p>3.4.4 The EU interventions mainstreamed the reduction of brain drain and enhanced gender issues in its educational programmes implementation (JC 4.4)</p> <p><u>Reducing the brain drain has not been a clearly-agreed objective in the Pacific and has not been a focus of EU support.</u></p> <ul style="list-style-type: none"> • The biggest part of the brain drain has been within the area (e.g. migration from Wallis & Futuna to New Caledonia). For POCTs access to EU MS, particularly France, has automatically been granted by the EU passport. Outside the area the three most important destinations for PACP migrants have been Australia, New Zealand and the USA. In these countries demand has been high across the whole range of skills. Brain drain in the Pacific has not been limited to the most educated groups; it was relatively recently extended to unskilled labour by Australia, albeit on a limited scale. • Limiting the brain drain does not clearly appear to be an agreed national or regional objective in the Pacific. Remittances are increasingly used as a major driver to enable islanders to maintain their high standards of living against the background of shrinking labour markets and limited export market opportunities. • Indeed, field interviews suggest that many students and several PICT governments see labour migration as a positive feature. This view was confirmed by the Australian Pacific Technical College (APTC) survey in 2012, which concluded that many students prefer vocational or technical qualifications precisely because they allow them to migrate to other South Pacific countries. Stakeholders at the University of the South Pacific also noted that increasing labour mobility is a common feature for many of the smaller islands, where remoteness and limited productive opportunities encourage heavy dependence on tourism and trade in natural resources, such as fishing. In these economies labour migration and remittance flows are a major income source, leading several PICTs to push for increased labour migration rather than fighting to reduce it. • Brain drain has not been the focus of the EU's response strategy under either EDF. Similarly, in none of the EU interventions in the Pacific region was the brain drain explicitly mainstreamed, either for mitigating the drain or for adjusting skills to the international labour market. • In this context some stakeholders argued that a study on migration should be undertaken so as to allow the EU to design any future programming in this area in line with the needs and priorities of PICT government and students. |

| Regional | Final evaluation – Pacific (2006-2012) |
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| | <p><u>Gender considerations have often been included in the design of EU interventions. There is little evidence in the project documentation on the effects of equitable gender access to education institutions.</u></p> <ul style="list-style-type: none"> • The design of PRIDE took gender considerations into account (one of the overall objectives is that of improving the gender balance of students in secondary and post-secondary education). However ROM and evaluation reports reveal that the gender issue remained absent from project concerns. The final evaluation notes: “the lack of attention to gender in the indicators lowered the level of evaluation of gender issues in the region.” <p><u>3.8 EQ 8 on Regional institutional capacity building</u> EQ8: To what extent has EU support contributed to building sustainable regional institutional capacity and commitment to implement the Pacific Plan for EU focal sectors?</p> <p>3.8.1 The EU interventions strengthened sustainably (for financial and human resources) key regional institutions and NSAs active in implementing components of the Pacific Plan corresponding to EU focal sectors (JC 8.1</p> <p>Several EU projects conducted over the evaluation period successfully increased the capacity of regional organisations to provide public goods to Pacific Island Countries and Territories:</p> <ul style="list-style-type: none"> • But other sectors also saw similar capacity improvements, including education (through the PRIDE project at the University of the South Pacific) and environment (where the EU projects helped to support SPC capacity to manage environmental resources sustainably). <p><u>Vol 2:</u> -</p> <p><u>Vol 3:</u> ANNEX 8 – DATA COLLECTION GRIDS <u>EQ 1 - To what extent has the EU cooperation with the PACPs been consistent with the Pacific Plan and EU cooperation policy framework?</u> JC 1.1 - The EU regional programmable and non-programmable interventions were increasingly aligned with the Pacific Plan I-1.1.2 - Alignment of non-RIP/NIP EU projects specific objectives with Pacific Plan expected results On the other hand, global EU programmes such as Erasmus Mundus or Research Framework are entirely disconnected with regional priorities but still contribute to the realm of EU strategy. (JOIN(2012); 9) They have however a limited scope in the Pacific due to the costs of distance to EU and isolation from research, academic, and development networks. <u>EQ 4 - To what extent has the EU support to education and vocational training contributed to the development of employable skills of various sections of the Pacific population?</u> JC 4.1 - The EU interventions reinforced key regional institutions to support basic education and vocational work-related training I-4.1.1 - Existence of a running regional basic education resource centre I-4.1.3 - Involvement of key regional institutions in preparing national action plans for in strengthening teacher effectiveness, engaging families and communities in Education and ensuring career and college readiness <u>EDF11 preparation – report mission 10/2012</u> In the concluding discussion there was some surprise that ICT had not been highlighted as an area of priority; same for higher education as the region is much more oriented to Australia and the US or even Asia. JC 4.3 - The EU support to Technical and vocational training has led to the employment of students I-4.3.1 - % of recruitment of VET students <u>RSP EDF10 2008-2013: 36</u> Meanwhile, impressive progress has already been made in higher education, which has been traditionally provided at regional level by universities¹² with highly evolved distance education facilities. JC 4.4 – The EU interventions mainstreamed the reduction of labour drain and enhanced gender issues in its educational programmes implementation I-4.4.2 – Gender balance of students in secondary education <u>RSP EDF10 2008-2013: 23</u> An emerging gender trend is that girls stay at school longer and are more successful than their male counterparts in external examinations. This is also reflected in the higher education level at USP, where the enrolment and programme completion rates for girls and women outdo those of their male counterparts.</p> |

1.4.2 Asia

1.4.2.1 RSE Asia (2007-2012)

| Regional | Asia (2007-2012) |
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| All extractions | <p>Vol 1: EQ5: To what extent has regional-level EU support to higher education institutions and networks in Asia and between Asia and Europe contributed to enhancing academic and research standards and to the internationalisation of universities in Asia? <i>Entire EQ on Higher education</i></p> <p>Vol 2: <i>Entire EQ on Higher education</i></p> <p>Annexes: -</p> |

1.4.3 ENPI

1.4.3.1 RSE ENPI (2004-2010)

| Regional | Final evaluation – ENPI (2004-2010) |
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| All extractions | <p>Vol 1: -</p> <p>Vol 2: 2. THE INTERVENTION LEVELS OF THE COMMISSION'S STRATEGY IN THE ENP REGION 2.2 The ENP and the deepening of relations with the partners 2.2.2 The Euro-Mediterranean Partnership (EMP) The re-launch was an opportunity to render relations both more concrete and more visible with the reinforcement of regional and sub-regional initiatives. Among them: v) a Euro-Mediterranean University, inaugurated in Slovenia in June 2008. ANNEX 9: DATA COLLECTION GRID EQ 2: To what extent did the Commission's support to regional cooperation in the two ENP regions add value to - and complement - bilateral, cross-border and interregional cooperation? JC 2.2: Commission interventions financed under the regional dimension complement and add value to the interventions carried out under the bilateral dimension 1.2.2.1 References to synergies and cross-references between regional and bilateral programming levels are present in strategic and programming documents <u>ENP South: Complementarity of regional cooperation towards national cooperation by the priority area of intervention (2004-2010)</u> <u>Social development and cultural exchanges</u> Most countries have already made significant efforts and investments to improve the coverage and quality of their primary and secondary education systems. Given the great variety of challenges facing Mediterranean Partner countries in the fields of early childhood learning, access and quality of basic education, higher education and vocation training, national cooperation approaches seem the most appropriate to tackle the different situations. Additional EU support for these will be channelled through national programmes. Multi-country cooperation can be envisaged, however, for promoting harmonization of educational standards and mobility. In the ENPI-wide regional programme, attention will be focused on higher education cooperation and exchanges (Tempus and Scholarship scheme), not only to improve the quality of higher education but also to promote intercultural dialogue. Technical and Vocational Education and Training (TVET) programmes at bilateral and regional level would further contribute to human resources development in the region. JC 2.3: Commission interventions financed under the regional dimension complement and add value to the interventions carried out under the interregional dimension 1.2.3.1 References to synergies and cross-references between regional and interregional programming levels are present in strategic and programming documents The programming documents, in particular the Strategy Papers guiding EC assistance in the ENP regions, do not specifically refer to the complementarity of the regional cooperation towards the interregional cooperation. Some information can be found in the ENPI Interregional Programme (IRP) Strategy Paper 2007-2013 - Indicative Programme 2007-2010, although the perspective focuses rather on the added value of the IRP. From this point of view, the document underlines that some activities can be best</p> |

| Regional | Final evaluation – ENPI (2004-2010) |
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| | <p>implemented at interregional level:</p> <p>i) for reasons of visibility, coherence or administrative efficiency;</p> <p>ii) for gradually strengthening dialogue and cooperation between the EU and the ENPI region and between eastern and southern neighbours. The ENPI area does not form a coherent region - geographically or historically - and it could be counterproductive to force these diverse countries into a single framework for regional cooperation, as underlined by existing structures such as the Euromed Partnership and Traceca and Inogate. This is where the IRP can play a role.</p> <p>Concerning point i) an inter-regional programme will provide adequate visibility for flagship initiatives applying to the entire neighbourhood such as the NIF or the scholarship scheme.</p> <p><u>Priority areas 2007-2010 of the IRP</u></p> <p>Priority Area 2: Promoting higher education and student mobility</p> <p>Sub-priority 1: Promoting institutional cooperation in higher education (TEMPUS)</p> <p>Sub-priority 2: Promoting student mobility (new Scholarship Scheme)</p> <p>Vol 3: <i>not relevant</i></p> |

1.4.4 Latin America

1.4.4.1 RSE Central America (2007-2013)

| Regional | Central America (2007-2013) |
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| <p>All extractions</p> | <p>Vol 1: -</p> <p>Vol 2: EQ4: REGIONAL INTEGRATION AND THE ASSOCIATION AGREEMENT EQ 4 – To what extent has the EU contributed to supporting the regional integration organisations and their national counterparts in their efforts to take full advantage of the economic developmental potential of the AA? JC 4.1 – EU cooperation support to RIOs and national counterparts has contributed to national and regional economic strategies being put in place in order to leverage the trade provisions and objectives of the AA</p> <p><u>I-4.1.1 – Recently adopted strategies concerning the leveraging of economic provisions are in place</u></p> <p>[...] At the CA and the Latin American level the EU has put into place a number of programs that relate to the development of social cohesion, regional integration and the development of human resources.</p> <p>“A number of programmes have been launched to foster dialogue on these priorities, to exchange experiences and develop best practices. The EUROsocial and URB-AL programmes have been addressing the issue of social cohesion at national and local level; the AL-INVEST programme has helped the internationalisation of SMEs in the region by developing business networks and @lis programme has promoted a better policy and regulatory environment for the development of an inclusive Information and Communication Technology (ICT) infrastructure interconnected with European research networks (GEANT); the ALFA and Alβan/Erasmus Mundus programmes have facilitated academic exchanges between EU and Latin America and helped improve higher education systems in Latin America. Finally the EUroclIMA and COPOLAD programmes will help the region to address the important challenges of climate change and drug trafficking. A targeted project on migration is also being prepared.” LA MTR and RIP 2011-13</p> <p><u>I-4.2.1 – Statements or analysis of requirements clearly spell out what has to be in place and when</u></p> <p>The EU continues to realise that the development of human resources is critically important in Latin America overall and concentrates on higher education. Those programmes are not specifically focussed on economic development through the regional integration process and the AA per se, and do not indicate what the timing or the performance requirements will be with respect to regional integration.</p> <p>“The objective of this priority is to provide fellowships for the Latin American teachers and students to the European universities in the period 2011- 2013, and to reinforce the EU-LA cooperation in the area of mutual understanding and higher education and strengthen the academic programmes, with a particular attention to the most socially disadvantaged groups. Within this priority (€ 92,6 million), the Erasmus Mundus programme will be continued.” LA MTR and RIP 2011-13</p> <p><u>I-4.3.2 – Goals and priorities of the AA and of the EU development policy for the region are mutually reinforcing</u></p> |

| <i>Regional</i> | <i>Central America (2007-2013)</i> |
|-----------------|---|
| | <p>The Policies and priorities outlined in both the LA and CA RSPs are fully in line with the Key policy statement on EU-Latin American relationships as outlined in “A Stronger Partnership between the European Union and Latin America- Communication from the Commission to the Council and the European Parliament, 2006”. The policies of that document, as outlined in its “strategy’ section- Section 3” deal with societal cohesiveness, democratic governance, security, regional integration, sustainable development and conflict prevention and crisis management. It also deals with better targeting of development cooperation, greater inclusion for certain actors, creating a common higher education area and improving visibility.</p> <p><u>Annexes:</u> <i>not relevant</i></p> |

1.5 MTR extractions

1.5.1.1 MTR Latin America (2007-2011)

| Regional | Latin America (2007-2011) |
|-----------------|---|
| All extractions | <p>1. EXECUTIVE SUMMARY</p> <p>Three priority strategic focal sectors were identified in the 2007-2013 RSP:</p> <ul style="list-style-type: none"> • social cohesion, reduction of poverty, inequalities and exclusion • regional integration and • investing in people and increasing mutual understanding. <p>A number of programmes have been launched to foster dialogue on these priorities, to exchange experiences and develop best practices. [...]; the ALFA and Alßan/Erasmus Mundus programmes have facilitated academic exchanges between EU and Latin America and helped improve higher education systems in Latin America.</p> <p>The third priority, human resources and increasing mutual understanding, will continue as a single policy area. The objective of this priority is to provide fellowships for the Latin American teachers and students to the European universities in the period 2011-2013, and to reinforce the EU-LA cooperation in the area of mutual understanding and higher education and strengthen the academic programmes, with a particular attention to the most socially disadvantaged groups. Within this priority (€ 92,6 million), the Erasmus Mundus programme will be continued.</p> <p>2. THE MID TERM REVIEW</p> <p>2.3. Results, Performance and Lessons Learnt</p> <p>The regional programmes have been built on the basis of policy dialogue priorities, which are reflected in Commission communications and declarations from the Summits of Heads and State and Government of the two regions. For example, the concerns expressed on Information Society and Higher Education (Madrid Summit 2002) gave birth to the @LIS (Alliance for Information Society) and Alßan (high-level training scholarships).</p> <p>The different regional programmes have been integrated in the Commission's multiannual indicative programming under three general priorities:</p> <ul style="list-style-type: none"> • Social and territorial cohesion • Regional integration and economic cooperation • Mutual understanding/Higher education <p>2.3.3. Mutual understanding/Higher education</p> <p>ALFA Programme</p> <p>The ALFA programme began in 1994 and sought to reinforce co-operation in the field of Higher Education as a means of contributing to economic and social development. The programme co-finances projects aimed at improving the capacity of individuals and institutions (universities and other relevant organisations) to promote academic exchanges between the two regions. At least partially thanks to this programme, there has been an increase in the number of students obtaining a postgraduate degree and in the number of courses on offer. Moreover, new curricula, learning and teaching methodologies have been developed, and a number of sustainable partnerships have been achieved between EU and LA institutions. This has not only given more students access to new technologies and cutting-edge education and research centres but also boosted cooperation within the Latin American region itself.</p> <p>The ALFA III programme has been built on the experience gained and lessons learned from the previous phases of the programme, and also from the other EC higher education programmes, past or present. A mid-term evaluation of the second phase of ALFA (2005) and the main conclusions of the Study on best practices (2007) confirmed the importance of the programme for promoting higher education reforms and development, as well as the validity of its intervention logic and methodological approaches.</p> <p>ALFA III focuses on projects in the academic field fostering regional integration, socioeconomic development and social inclusion among the beneficiary countries. The third phase of the programme has been launched in 2007 and has a total budget of € 75 million for the period 2007-2013.</p> <p>ALFA III promotes institutional cooperation and thus concentrates on reforming and modernising higher education systems in Latin America. As such it is complementary to the Alßan and Erasmus Mundus programmes, which focus on the mobility of individual students, professors and administrators.</p> <p>Alßan / Erasmus Mundus External Cooperation Window The EU scholarship programme for Latin America, Alßan (America Latina Becas de Alto Nivel), aims to reinforce EU-LA cooperation in the area of higher education. During its implementation period (2002–2010) it has granted 3.000 scholarships to Latin American students to pursue Master, Doctorate and Specialisation studies in European higher education institutions.</p> <p>The new mobility programme for the Latin American region, Latin America Erasmus Mundus</p> |

| Regional | Latin America (2007-2011) |
|----------|---|
| | <p>– External Cooperation Window (Footnote: Now integrated into Action 2 (Partnerships) of the Erasmus Mundus 2009-2013 Programme) builds on the experience gained from AlBan. The programme's main priority is a successful inclusion of the region's most socially disadvantaged groups, with a view to improving social cohesion. Positive discrimination is therefore considered as a means to encourage and facilitate the participation of students from poor countries and vulnerable social groups. The programme is also applying specific measures to ensure balanced participation in geographical terms, and is providing an adequate framework to ensure long-lasting partnerships between the EU and LA higher education institutions. This geographical programme, now developed under action 2 of the Erasmus Mundus programme 2009-2013, is complemented by increasing cooperation on higher education between Latin America and the EU under other actions of the former and current Erasmus Mundus Programme (joint Masters and Doctoral courses between Latin American and European Higher Education Institutions including scholarships for Latin American students and researchers; joint promotion projects: see notably projects promoting the Latin America, Caribbean and European Union – ALCUE – Higher Education Area).</p> <p><u>2.4 CONCLUSION</u></p> <p>Erasmus Mundus will continue the work of its predecessors and address social exclusion and development aspects through education.</p> |

1.5.1.2 MTR Mercosur (2007-2010)

| Regional | Mercosur (2007-2010) |
|-------------------------------|---|
| <p>All extractions</p> | <p><u>PART II: DIAGNOSIS OF THE REGIONAL SITUATION</u></p> <p>II.1. Analysis of the political, economic, social and environmental situation</p> <p>II.1.3. Social situation</p> <p>The highest percentage of youths completing tertiary education is to be found in Argentina (one in eight in the 25 to 29 age group). However, the Economic Commission for Latin America and the Caribbean reports problems of quality, particularly in terms of appropriateness of the curriculum to new technologies.</p> <p>II.3. Relations with civil society and non-State actors</p> <p>Civil society is also associated with management of cooperation programmes and projects: education institutions in programmes related to education — for example, 'Support for the Mercosur Mobility Programme in Higher Education' and the 'Programme of Support for the Education Sector in Mercosur'.</p> <p><u>PART III: RESULTS, PERFORMANCE AND LESSONS LEARNED</u></p> <p>Priority 3 'Civil society' was to have included two projects: 'MERCOSUR AUDIOVISUAL' (EU contribution: € 2 m) and a 'Programme of Support for the Education Sector in Mercosur' (EU contribution: € 6.8 m), both within the 2008 AAP. The European Parliament (EP) did not endorse these two projects on the grounds that they would not contribute to poverty reduction and could not be classified as official development assistance. 'MERCOSUR AUDIOVISUAL' was financed with alternative funding, whereas the education project was jointly reformulated and refocused on improving teacher education and then approved by the European Parliament.</p> <p>III.1. Description of individual past and ongoing projects</p> <p>After considerable delays, implementation of the 'Higher Education Mobility Support Programme' (€ 3 m) has finally started. The first programme estimate was approved by the GMC on 5 December 2009.</p> |

Tracer study

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1.1 General approach

1.1.1 Rationale of the tracer study

The tracer study is an alumni survey among former beneficiaries of EU-supported academic mobility programmes. A sample of alumni was contacted by the evaluation team to collect feedback on their experiences with the programmes and to ‘trace’ their professional careers a few years after programme participation. Data and results of this survey have been used to support the analysis in Volumes 1 and 2 of this report. They complement other information sources such as programme documents, field interviews and the HEI survey. While the latter focuses on the institutional level, data on individual programme beneficiaries was separately collected in the tracer study.

The specific objectives of the tracer study were to:

- Characterise former beneficiaries of EU support;
- Collect their experience with academic exchanges supported by EU programmes;
- Identify changes in the labour market outcomes of alumni;
- To the extent possible, assess if/how EU support contributed to these changes.

This survey report presents the data obtained from respondents and identifies noteworthy patterns observed in the data. Unless these patterns follow directly from previous survey questions, this annex does not interpret results but remains at a descriptive level: the purpose of the survey results is to inform the main analysis, rather than the other way around. Specifically, tracer study outcomes have been used to strengthen evaluation results, either through triangulation of other information sources, as well as in a complementary fashion by reducing specific data gaps. The tracer study is thus not a stand-alone analysis, but feeds into the answers of selected judgement criteria.

1.1.2 Link to evaluation questions

Following the approach agreed in the inception phase of this evaluation, the tracer study provides evidence for EQ 6: To what extent has EU support to HE in partner countries contributed to institutions and individuals better responding to labour market needs and to promoting brain circulation? The link between the judgement criteria of EQ 6 and the topics of this survey report are shown in the table below.

Table 1 Key topics for tracer study

| Key topics | Link with evaluation matrix | Section of survey report that addresses the topic |
|---|-----------------------------|---|
| Strengthened institutional set-up in the HEIs to respond to labour market needs in specific professional qualifications <ul style="list-style-type: none"> • Evidence that HEIs have followed labour market trends in designing programmes (I-611). | JC 61 | 1.3.3.3 Programme contribution to job search and performance |
| Increased ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries <ul style="list-style-type: none"> • Evidence of relative match of HE learning outcomes with qualifications required by the labour market (I-622), • Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange programmes (I-623). | JC 62 | 1.3.3.1 Employment status 1.3.3.3 Programme contribution to job search and performance |
| Enhanced internationalisation of HEIs and individuals in partner countries <ul style="list-style-type: none"> • Extent and scope of academic co-operation networks & links (I-631), • Trends of postgraduate students returning to their home countries after their studies abroad (I-632), • Trends of exchange of academic personnel between HEIs at global and regional level (I-633). | JC 63 | 1.3.2 Programme participation: characteristics and experiences 1.3.3.2 Academic and labour market mobility |

1.1.3 Programme and thematic coverage

The tracer study focused on the two programmes that were, for the most part, situated at the individual level of support: Erasmus Mundus (EM), with its Actions 1 and 2, and Intra-ACP Academic Mobility Scheme¹. Target groups of the survey included undergraduate and master students, doctoral candidates (these three categories were summarised under the term 'students' for questionnaire design), as well as post-doctoral researchers and academic staff (both summarised as 'staff' for the questionnaires) who received full-study or short-term scholarships. Details on the different alumni groups covered in each programme and the types of questionnaires employed are given in Section 1.2.2 below.

The thematic sections of the questionnaires covered:

- Personal characteristics of the alumni;
- Characteristics of (and satisfaction with) EU-supported academic exchanges in which the alumni participated;
- Further international academic exchanges (post-EU-support);
- First job and current labour market/academic status;
- Role of EU-supported programmes in labour market/academic outcomes achieved.

1.1.4 Survey instruments and quantitative approach

The tracer study was conducted as a web-based survey with two different questionnaires for students and staff. The complete questionnaires are included in Sections 0 and 1.5 of this annex. The EM and Intra-ACP programmes were characterised by a large number of scholarship recipients (statistical population). Therefore it was necessary to select a large number of alumni (statistical sample) for the tracer study to obtain a sufficiently representative picture of the different target groups. As in most large-scale surveys, the current instruments included standardised questions (closed-end/multiple choice) that were summarised statistically. While processing many qualitative responses in a systematic manner would not have been feasible in this survey with nearly 800 respondents, a small number of open questions was included as well.

1.1.5 Limitations

The following box summarises the limitations of the tracer study.

Box 1 *Limitations of the tracer study*

No counterfactual beneficiaries. The tracer study collected data on how EU-supported mobility programmes contributed to labour market outcomes, but did not 'rigorously identify' impacts through counterfactual analysis. The lack of a valid counterfactual alumni is due to missing data – the EACEA database only includes successful applicants but no data on non-beneficiaries -, as well as the conceptual problem that participants in mobility schemes likely showed a systematically better academic performance even before being selected than non-participants.

Sampling frame considerably smaller than EACEA database. Only one third of the alumni in the EACEA beneficiary database served as a sampling frame for the survey; the other contracts were excluded primarily for not being nationals of the country sample of this evaluation or due to missing email addresses.

Few respondents in the Intra-ACP staff category. There are only 18 respondents in the alumni category of Intra-ACP staff due to the small sampling frame in this group. While the results for all Intra-ACP alumni (students plus staff) have a high degree of statistical certainty, results shown separately for Intra-ACP staff may have an error margin of up to 20%. All other categories have sufficient respondents even if disaggregated by alumni type.

No analysis of participation in multiple exchanges. The proportion of alumni who participated in more than one programme was relatively low (less than 5% of student alumni). These cases are too few to allow for a systematic analysis of experiences from participation in multiple exchanges.

Few respondents for some sub-questions. In a small number of sub-questions, the sample size is low. For example, there are only few students who expressed dissatisfaction with the programmes, and so is the number of respondents who could be asked to state the reasons for their dissatisfaction.

¹ Tempus was not covered in the tracer study, as it focuses on the institutional level (mobility of administrative staff and mobility of teaching staff in the view of quality HE provision). ALFA III was not considered either for the survey since it is not a mobility programme (though it could include mobility as a minor aspect). Equally, Edulink is situated on the institutional level and was not included here.

1.2 Sampling

1.2.1 Summary

In contrast to the HEI survey, the large population of alumni in the tracer study implied that only a subset (sample) of former beneficiaries would be included in the survey. To draw samples, alumni were divided into five groups: EM A1 students, EM A2 students, EM A2 staff, Intra-ACP students and Intra-ACP staff. Contacts were randomly sampled. Within each programme, students and staff were treated as strata. For each programme, the sample size was determined to yield a number of responses consistent with a confidence interval of 95% and an error margin of at most 10 percentage points. The sampling frame consisted of all contacts relevant for the evaluation and with valid contact details (about one third of the nearly 50,000 contacts in the EACEA database). Nearly 3,000 alumni were contacted for the online survey and 793 responded.

1.2.2 Alumni categories and rationale for sampling

To design the survey, the different beneficiary/alumni categories coded in the EACEA database were first aggregated into two broader categories - 'students' and 'staff' - according to the table below. Consequently, two different questionnaires were developed for student and staff alumni.

Table 2 Alumni categories and questionnaire types for tracer study

| <i>Questionnaire type</i> | <i>Erasmus Mundus Action 1</i> | <i>Erasmus Mundus Action 2</i> | <i>Intra-ACP mobility scheme</i> |
|---------------------------|--------------------------------|--------------------------------|----------------------------------|
| Student questionnaire | --- | Undergraduate | --- |
| | Master student | Master student | Master student |
| | --- * | Doctoral candidate | Doctoral candidate |
| Staff questionnaire | --- | Post-doctorate | --- |
| | --- | Staff | Staff |

* According to the EACEA database, doctoral candidates participated in EM Action 1 only under programme windows for the Western Balkan countries and Turkey, which fall outside the geographic focus of the tracer study.

Distinguishing between programmes and broad alumni groups yielded five target groups for the sampling and data analysis: students in all three programmes, and staff in the EM A2 and Intra-ACP programmes.

With almost 50,000 (mostly EM A2) grants in the EACEA database, it was decided to invite only a part of all beneficiaries to the survey – that is, to sample them. Although the survey was done online, inviting all contacts would have been inefficient:

- Beyond reaching a few hundred responses, the reliability of results would have increased only marginally by further expanding the sample.
- There are per-respondent costs of managing the online survey (albeit less than in a field or phone survey), such as answering individual inquiries from respondents, compiling responses from open questions, data cleaning. The resource planning hence needed to factor in that survey costs would increase with sample size.

The sampling strategy was applied along the five groups defined in Table 4 and consisted of choosing (i) a general sampling method and (ii) sample sizes for the five groups.

The sampling method aimed to ensure 'representativeness' of the survey: average results from the sample should, in expectation, be close to those in the total population of beneficiaries. Here, this was achieved by using stratified random sampling within programmes.

After determining the method, sample sizes were calculated (for each group) from the list of eligible contacts (sampling frame) and the desired maximum level of statistical uncertainty that one would be willing to tolerate. These choices sought to minimise the risk that, by chance, the actual samples drawn would be too dissimilar to the 'average' beneficiaries. The larger the sample size, the smaller the uncertainty.

1.2.3 Sampling method

Stratified random sampling was applied to different beneficiaries within the same programme. That is, the proportion of eligible contacts to be contacted for the survey was the same for all beneficiary types (students and staff) within programmes, but not across programmes. For example, the initial sampling was designed to deliver responses for at least 2.5% of all EM A2 students, 2.5% of EM A2 staff, 14% of Intra-ACP students and 14% of Intra-ACP staff in the sampling frame.

Sampling the same share of students and staff within programmes would permit the team to analyse responses not only for the two groups separately, but also for all alumni together without substantially over-representing any group in the aggregate. At the same time, allowing sampling shares to vary across programmes was supposed to account for large differences in the number of beneficiaries (e.g. between EM A2 and Intra-ACP), which translated into different sample size requirements for the different programmes. If the sampling share had been the same for all programmes, the sample would have almost exclusively consisted of EM A2 grants (95% of all grants in the EACEA database), with little insight into the two other programmes. Therefore the sampling share for EM A2 was smaller than for the two other schemes.

1.2.4 Sampling frame

The sampling frame represents the set of all eligible contacts from which samples were randomly drawn. This sampling frame turned out considerably smaller than the full EACEA database since a large proportion of the contacts was not relevant for the evaluation focus, had invalid contact data or represented multiple entries for the same beneficiary.

To determine the sampling frame, information in the EACEA database was used to filter the contacts according to the previous criteria. As discussed in the following table and the subsequent text, the different reasons for excluding contacts were sequentially applied to the original database. The resulting sampling frame represents only one third of all grants/contacts in the EACEA database². The sample drawn further below is hence only representative for the alumni in the sampling frame - relevant to the evaluation -, but not necessarily for all grants in the database.

Table 3 Construction of the sampling framework (tracer study)

| Steps in constructing the sampling framework | Number of contacts |
|---|---------------------------|
| Total number of contacts in EACEA beneficiary database | 47,610 |
| Total number of contacts excluded from sampling frame | 30,672 |
| Reason of exclusion (sequentially applied, from top to bottom): | |
| A. Beneficiary selected after 2013 | 2,186 |
| B. Not a national of the 45 'wide sample' countries | 20,244 |
| C. In drop-out list | 520 |
| D. No personal email address (only the generic email of the mobility scheme) | 7,083 |
| E. Other wrong contact details | 30 |
| F. Different beneficiaries using the same email address | 381 |
| G. Same beneficiary with multiple scholarships from same programme * | 222 |
| H. Same beneficiary with multiple scholarships from different programmes * | 6 |
| Remaining contacts in sampling frame | 16,938 |
| * In these cases only the scholarship for the highest beneficiary category and most recent selection year was retained in the sampling frame. | |

Source: EACEA and Particip analysis

² After the survey was launched, approximately one third of respondents selected in later years of the evaluation period stated that they had not yet started or finished the study/research programme for which they had been receiving the grant. Since this information was not known ex ante, it did not affect the initial sampling frame but was used for the second sampling round.

According to the previous table, the raw database contained over 47,000 awarded mobility scholarships for the period 2007 to 2014. However, more than 30,000 of these entries were excluded from the sampling frame for the following reasons:

- *Not in the agreed focus of the evaluation (reasons A-C in the previous table):*
Nearly half of the scholarships were awarded after the end of the evaluation period (2013), or to nationals outside the 'wide sample' of 45 countries selected in the Inception Phase, or to beneficiaries who eventually dropped out.
- *Missing or wrong email address (reasons D-E):*
For another 7,000+ of the remaining scholarship recipients, the indicated contacts did not indicate any personal email account, but only the generic email address of the respective mobility scheme, or were evidently wrong.
- *Multiple entries (reasons F-H):*
The remaining list was further cut down by excluding email addresses associated with different beneficiaries and by limiting the number of scholarships per person to one.

Applying these exclusion criteria in sequential order resulted in a set of 16,938 contacts/scholarships from which the final sample was randomly drawn. Columns 1 and 2 of Table 3 further below show the composition of the raw database and the sampling frame, respectively. The shares of the five survey groups in the sampling frame were roughly the same as in the original database.

1.2.5 Sample size and results

To calculate the desired sample size and thus the sampling shares in each group, three factors were taken into account: the maximum statistical uncertainty/error that one would tolerate, the expected response rate and the target number of completed questionnaires implied by these parameters. Note that these calculations were from the beginning on only approximations since it was not exactly clear how many alumni would respond to the survey invitation. The calculations described in the following, and sequentially displayed in columns 4 to 11 in Table 4 further below, should therefore be understood as lower limits for the target number of responses.

Statistical uncertainty refers to the risk that, although selecting alumni randomly should *on average* yield correct results, the actual sample may be less representative *by chance*. As usual in statistics, this risk was expressed by two parameters: the confidence interval (CI) and confidence level (CL) – see column 5 of Table 4. A maximum level of tolerable statistical uncertainty was selected. For the EM A2 programme, which has the largest number of alumni, the standard CI of 95% and the standard CL (or error margin) of 5% was chosen. That is, one could be 95% sure that the average response values reported by alumni in the sample would not deviate by more than 5% from the average values of the total alumni population (see also Table 4 on the next page). Considering the survey feedback that could realistically be achieved with an anticipated response rate of 20%, the maximum tolerable error margin was widened to 10% for the EM A1 and Intra-ACP schemes, which had fewer alumni. Following a similar logic, it was decided to apply these limits to the sum of students and staff per programme, rather than to each alumni type separately. Strictly speaking, survey answers reported by alumni type are thus subject to a somewhat higher statistical uncertainty.

These parameters, together with the total numbers of alumni in the sampling framework, implied a target number of completed questionnaires that the team sought to obtain (column 6). Finally, to calculate the numbers of alumni to be contacted (sample sizes) in the different categories, it was assumed that the response rate would be 20% (column 7). It was clear that the response rate for the online survey would be far below a field or phone survey. A response rate of 20% would imply, for instance, that the sample should include 500 contacts if one wishes to obtain 100 responses.

Since the exact response rate was *ex ante* unknown, sampling took place in two stages. In the first stage, it was assumed that 20% of the alumni initially contacted would respond to the survey within a limited timeframe. A list of contacts was randomly drawn for each alumni group (column 8). Reminders were sent after one week. The first stage also included a pilot

survey, initially sent to 20 contacts in each group. Besides adding an answer option to indicate whether the alumni had already finished the studies for which he/she had received the grant, no changes were made. The data from the pilot survey were thus subsequently merged with the other responses.

After two weeks, the actual response rate was observed (column 9) and, for the survey groups in which it had fallen below 20%, a second round of contacts was randomly sampled based on the response rate observed in the first stage (column 10). The table shows that the 'educated guess' of 20% turned out quite realistic for Erasmus Mundus alumni. Only the for Intra-ACP alumni a second round of contacts was sampled and invited to the survey.

The last column of the table (column 11) displays the numbers of completed questionnaires actually achieved, which are above the target numbers in all groups of alumni.

Table 4 Sampling results (tracer study)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|--------------|-------------------------------|---------------------------------|---|---|--|--------------------------|--|------------------------------------|---|-----------------------------------|
| Pro-gramme | Beneficiary type ^a | Contacts in full EACEA database | Contacts in sampling frame ^b | Confidence level and interval (target) ^c | Completed questionnaires (target) ^d | Response rate (expected) | Contacts sampled, stage I ^e | Response rates in stage I (actual) | Contacts sampled, stage II ^f | Completed questionnaires (actual) |
| EM A1 | Student (no staff) | 1,884 | 738 | CL: 95% CI: 10 p.p. | 86 | 20% | 430 | over 20% | | 114 |
| EM A2 | Student | 33,835 | 11,771 | CL: 95% | 283 | | 1,415 | | | 411 |
| EM A2 | Staff | 10,747 | 3,820 | CI: 5 p.p. | 92 | | 460 | | | 166 |
| Intra-ACP | Student | 978 | 520 | CL: 95% | 72 | | 360 | 15% | 75 | 84 |
| Intra-ACP | Staff | 166 | 89 | CI: 10 p.p. | 12 | | 60 | | 17 | 18 |
| Total | | 47,610 | 16,938 | | 545 | | 2,725 | | | 793 |

^a As defined in Table 2 further above.

^b As calculated in Table 3 further above.

^c Set by the evaluation team to a confidence level of 95% (standard in most surveys) and a confidence interval/error margin of 5 percentage points (p.p.), where possible (standard in most surveys), or 10 p.p. for programmes with smaller sampling frame. Note that the confidence levels and intervals apply to the sum of both beneficiary types in the given programme, but not necessarily to each beneficiary type within the programme individually. The calculations assume a response distribution of 50% (which gives the largest sample size). For example, if 50% of all EM A2 beneficiaries in the sampling frame would respond "Yes" to a set of questions, a sample of 283+92 = 375 respondents guarantees that, in 19 out of 20 questions of this kind, the share of "Yes" answers in the actual survey data would be between 45% and 55%.

^d Using a sample size calculator (<http://www.raosoft.com/samplesize.html>) fed with the values in column 4 and 5.

^e Equal to column 6 divided by column 7. The sampling shares in the first stage were thus: 58% for EM A1; 12 % for both EM A2 alumni types; 69% for both Intra-ACP alumni types.

^f Equal to (target no. of completed questionnaires – no. of responses in the first two weeks) : actual response rate after two weeks, plus some safety margin.

Source: EACEA and Particip analysis

1.3 Detailed analysis of the survey responses

The subsequent survey analysis combines data from both online questionnaires (students and staff). The presentation of results is organised by themes or survey sections. The first sub-section describes the characteristics of alumni to better understand the profile of programme beneficiaries and the composition of the survey sample. The second sub-section looks into the characteristics of, and alumni's experiences with, individual exchange programmes. The third sub-section analyses labour market outcomes and post-programme academic and work mobility among alumni. The section concludes with the overall assessment given by the respondents.

The analysis typically distinguishes results by the different interventions covered in this survey (mobility programmes: EM A1, EM A2 and Intra-ACP), but also looks at heterogeneity of outcomes between different beneficiary types or 'alumni groups' (students and staff) within the same programme (see Table 2 and Table 4 in the previous section). Where responses to specific questions are very similar among these clusters (in particular for both alumni groups), they are aggregated to provide a statistically more robust picture.

For some questions, the results are also presented by gender. However, while there are certain gender imbalances in access to mobility programmes depending on the region, key academic and labour market outcomes do not substantially differ between female and male alumni. The gender analysis has thus not been further applied in the remaining questions.

Most questions were answered by all or almost all alumni. The sample sizes for these answers thus correspond to Column 11 of Table 4 and are not explicitly mentioned in the graphs. Only where sample sizes are smaller - for instance, because questions about the first job cannot be applied to alumni not yet working after graduation - the sample sizes are indicated in the graphs. As discussed in the sampling strategy, sample sizes yield high statistical significance for all groups (in particular when aggregated). Only for the Intra-ACP staff alumni with 18 respondents results should be interpreted with caution.

The survey contained only a limited number of qualitative questions, which gave alumni the option to verbally elaborate on previous multiple-choice answers or to conclude. Given the sheer size of the survey database (almost 800 respondents) and the huge variety of verbal responses, it did not prove neither feasible nor useful to code them for a more systematic analysis. Qualitative responses were however shared with the evaluation team to potentially identify selected stories that may triangulate other information sources.

All respondents have been kept anonymous in this report. Unless explicitly indicated otherwise, the data source for all subsequent results is "Tracer study data, Particip analysis".

1.3.1 Characteristics of alumni

The student and staff questionnaires produced a total of 609 and 184 responses, respectively (793 responses in total); see Table 4 in the previous section. The EACEA data can be used to 'undo' the aggregation of alumni into the broad categories 'students' and 'staff' and revert back to the more detailed classification. Table 4 below basically replicates the divisions between beneficiary types according to their academic level and programmes in, but adds the actual sample sizes to that table. In the survey, students were also asked to specify their academic level. This information is consistent (except for a negligible number of very few cases) with the EACEA data. Especially in the EM A2 programme, the sample covers the different academic levels at relatively similar proportions.

Table 5 Number of tracer study respondents by programme and academic level

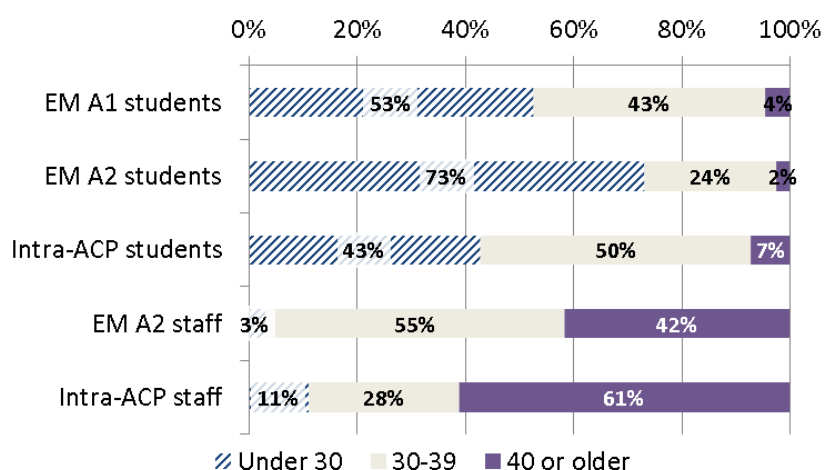
| Questionnaire | Academic level | EM A1 | EM A2 | Intra-ACP | Total per academic level | Total per questionnaire |
|-----------------------|--------------------|------------|------------|------------|--------------------------|-------------------------|
| Student questionnaire | Undergraduate | | 128 | | 128 | 609 |
| | Master student | 114 | 157 | 53 | 324 | |
| | Doctoral candidate | | 126 | 31 | 157 | |
| Staff questionnaire | Post-doctorate | | 66 | | 66 | 184 |
| | Staff | | 100 | 18 | 118 | |
| | Total | 114 | 577 | 102 | 793 | 793 |

Source: EACEA data, Particip analysis.

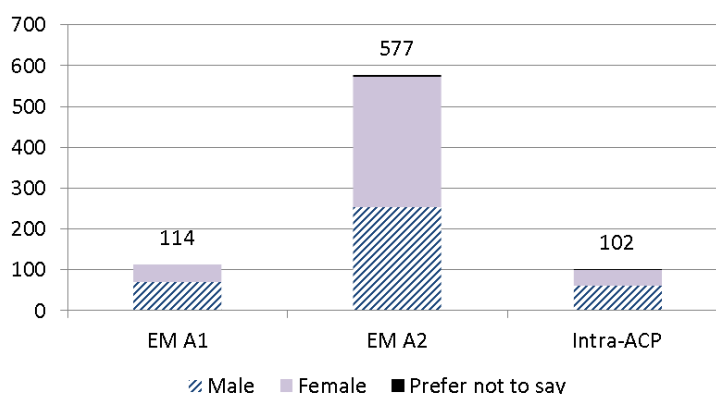
The survey started by asking alumni about their personal characteristics: age, gender, nationality and country of residence. All respondents are included in the figures below.

In terms of age, the graph below shows that almost all student alumni are still younger than 40 years (most of them younger than 30 years), but that staff alumni are typically older than 30 or even 40 years. This is in line with expectations from the definition of the target groups.

From Table 2, it should be recalled that EM Action 1 includes only Master student alumni in the geographic focus of this study.

Figure 1 Current alumni age by programme and alumni group

The gender composition shown below does not differ much between students and staff, but reveals some differences between programmes. In EM A2, there were more female beneficiaries (56%), whereas the reverse was true for the EM A1 and Intra-ACP schemes (62% and 61% of male respondents respectively). There is no information on gender in the complete EACEA database, but given that survey contacts were randomly sampled, one could expect that these slight gender imbalances also hold for the full population of beneficiaries selected in the period 2007-2013.

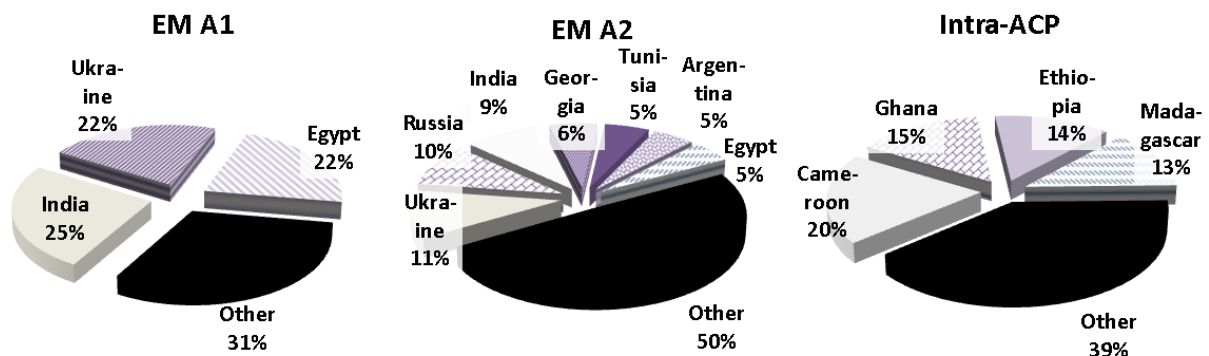
Figure 2 Number of tracer study respondents by programme and gender

Collecting nationality data through the survey served mainly as a consistency check with the EACEA database. While the database includes the nationality at the time when the given alumnus was selected for the programme, the survey asked about the current nationality. The difference between these two data sources was small: only 2.4% of all cases. This is plausible considering that after the programme some alumni have adopted the nationality of their host country, for example. The remainder of this analysis uses the nationality data from the EACEA database. As explained further above, the tracer study was limited to the 45 nationalities that constituted the ‘broad’ sample of countries defined in the Inception Phase.

The distribution of nationalities is illustrated in the next set of paragraphs, which show the shares of various home countries in the total number of respondents. Each sub-figure displays all home countries with the largest shares that together account for just more than half of the alumni population. That is, removing any of the countries below would reduce the share of the remaining ones in the given figure below 50%. All countries with smaller shares are summarised in the category “Other”.

In the EM A1 sample, two thirds of alumni are from three countries: India, Ukraine and Egypt. In contrast, the geographic origins of EM A2 alumni are more disperse. Not surprisingly, the most common nationalities in the Intra-ACP programmes are from Sub-Saharan Africa.

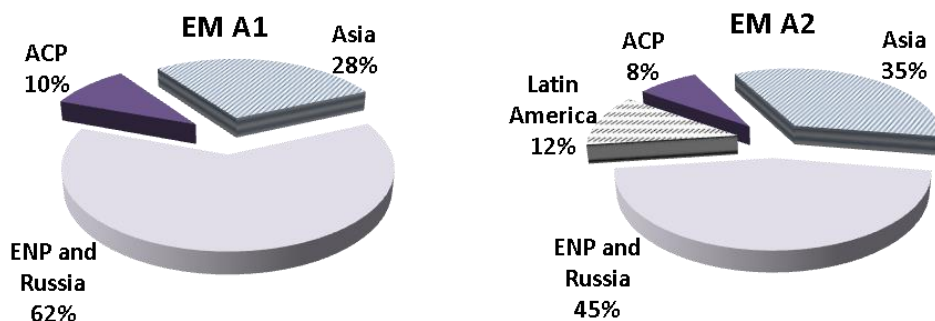
Figure 3 Main nationalities of alumni by programme



Source: EACEA data, Particip analysis.

The next graph analyses nationalities by moving from the country to the regional level (ACP region, Asia, ENP-plus-Russia, Latin America). This analysis is non-trivial only for Erasmus Mundus. The figures show that the ENP-plus-Russia region accounts for the largest shares of alumni’s home countries in both EM Actions, followed by Asia.

Figure 4 Region of nationality of Erasmus Mundus alumni



Source: EACEA data, Particip analysis.

The results in Figure 2 further above revealed some gender imbalances in access to academic mobility. Although these gaps differ across programmes they are not dramatic at the global level. Yet, by adding the regional dimension from the previous graph to the gender analysis (see the following table), it becomes evident that regional gender imbalances within

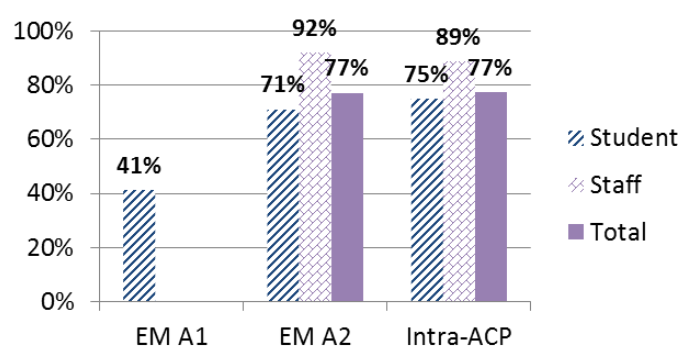
programmes are more pronounced than at the global level. While the gender distribution of alumni in the 'ENP+Russia' and Latin American regions is fairly balanced, it is clearly skewed towards men in the ACP and Asian regions. This is particularly true for the EM A1 scheme.

Table 6 Share of female alumni by programme regions

| Region | EM A1 | EM A2 | Intra-ACP |
|----------------|------------|------------|------------|
| ACP | 27% | 40% | 39% |
| Asia | 22% | 51% | No alumni |
| ENP and Russia | 46% | 63% | No alumni |
| Latin America | No alumni | 50% | No alumni |
| Total | 38% | 56% | 39% |

Finally, the survey data also show how many alumni still live outside their home countries. From Figure 5 below, about 90 % of staff grantees have eventually gone back to their home countries, but that a much larger proportion of student alumni still resides abroad (about 25-30% of EM A2 and Intra-ACP student alumni and almost 60% of EM A1 alumni).

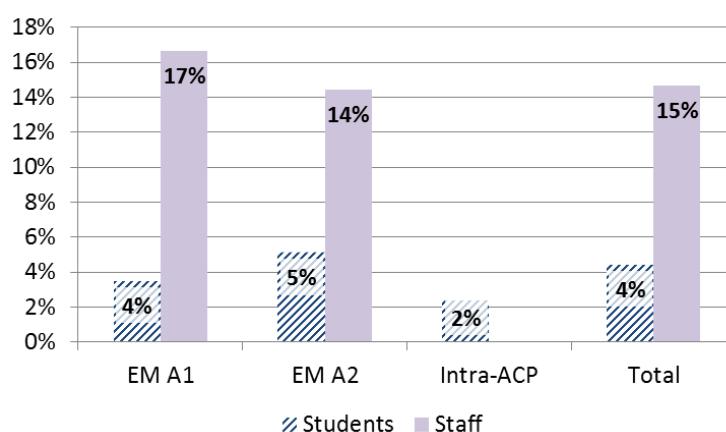
Figure 5 Share of alumni currently residing in their country of nationality (by programme and alumni group)



1.3.2 Programme participation: characteristics and experiences

While the survey asked for participation in multiple EU-supported exchange programmes, the current presentation simplifies the analysis by considering only one – namely the most recent – exchange per alumnus. Figure 6 makes clear that the proportion of alumni who participated in more than one programme was relatively low, especially among students (5% or less). For both students and staff, the cases of multiple exchanges are too few to allow for a systematic analysis of experiences with the second, third, etc. study programme. Sample size would even be too low to compare other results (e.g. labour market outcomes) between students who participated in only one programme with those who participated in more. The analysis thus uses only the most recent study programme for each alumnus.

Figure 6 Fraction of alumni who participated in more than one exchange (by most recent exchange programme and alumni group)



For student alumni, one can combine nationality data with country information for exchange programmes, as well as the study locations prior to the exchanges, in order to get a sense of:

- How many students were studying in their home countries just prior to embarking on their exchange programmes (as a measure of ‘pre-programme mobility’);
- How many of them did their exchanges in countries different to those where they were studying before (‘mobility induced by the EU-supported programmes’).

Table 7 *Mobility across countries of nationality, prior study and academic exchanges*

| Observation | EM A1 | EM A2 | Intra-ACP | Total |
|---|--------------|--------------|------------------|---------------|
| Studied in her/his home country immediately prior to the exchange | 86,73% | 88,18% | 87,65% | 86,54% |
| Did the exchange in a country different to that where she/he had studied immediately before | 94,64% | 90,69% | 89,29% | 90,48% |

Another interesting piece of information from the survey section on programme experiences is the actual start year of each alumnus’ exchange. In contrast, the EACEA database only reports the year of selection, but not the actual start of the sponsored study programme.

The table below suggests that most alumni actually started their EU-supported study programmes in the later years of the evaluation period. Only among the EM A1 beneficiaries, there was a large cohort who already began in 2007 (32.1% of EM A1 alumni). Results are quite similar for students and staff and thus not presented separately. Only for Intra-ACP staff, it is remarkable that roughly three quarter of respondents started in 2014 (not displayed here). Experiences reported by this group should be interpreted with caution more generally since little time had passed between graduation and survey responses.

Table 8 *Starting years of exchanges by programme*

| Starting year of exchange | EM A1 | EM A2 | Intra-ACP |
|----------------------------------|---------------|---------------|------------------|
| 2007 | 32,1% | 0,3% | 1,3% |
| 2008 | 4,5% | | |
| 2009 | | 1,0% | 1,3% |
| 2010 | | 5,1% | |
| 2011 | | 13,4% | |
| 2012 | 23,2% | 14,9% | 22,5% |
| 2013 | 40,2% | 26,3% | 41,3% |
| 2014 | | 39,0% | 33,8% |
| Total | 100,0% | 100,0% | 100,0% |

Combining the previous information with the years of selection in the EACEA data reveals how many time passed for the alumni between being selected and actually starting with the exchange programmes. Results are presented in Table 9. It suggests that waiting time was relatively longer for the 2011 ‘cohort’ (around 2 years) and for staff beneficiaries in general.

Table 9 *Average years between selection and actual start of exchange programme; by programme, alumni group and year-of-selection cohort*

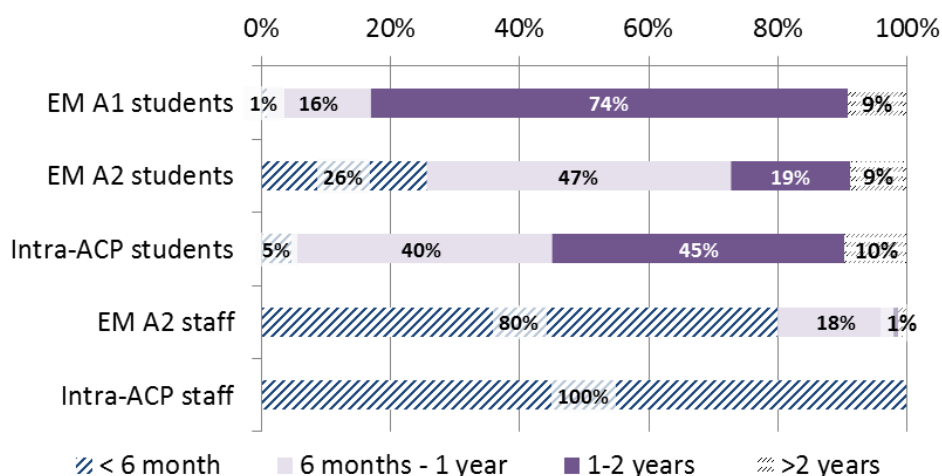
| Year of selection | Students | | | Staff | |
|--------------------------|-----------------|--------------|------------------|--------------|------------------|
| | EM A1 | EM A2 | Intra-ACP | EM A2 | Intra-ACP |
| 2007 | 0,2 | n/a | n/a | n/a | n/a |
| 2008 | n/a | n/a | n/a | n/a | n/a |
| 2009 | n/a | 0,9 | n/a | 1,0 | n/a |
| 2010 | n/a | 1,1 | n/a | 1,0 | n/a |
| 2011 | n/a | 1,7 | 1,8 | 2,0 | 2,8 |
| 2012 | 0,0 | 1,4 | 1,4 | 1,5 | 2,0 |
| 2013 | 0,0 | 1,0 | 1,0 | 1,0 | 1,0 |

Note: “n/a” = no alumni in the given group, programme and year.

Sources: EACEA and survey data, Particip analysis.

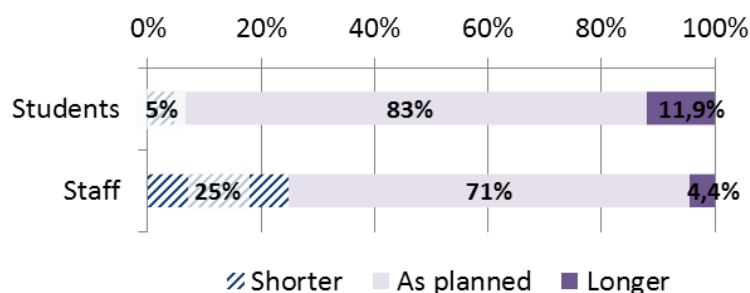
The next figure compares the duration of exchange programmes across programmes and alumni groups, showing noteworthy differences. The bulk of staff beneficiaries under both EM A2 and Intra-ACP participated in academic exchanges that lasted less than six months. In contrast, such a short duration was the exception among students. In the EM A1 and Intra-ACP, there is a large share of students who received scholarships for more than one year (83% in the case of EM A1, 55% in Intra-ACP).

Figure 7 Duration of exchange: distribution by programme and alumni group



For a clear majority of students (83%) and staff (71%), the duration of the exchange programmes was as long as planned. For a quarter of staff alumni, it was shorter than planned for 12% of student beneficiaries it was longer than planned; see the graph below.

Figure 8 Comparison actual versus planned duration of exchange by alumni group



The study programmes supported by the EU took place in different academic fields. The following table lists the ten most common fields in the study programmes of students and staff. For this purpose, all sub-categories of Arts, Business Administration, Education and Engineering were summarised into their overarching categories. The main fields in the resulting lists are broadly similar between the two alumni groups, except for their exact position in the ranking and the fact that Business Administration and Law figure among the Top 10 for students but not for staff. The reverse is true for Education (at the top of the ranking) and Humanities in the case of staff alumni.

Table 10 Top 10 of academic fields in exchange programmes by alumni group

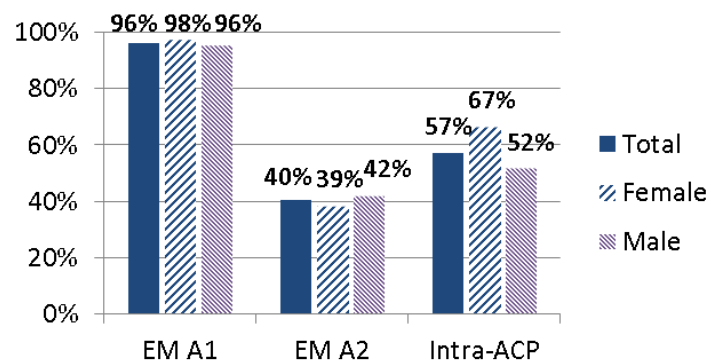
| Students | | Staff | |
|-----------------------------------|-----------------------------|-----------------------------------|-----------------------------|
| Academic field | Number of alumni/ exchanges | Academic field | Number of alumni/ exchanges |
| Engineering | 101 | Education | 32 |
| Agriculture | 50 | Engineering | 22 |
| Biological Sciences | 49 | Chemistry | 13 |
| Language and Literature | 39 | Computer and Information Sciences | 12 |
| Computer and Information Sciences | 38 | Language and Literature | 12 |
| Business Administration | 37 | Biological Sciences | 11 |

| Students | | Staff | |
|--------------------------|----------------------------|--------------------------|----------------------------|
| Academic field | Number of alumni/exchanges | Academic field | Number of alumni/exchanges |
| Social Sciences – Other | 33 | Agriculture | 9 |
| Natural Sciences – Other | 28 | Humanities – Other | 8 |
| Law | 24 | Social Sciences – Other | 7 |
| Chemistry | 24 | Natural Sciences – Other | 6 |

Depending on the specific exchange programme for which they were selected, former students had the chance to obtain a formal qualification (e.g. Master, PhD) during their stay abroad. Figure 9 below illustrates that this was the norm in the case of EM A1 student alumni (96%). In contrast, in the case of EM A2 and Intra-ACP, only roughly half of the alumni (40% and 57% respectively) obtained a formal qualification during their exchange.

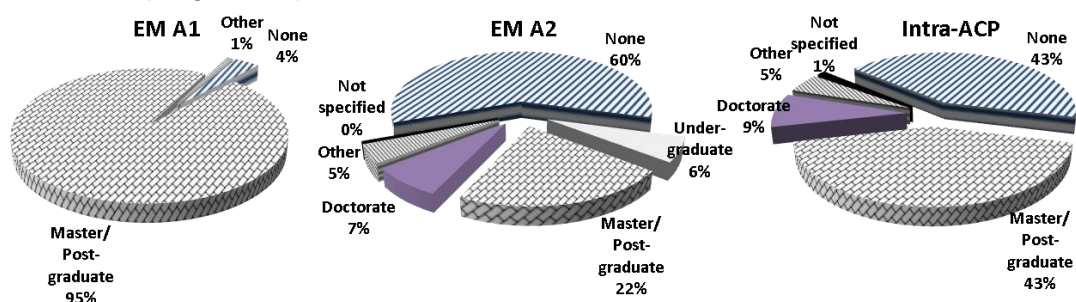
The results in the EM programmes do not vary by gender. In the Intra-ACP programme, relatively fewer women participated in the exchanges (see previous analysis), but once they were admitted the figure below suggests that they were more likely (67%) than male students (52%) to obtain a formal qualification during their exchange.

Figure 9 Fraction of student alumni who obtained a formal qualification from the host institution of their exchange programmes (by programme and gender)



The types of formal qualifications obtained are presented in the subsequent graph. A master's degree was by far the most common qualification obtained abroad in all programmes.

Figure 10 Formal qualifications obtained by student alumni at their host institutions (by programme)



The following table shows that, in most cases, these qualifications were typically obtained at the same academic levels for which the scholarships were originally granted. Only in the case of undergraduate EM A2 students, some eventually went for a higher degree abroad.

Table 11 Fraction of student alumni who obtained a qualification during their exchange at the level for which they received a scholarship, by programme

| Academic level | EM A1 | EM A2 | Intra-ACP |
|--------------------|---------------------|--------------------|-------------------|
| Undergraduate | | 76,0% (N = 25) | |
| Master student | 100,0% (N = 106) | 94,3% (N = 88) | 94,3% (N = 35) |
| Doctoral candidate | | 100,0% (N = 30) | 100,0% (N = 7) |

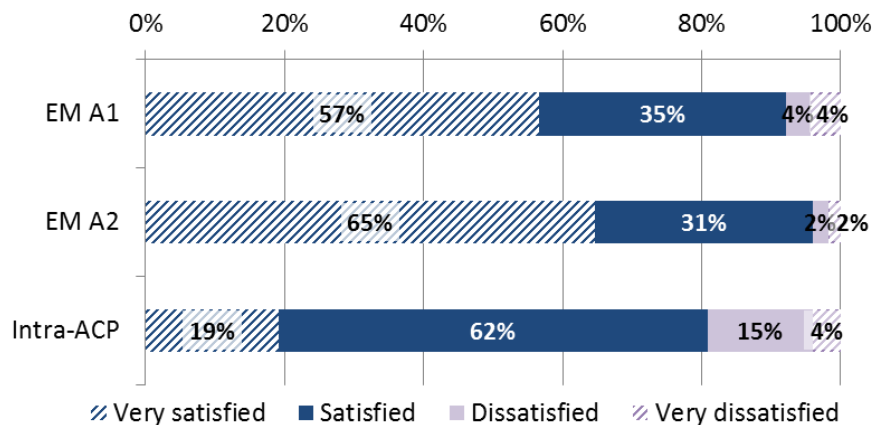
Note: Total numbers of students who obtained a formal qualification in parenthesis.

Sources: EACEA and survey data, Particip analysis.

The survey section on alumni's experiences with the mobility programmes concluded with questions about their satisfaction with the programmes. The general results are summarised in the following figure. Since results barely differ between students and staff, they are presented as the sum of the two for each programme.

The high level of satisfaction with all mobility schemes is striking. More than 90% of EM alumni are "very satisfied" or "satisfied" with their study programmes. For Intra-ACP, this proportion is slightly lower (81%) but still high, although there is a somewhat larger share of alumni who expressed their dissatisfaction with the programme.

Figure 11 Level of satisfaction with the exchange programme (by programme)

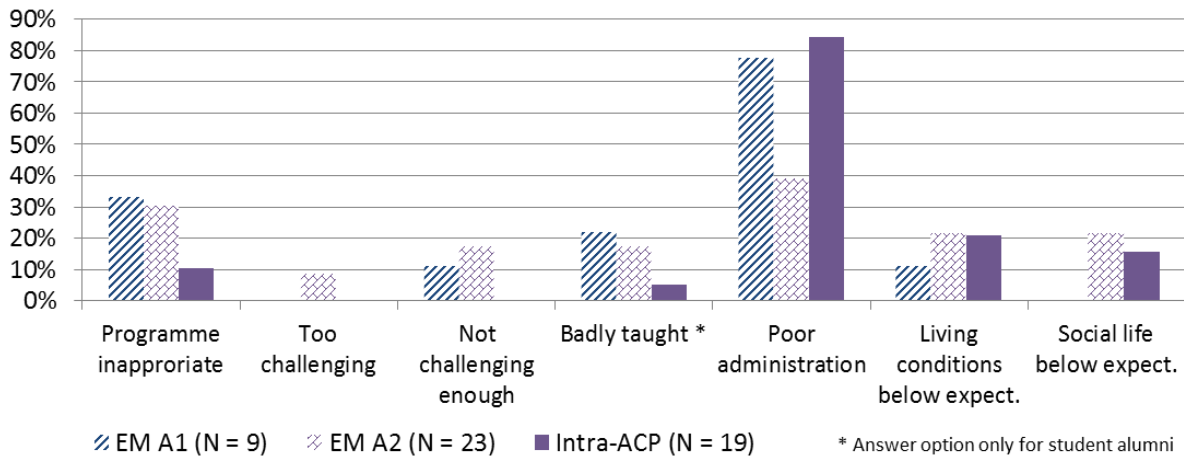


Subsequently, the relatively small numbers of "dissatisfied" and "very dissatisfied" alumni were asked for their reason of dissatisfaction. Respondents were supposed to indicate one or more items from a given list of possible reasons. Results are presented in Figure 12. Note that sample sizes per programme are low in this question. Besides this being a further reason for not disaggregating results by alumni group in the graph, it also suggests that results should be interpreted with caution.

Each bar in Figure 12 displays the percentage of alumni of the given programme who indicated that their dissatisfaction was driven by the specific reason (multiple reasons possible). According to the result graph, the reasons for dissatisfaction are relatively more diverse among EM A2 alumni than in the two other programmes. For EM A1 and Intra-ACP, the high shares (about 80%) of dissatisfied alumni who believe that the poor administration of the programmes was a key reason of their perception are noteworthy. Among the dissatisfied Erasmus Mundus alumni, 30% also indicated that the exchange programmes were inappropriate for them.

Overall, however, it should be recalled that level of dissatisfaction was generally low in all programmes (see previous figure).

Figure 12 Reasons for dissatisfaction with exchange programmes (by programme)



1.3.3 Labour market outcomes and post-programme mobility

The survey section on labour market outcomes and post-programme mobility did not only seek to *describe* outcomes but collect data on how EU support *contributed* to results.

In a tracer study, one could in principle attempt to analyse the contribution of an intervention to specific outcomes through counterfactuals. However, this was not an option here. Since the tracer study was necessarily conducted as a web-based survey and the EACEA data only provide email addresses of successful applicants but not of non-beneficiaries, it was not possible to directly compare outcomes between participants in the mobility schemes and non-participants. It is also likely that alumni of the EU programmes already had a better academic performance before being selected and are thus not comparable with non-beneficiaries. In the current study, this issue was addressed by asking respondents directly whether the mobility schemes have contributed to selected results.

Results are presented along four broad themes: (1) employment status, (2) academic and labour market mobility, (3) programme contribution to job search and performance, (4) overall assessment.

Given the distinct labour market profiles of student and staff alumni – general versus academic work profile respectively -, many questions differed slightly between the two questionnaires. However, the topics covered were similar and are thus presented for both questionnaires together.

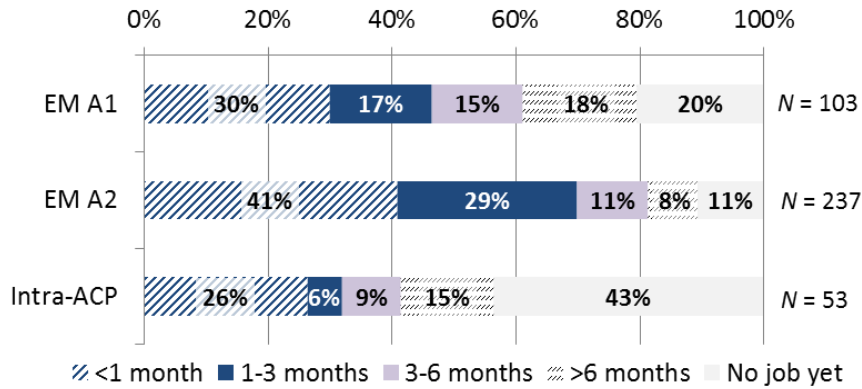
1.3.3.1 Employment status

The survey asked student alumni to describe their first job and all alumni to provide their current job situation.

The first figure below shows how much time student alumni needed to find their first job after graduation. Since the question could only be asked to graduates, alumni who are still studying have been excluded from the results. Results substantially vary across the different programmes. In general, EM A2 alumni experienced the fastest insertion in the labour market: 70% found their first job within three months after graduation, and only 11% are currently without first job yet. In contrast, only 35% of Intra-ACP student alumni were placed within three months after graduation, and a striking 43% was still without job at the time of the survey. The EM A1 is somewhere between these two extremes³.

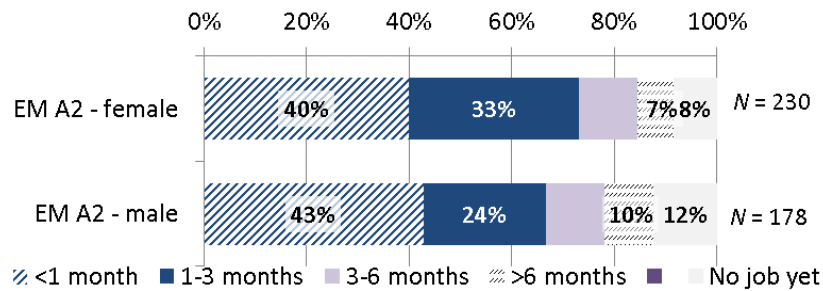
³ In interpreting these results, there may be a theoretical concern that the large variation in labour market insertion between programmes could be merely driven by different compositions of alumni types or graduation years. However, these factors do not seem to play an important role. EM A2, in contrast to the other programmes, also includes beneficiaries at the undergraduate level, but which represent only about one third of all EM A2 alumni.

Figure 13 Length of first job search after graduation among student alumni (by programme)



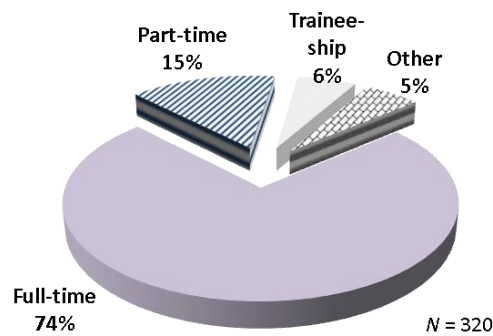
This picture does not vary much by gender. The following graph disaggregates the previous data by gender for EM A2 alumni (the only programme with large sample size for this exercise). Except for minimally larger shares of male graduates who either found a job immediately or not at all, there are no pronounced gender differences.

Figure 14 Length of first job search after graduation among EM A2 student alumni (by gender)



Returning to the disaggregation by programme (as in Figure 13), the previous differences between programmes largely vanish when conditioning on actually having a first job and then looking at the type of job. In the following figure, three quarters of student alumni employed after their graduation had a full-time job. The remaining quarter took a part-time or other job or started a traineeship. The exceptions (not displayed) to the otherwise homogenous picture across programmes are that: (i) Intra-ACP alumni show a slightly higher share of part-time employment (27%) than their EM A1 (9%) and EM A2 (16%) fellows – further underlining the slower labour market insertion of Intra-ACP graduates -; and (ii) EM A2 has more job starters with traineeships than the other schemes.

Figure 15 Type of first job (student alumni)



The average difference in starting years from Table 8 (and thus graduation years) between EM A2 and Intra-ACP is also small.

Most student alumni still work in their first job. Specifically, 59% of EM A1 alumni have not changed their job yet (based on $N = 82$ observations); and neither have 62% of EM A2 alumni ($N = 212$) and 83 % of Intra-ACP alumni ($N = 30$).

For staff alumni, the survey collected data only on their current but not their first jobs. In this group, 95% of EM A2 alumni and all Intra-ACP alumni are still employed at a university.

1.3.3.2 Academic and labour market mobility

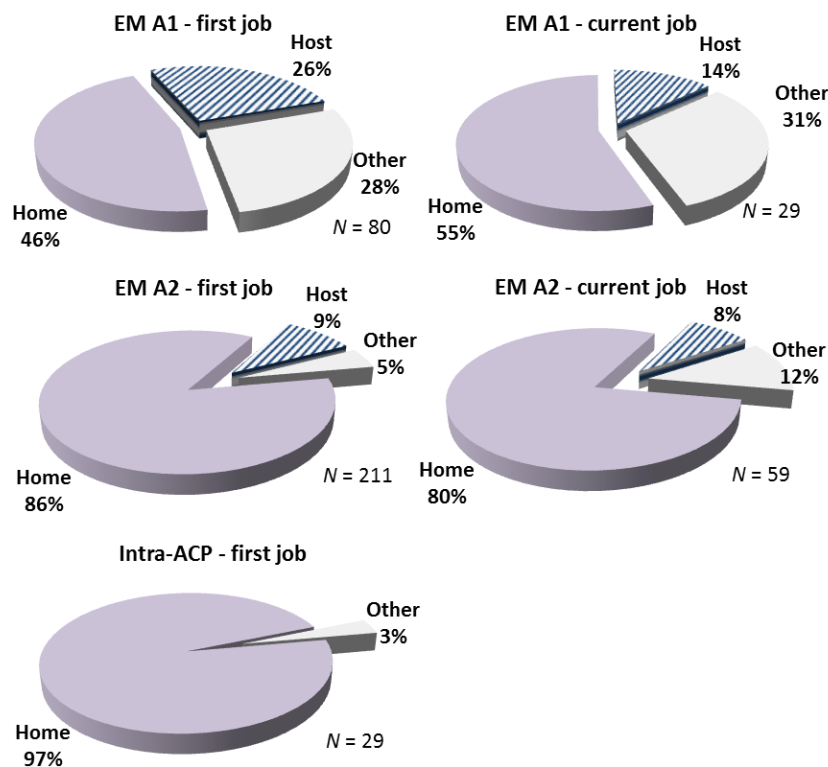
Another question of interest is whether EU-sponsored exchange programmes stimulated academic or work mobility in the long term.

Results for student alumni in this section are presented by distinguishing between first and current job – but only if the latter is different from the first job. The results for the “first job” include all graduated alumni who already have a job, whereas results for the “current job” only include those who changed their job at some point after graduation. This distinction can give some idea of short versus long-term work mobility of former students.

Figure 16 further below displays the country of work (home, former host or other country) of the student alumni in the three programmes. Within programmes, it also compares the work location of the first job (all graduates) and the current job (only those who changed jobs).

The first striking result is that post-programme work mobility among Intra-ACP alumni is virtually zero: only 3% took their first job outside their home country. Very few of these respondents have changed their job since then, thus leaving the “current job” panel for the Intra-ACP programme blank. Results are different for Erasmus Mundus alumni. A remarkable 54% of EM A1 graduates started their work career abroad, and 14% of EM A2 alumni did as well. Among those EM graduates who subsequently changed their job, EM A1 alumni show a slight tendency to move back to their home countries in the long-term, whereas the reverse holds for EM A2 graduates. Post-programme work mobility is not necessarily tied to the host country of the study programme, but expands to other countries as well.

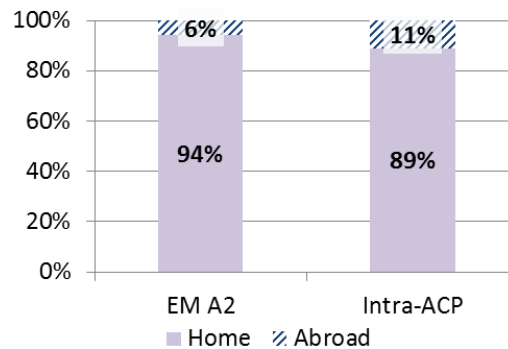
Figure 16 Location (country) of first and current job of student alumni (by programme)



Note: Answer options are home country, host country and other country. Current job excludes those who are still in their first job. Number of observations for ‘Intra-ACP - current job’ is too low, hence omitted.

In terms of programme differences, the pattern of mobility in academic work of staff alumni is reverse to the situation among students. Here, the proportion of Intra-ACP staff alumni currently working abroad is somewhat higher (11%) than in the EM A2 programme (6%). See the following figure. However, this concerns only *long-term* mobility (as measured through the current job). In the short term, staff alumni of EM A2 are internationally more mobile than their Intra-ACP fellows, just as in the case of students, as shown in the subsequent questions below this graph.

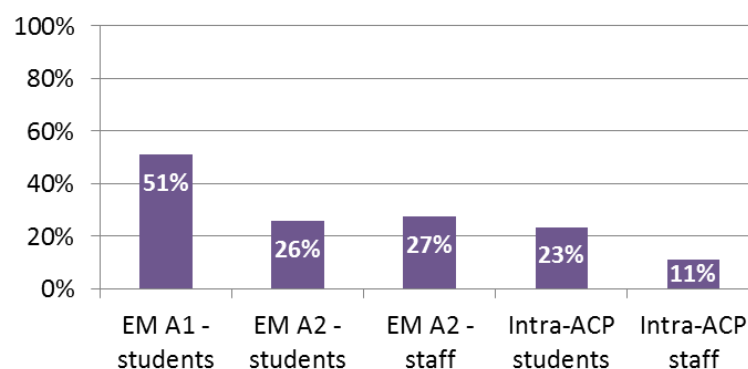
Figure 17 Current work location (country) of staff alumni by programme



The next set of questions asked whether the respondents had engaged in another stay abroad after their first experience with the EU-sponsored academic mobility programme. This further stay abroad may have been for studies or work (students) or another academic exchange (staff). It hence comprises a wider concept of mobility than in the previous questions, which focused exclusively on work experience.

The results are consistent with the previous findings on labour market mobility. EM A1 graduates are the internationally most mobile group (51% did another stay abroad), followed by EM A2 and then Intra-ACP alumni. For staff, relatively more EM A2 alumni participated in another exchange than Intra-ACP alumni, even though many eventually went back to their home countries (see previous graph). In the short-term, however, EM A2 staff exhibits higher mobility. Furthermore, out of all EM A2 staff alumni who did another exchange 12% stayed again in their first host country (not displayed).

Figure 18 Percentage of alumni who stayed abroad for another academic exchange or work after the programme, by programme and alumni group

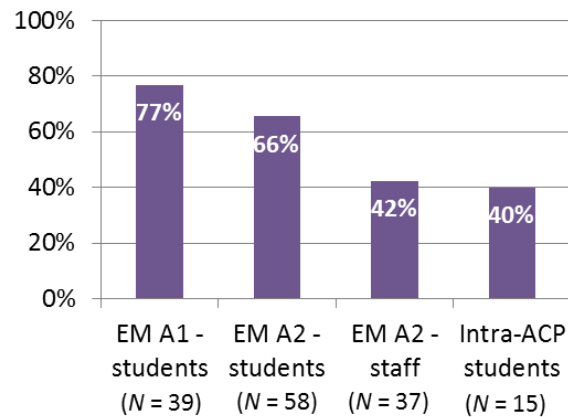


Notes: Results for students are based on the question: "Since returning from the study programme, have you spent more than one month in another country for work or studies?" Results for staff are based on the question: "Have you participated in any other international academic exchange after your (last) participation in the exchange programme?"

The next figure suggests that the EU-supported programmes fostered additional mobility in the long term. Between 40% and 77% of former beneficiaries indicated that their participation

in the EU academic mobility programmes led to further international experience. This stands out again in the EM A1 group.

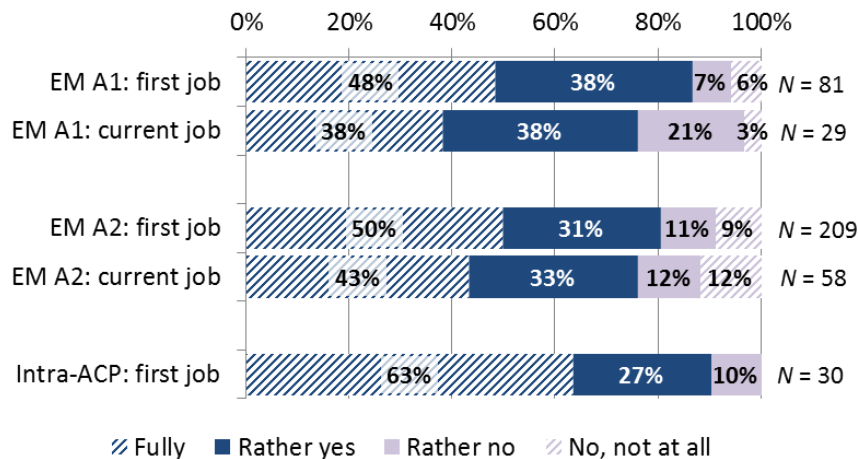
Figure 19 Percentage of alumni whose EU-supported academic exchange led to another exchange or stay abroad, by programme and alumni group



1.3.3.3 Programme contribution to job search and performance

As an introductory question to this thematic block, students were asked to which extent their first (or current) jobs matched their study fields of degree. Figure 20 summarises the results by programme and distinguishing between first and current job. Approximately 80% of EM A2 alumni and 90% of Intra-ACP considered that their first job matched their fields of degree. Not surprisingly, when changing jobs, the strict relationship between alumni's work and their former fields of study eventually diminished somewhat.

Figure 20 Match of student alumni's first and current jobs with their fields of degree, by programme

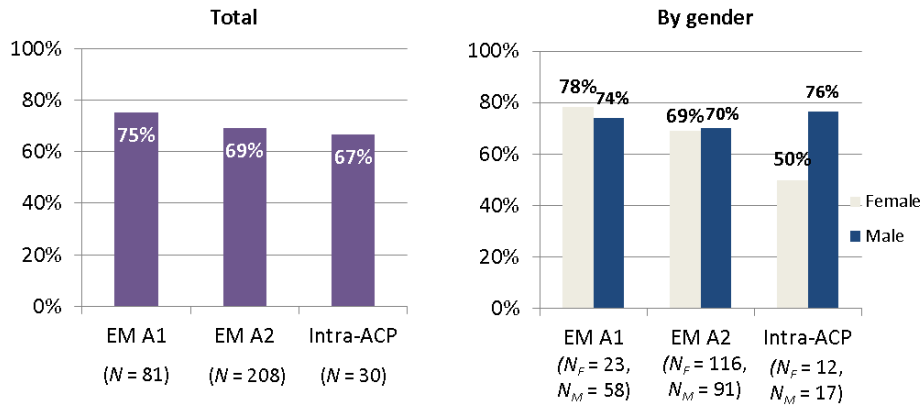


Note: Number of Intra-ACP alumni who changed their job is too low for presenting results in the category "Intra-ACP: current job".

The next step examines the contribution of the mobility programmes to the labour market insertion of former students. The left panel of the following figure shows that between two third and three quarters of student alumni consider that their participations in the programmes helped them to find their first job. This result is similar across all programmes.

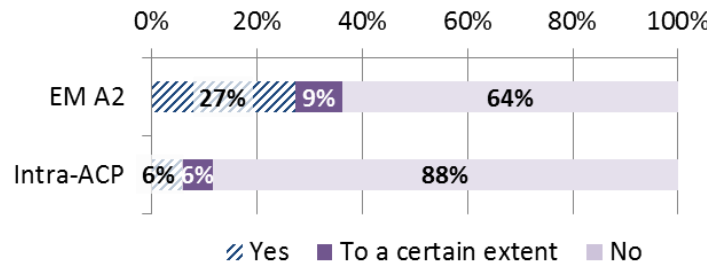
As evident from the right panel of the figure, the contribution of both Actions of EM to labour market insertion is also similar between female and male alumni. Only for the Intra-ACP programme, the contribution to inserting women in the labour market seems to be higher, although the error margins for the gender groups of Intra-ACP are potentially large due to low sample size.

Figure 21 Percentage of exchanges that helped student alumni to find their first jobs, by programme



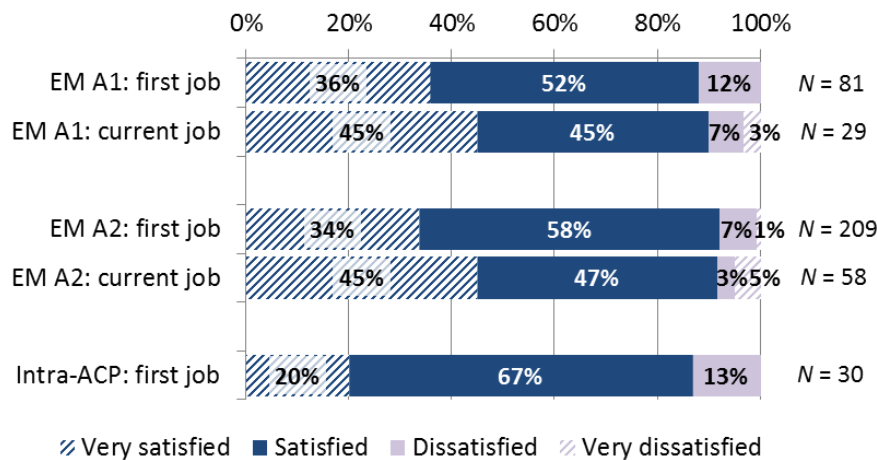
In the questionnaire for staff alumni, the formulation of the corresponding question was stronger: “Did the exchange programme *lead* to this (i.e. your current) job?” While more than one third of EM A2 claimed that their exchanges programme led to their current academic job (at least to some extent), this proportion is much lower in the case of Intra-ACP staff alumni (12%).

Figure 22 Extent to which exchange programme led to staff alumni’s current jobs



Turning to the topic of work performance, students were first asked about their job satisfaction. As shown in the next figure, approximately 90% of all alumni (similar shares across all programmes, first and current jobs) are satisfied or very satisfied with their job. A very high level of job satisfaction (roughly 40%) is observed in the Erasmus Mundus programme.

Figure 23 Degree of satisfaction of student alumni with their first job and current jobs, by programme



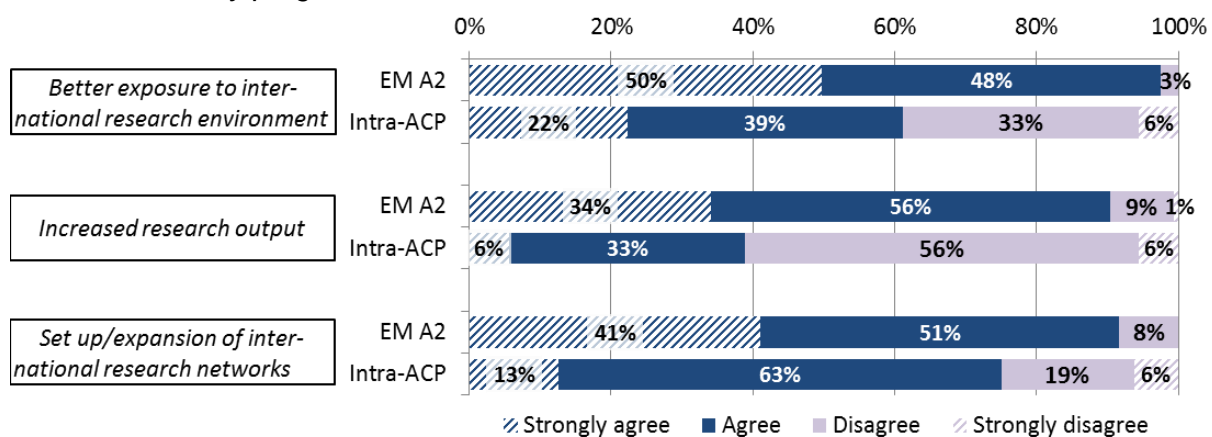
Across all programmes and jobs, 82% of student alumni (based on N = 317 total observations) are convinced that the exchange programme helped them to perform in their jobs. This result holds with only very minor differences for all programmes (shares range

from 81% to 83%) and for both first and current jobs. The responses are hence not visualised here.

For staff alumni, the potential benefits of exchange programmes for performance in subsequent academic work were investigated more specifically in the survey. Three related questions were formulated in the style “The exchange programme helped/resulted in...please tell us whether you agree or disagree”. The results are presented in Figure 24.

The perceived benefits of the EM A2 are striking. More than 90% of EM A2 staff alumni consider that the exchange programme helped them to get better exposure to an international research environment, to increase their research output and to establish or expand international research networks. Many alumni also perceive these benefits for the Intra-ACP scheme, but not to the same extent as in the Erasmus Mundus programme. In particular, only 41% of Intra-ACP beneficiaries (in contrast to 90% of EM A2 alumni) consider that the programme has helped them to increase their research output.

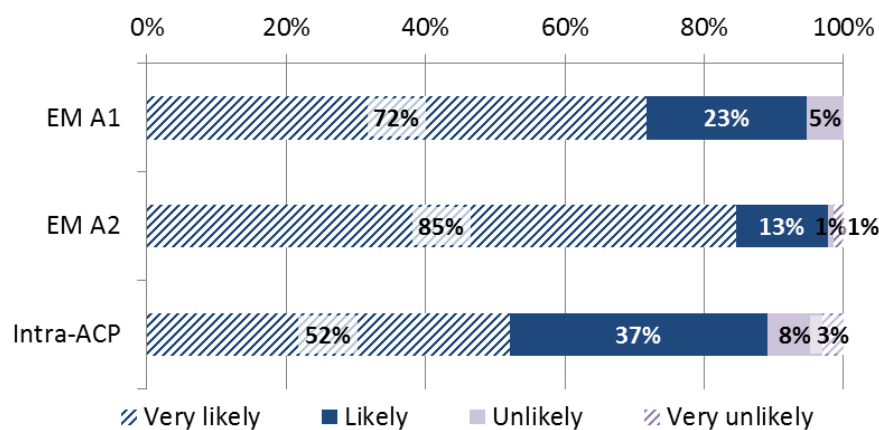
Figure 24 Contribution of exchange programmes to the academic work of staff alumni, by programme



1.3.4 Overall assessment

Both questionnaires concluded with an overall assessment of the programmes (“How likely is it that you would participate in the study programme again?”). The results are very much the same for both students and alumni and are hence presented here in aggregated form by programme. More than 95% of Erasmus Mundus alumni would repeat the exchange programme, and so would 91% of Intra-ACP alumni.

Figure 25 Likelihood that alumni would choose to repeat the exchange programme, by programme



1.4 Questionnaire for academic staff

Alumni survey (academic staff) - Erasmus Mundus & Intra-ACP Academic Mobility Scheme

Introduction

Thank you for responding to our email request and welcome to our survey website. This survey is directed at alumni of Erasmus Mundus and Intra-ACP Academic Mobility Scheme exchange programmes. We want to find out how former participants like you benefitted from their exchange programmes. Your input is highly valuable to us and will help assess the effects of EU support for higher education and inform the design of future programmes.

This survey is part of the ongoing Evaluation of the EU Development Co-operation Support to Higher Education in Partner Countries (2007-2014), carried out by Particip GmbH on behalf of the European Union.

The survey should take about 20 minutes. You can pause the survey anytime by clicking the 'save and continue survey later' button at the very bottom of each page. A link will be sent to your email address allowing you to continue the questionnaire at a later stage.

Please complete the survey by Thursday, 7 April 2016.

We really appreciate your input and would like to thank you in advance for your co-operation!
The Evaluation Team

Personal information

Your responses will be kept confidential.

1) How old are you?*

Please note that questions with an asterisk symbol () require an answer.*

- under 30
- 30-39
- 40-49
- 50-59
- 60+

2) Gender*

- Male
- Female
- Prefer not to say

3) Of which country do you hold citizenship?*

(select from dropdown)

4) In which country are you currently resident?*

(select from dropdown)

Number of exchanges between 2007 and 2014

You can pause the survey anytime by clicking the 'save and continue survey later' button at the very bottom of each page. A link will be sent to your email address allowing you to continue the questionnaire at a later stage.

5) In how many EU funded exchange programmes (Erasmus Mundus or Intra-ACP Academic Mobility Scheme) did you participate between 2007 and 2014?*

- 0
 - 1
 - 2
 - 3
 - 4
-

About your exchange programme participation

6) In which year did you begin your participation in the exchange programme?

- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014

7) Where did you do the exchange programme?

Country: (select from dropdown)

City: _____

University / Institution: _____

8) Where did you work directly before you participated in the exchange programme?

Country: (select from dropdown)

City: _____

University / Institution: _____

9) What was the length of your participation in the exchange programme?

- 6 months or less
- Over 6 months up to 1 year
- Over 1 year and up to 2 years
- Over 2 years and up to 3 years
- Over 3 years

10) How does this compare with the original intended length of your participation?

- Shorter
- The same
- Longer

11) In what academic field did you work during the exchange programme?

- Accounting
- Agriculture

- () Anthropology and Archaeology
- () Architecture and Environmental Design
- () Arts – History, Theory, and Criticism
- () Arts – Performance and Studio
- () Banking and Finance
- () Biological Sciences
- () Business Administration and Management
- () Business – Other
- () Chemistry
- () Communications
- () Computer and Information Sciences
- () Earth, Atmospheric, and Marine Sciences
- () Economics
- () Education – Administration
- () Education – Curriculum and Instruction
- () Education – Early Childhood
- () Education – Elementary
- () Education – Evaluation and Research
- () Education – Higher
- () Education – Secondary
- () Education – Special
- () Education – Student Counseling and Personnel
- () Education – Other
- () Engineering – Chemical
- () Engineering – Civil
- () Engineering – Electrical and Electronics
- () Engineering – Industrial
- () Engineering – Materials
- () Engineering – Mechanical
- () Engineering – Other
- () Health and Medical Sciences
- () History
- () Home Economics
- () Humanities – Other
- () Language and Literature
- () Law
- () Library and Archival Sciences
- () Mathematical Sciences
- () Natural Sciences – Other
- () Philosophy
- () Physics and Astronomy
- () Political Science
- () Psychology
- () Public Administration
- () Religion and Theology
- () Services

- () Social Sciences – Other
 () Social Work
 () Sociology

12) How satisfied were you with the exchange programme?

| <i>Very Dissatisfied</i> | <i>Dissatisfied</i> | <i>Satisfied</i> | <i>Very Satisfied</i> |
|--------------------------|---------------------|------------------|-----------------------|
| | | | |

What were the main reasons for your dissatisfaction?

- The exchange programme was not appropriate.
 The exchange programme was too challenging.
 The exchange programme was not challenging enough.
 The administration of my exchange programme was poor.
 My living conditions were below my expectations.
 My social life was below my expectations.
 Other - Write in: _____
-

In this online questionnaire, questions 13 to 40 repeat questions 6 to 12 for those alumni who participated in multiple academic exchange programmes.

After the exchange programme

41) Do you currently work at a university?*

Please note that questions with an asterisk symbol () require an answer.*

- () Yes
 () No
-

After the exchange programme

42) Where do you currently work?

Country: (select from dropdown)

City: _____

University / Institution: _____

43) Did your participation in the exchange programme(s) lead to this job?

- () Yes
 () To a certain extent
 () No

Please explain

| |
|--|
| |
|--|

44) Have you participated in any other international academic exchange after your (last) participation in the exchange programme?

Yes

No

45) In which country?

Country: (select from dropdown)

46) Did your participation in the EU exchange programme(s) lead to this exchange?

Yes

To a certain extent

No

Please explain

| |
|--|
| |
|--|

47) Please tell us whether you agree or disagree with the following statements.

The exchange programme helped me to get better exposure to an international research environment (e.g. participation at workshops and conferences).

| <i>Strongly disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly agree</i> |
|--------------------------|-----------------|--------------|-----------------------|
| | | | |

The exchange programme helped me to increase my research output (e.g. publications).

| <i>Strongly disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly agree</i> |
|--------------------------|-----------------|--------------|-----------------------|
| | | | |

The exchange programme resulted in the establishment or expansion of international research networks.

| <i>Strongly disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly agree</i> |
|--------------------------|-----------------|--------------|-----------------------|
| | | | |

Closing questions

48) Looking back, if you were free to choose again, how likely is it that you would participate in an exchange programme?

| <i>Very Unlikely</i> | <i>Unlikely</i> | <i>Likely</i> | <i>Very likely</i> |
|----------------------|-----------------|---------------|--------------------|
| | | | |

49) Is there anything else you would like to tell us about the exchange programme(s)?

| |
|--|
| |
|--|

Thank You!

Thank you very much for taking our survey. Your answers are very important to us. They are completely anonymous and will feed into the final report of the evaluation, which will be published on the European Commission's website.

1.5 Questionnaire for students

Alumni survey (former students) - Erasmus Mundus & Intra-ACP Academic Mobility Scheme

Introduction

Thank you for responding to our email request and welcome to our survey website. This survey is directed at alumni of Erasmus Mundus and Intra-ACP Academic Mobility Scheme study programmes. We want to find out how former participants like you benefitted from their study programmes. Your input will help assess the effects of EU support for higher education and inform the design of future programmes.

The survey is part of the ongoing **Evaluation of the EU Development Co-operation Support to Higher Education in Partner Countries** (2007-2014), carried out by Particip GmbH on behalf of the European Union.

The survey should take about 20 minutes. You can pause the survey anytime by clicking the 'save and continue survey later' button at the very bottom of each page. A link will be sent to your email address allowing you to continue the questionnaire at a later stage.

Please complete the survey by **Thursday, 7 April 2016**.

We really appreciate your input and would like to thank you in advance for your co-operation!
The Evaluation Team

Personal information

Your responses will be kept confidential.

1) How old are you?*

Please note that questions with an asterisk symbol () require an answer.*

- under 20
- 20-29
- 30-39
- 40 or over

2) Gender*

- Male
- Female
- Prefer not to say

3) Of which country do you hold citizenship?*

Country: (select from dropdown)

4) In which country are you currently resident?*

Country: (select from dropdown)

Number of exchanges between 2007 and 2014

You can pause the survey anytime by clicking the 'save and continue survey later' button at the very bottom of each page. A link will be sent to your email address allowing you to continue the questionnaire at a later stage.

5) Have you participated in EU funded study programmes (Erasmus Mundus or Intra-ACP Academic Mobility Scheme) between 2007 and 2014?*

- No, I have been selected for one study programme but it has only started after 2014, is still ongoing, or has not yet started.
- Yes, I participated in and finalised one study programme.
- Yes, I have participated in more than one study programme.
-

About your first study programme participation

All of the questions on this page relate to your first study programme in the 2007-2014 period.

6) Did you participate in an Erasmus Mundus or Intra-ACP Academic Mobility Scheme study programme?

- Erasmus Mundus
- Intra-ACP Academic Mobility Scheme
- Do not know

7) At what level did you study when you participated in the study programme?

- Undergraduate/Bachelor
- Master/Postgraduate Diploma
- Doctorate/PhD
- Other - Write In: _____

8) In which country were you studying immediately before starting the study programme?

Country: (select from dropdown)

9) In which year did you start the study programme?

- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014

10) Where did you do the study programme?

Country: (select from dropdown)

City: _____

University/Institution: _____

11) How long did you participate in the study programme?

- 6 months or less
- Over 6 months up to 1 year
- Over 1 year and up to 2 years

Over 2 years and up to 3 years

Over 3 years

12) Did you participate shorter or longer than planned in the study programme?

Shorter

As planned

Longer

13) In what academic field did you study during the study programme?

Accounting

Agriculture

Anthropology and Archaeology

Architecture and Environmental Design

Arts – History, Theory, and Criticism

Arts – Performance and Studio

Banking and Finance

Biological Sciences

Business Administration and Management

Business – Other

Chemistry

Communications

Computer and Information Sciences

Earth, Atmospheric, and Marine Sciences

Economics

Education – Administration

Education – Curriculum and Instruction

Education – Early Childhood

Education – Elementary

Education – Evaluation and Research

Education – Higher

Education – Secondary

Education – Special

Education – Student Counseling and Personnel

Education – Other

Engineering – Chemical

Engineering – Civil

Engineering – Electrical and Electronics

Engineering – Industrial

Engineering – Materials

Engineering – Mechanical

Engineering – Other

Health and Medical Sciences

History

Home Economics

Humanities – Other

Language and Literature

Law

- Library and Archival Sciences
- Mathematical Sciences
- Natural Sciences – Other
- Philosophy
- Physics and Astronomy
- Political Science
- Psychology
- Public Administration
- Religion and Theology
- Services
- Social Sciences – Other
- Social Work
- Sociology

14) Did you obtain a formal qualification from your host institution during the study programme?

- Yes
- No

Which qualification did you obtain?

- Bachelor
- Master/Postgraduate Diploma
- PhD/Doctorate
- Other - Write In: _____

15) How satisfied were you overall with your study experience?

| Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied |
|-------------------|--------------|-----------|----------------|
| | | | |

What were the main reasons for your dissatisfaction?

(multiple answers allowed)

- The study programme was not appropriate.
 - The study programme was too challenging.
 - The study programme was not challenging enough.
 - The study programme was badly taught.
 - The administration of my study programme was poor.
 - My living conditions were below my expectations.
 - My social life was below my expectations.
 - Other - Write In: _____
-

In this online questionnaire, questions 16 to 35 repeat questions 6 to 16 for those alumni who participated in multiple academic exchange programmes.

First job**36) How long did it take you to find your first job after graduation?***

Please note that questions with an asterisk symbol () require an answer.*

- Less than 1 month
 - Between 1 and 3 months
 - Between 3 and 6 months
 - Over 6 months
 - Still studying
 - Have not had a job since graduation
-

First job**37) In which country did you have your first job after graduation?**

- Home country (country you were studying before the study programme)
- Host country (country you went for the study programme)
- Other - Write In: _____

38) What kind of job was your first job after graduation?

- Full-time employment
- Part-time employment
- Self-employment
- Traineeship
- Other

39) Did your first job after graduation match the field of your degree?

- No, not at all
- Rather no
- Rather yes
- Yes, fully

40) How satisfied were with your first job after graduation?

| <i>Very Dissatisfied</i> | <i>Dissatisfied</i> | <i>Satisfied</i> | <i>Very Satisfied</i> |
|--------------------------|---------------------|------------------|-----------------------|
| | | | |

41) Did your participation in the study programme help you find your first job after graduation?

- Yes
- No

Please explain.

| |
|--|
| |
|--|

42) Did your participation in the study programme help you perform in your first job after graduation?

- Yes
- No

Please explain.

| |
|--|
| |
|--|

43) Are you still employed in your first job after graduation?*

- Yes
 No

Current job

44) What is your current employment status?*

- Employed full-time
 Employed part-time
 Self-employed
 Studying full time
 Full-time care for child or other person
 Unemployed
 Other - Write In: _____

Current job

45) In which country is your current job?

- Home country (country you were studying before the study programme)
 Host country (country you went for the study programme)
 Other - Write In: _____

46) Does your current job match the field of your degree?

| No, not at all | Rather no | Rather yes | Yes, fully |
|----------------|-----------|------------|------------|
| | | | |

47) How satisfied are you with your current job?

| Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied |
|-------------------|--------------|-----------|----------------|
| | | | |

48) Did your participation in the study programme help you to perform in your current job?

- Yes
 No

Please explain.

| |
|--|
| |
|--|

Mobility after the study programme

49) Since returning from the study programme, have you spent more than one month in another country for work or studies?

Yes

No

In which country?

(select from dropdown)

Did your participation in the study programme lead to this?

Yes

To a certain extent

No

Closing questions

50) Looking back, if you were free to choose again, how likely is it that you would participate in the study programme again?

| Very Unlikely | Unlikely | Likely | Very likely |
|---------------|----------|--------|-------------|
| | | | |

51) Is there anything else you would like to tell us about your experience in the study programme?

Thank You!

Thank you very much for taking our survey. Your answers are very important to us. They are completely anonymous and will feed into the final report of the evaluation, which will be published on the European Commission's website.

Evaluation of the EU development co-operation support to higher education in partner countries (2007-2014)

HEIs survey

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1 General approach

1.1 Rationale and programme coverage

The online survey was conducted among HEIs in partner countries from the wide sample (see Vol. IV) which acted as coordinating organisations for projects under ALFA, Tempus, Intra-ACP Academic Mobility Scheme, and Edulink. This HEIs survey helps explain changes at the institutional level, such as internationalisation of universities in partner countries regarding staff and students involved, and networks created and sustained. It is complemented by a tracer study that covers the level of individual beneficiaries.

This HEIs survey was supposed to:

- Collect views of HEIs on relevant topics, incl. on main weaknesses and strengths of EU support, both financial and non-spending,
- Allow for triangulation of some evidence / findings stemming from other sources

EACEA provided the evaluation team with a list of contact names and email addresses of HEIs of coordinating HEIs for ALFA, Tempus, Intra-ACP Academic Mobility Scheme, and Edulink. The list comprised 84 co-ordinating departments of 58 different HEIs from 26 different countries for which a contact person and e-mail address were available.¹ Since there were no non-European coordinating organisations under Erasmus Mundus, this programme could not be included in the survey in the same way as the others.² European HEIs fell outside the scope of the evaluation and could not be contacted for their views or even for the purpose of information gathering. However, the survey also provided the team with perceptions about Erasmus Mundus as many of the respondents also participated in this programme and the survey was designed in a way that experiences with Erasmus Mundus projects could also be shared. In some cases, often as the result of projects which continued beyond 2014, departments indicated that they had also participated under the new Erasmus+ programme. This allowed the team to gather first impressions of experiences under Erasmus+. It should be noted however, that any information on Erasmus+ was a by-product and the survey did not include any HEIs which exclusively coordinated Erasmus+ projects.

The response rates across programmes were uneven with Tempus IV representing the highest number of completed questionnaires and ALFA III the lowest. This was due to the fact that non-European HEIs acting as coordinating organisations were mostly to be found in the case of Tempus IV.

During the field phase, the HEIs survey was complemented by key informant interviews to validate some findings of the HEIs survey and capture information on external factors that may have affected results. Interviews were also used to mitigate low response rates for some programmes, such as particularly ALFA III.

ToR asked for the evaluation to “provide an overall judgement of the extent to which EU’s policies, strategies and programmes in the higher education sector have contributed to the achievement of the development objectives.”³ Hence, the HEI survey was designed to provide for findings that go beyond the level of individual programmes and enable the team to make an overall judgement rather than to compare the results of the individual programmes. Similarly, the focus is on the entirety of the responses rather than the variation in the number of responses across programmes.

¹ Argentina, Armenia, Brazil, Cameroon, Colombia, Dominican Republic, DR Congo, Egypt, Ethiopia, Fiji, Georgia, Ghana, Kazakhstan, Kenya, Lebanon, Madagascar, Mexico, Morocco, Mozambique, Nigeria, Pakistan, Russia, Senegal, South Africa, Trinidad and Tobago as well as Uganda.

² Under Erasmus Mundus grant applications had to be presented by European HEIs which also acted as project coordinators.

³ ToR, p. 5.

Unit of analysis

In this survey, the unit of analysis was the department of an HEI, rather than the HEI itself. The questionnaire was applied at the level of individual departments, and survey results are presented accordingly.

The survey was sent to a total of 84 departments at 58 different HEIs, of which 41 departments at 33 different HEIs completed the questionnaire, corresponding to a response rate of 49%. Out of these, eight HEIs were represented with two departments each. This posed the question at which level responses should be collected and counted: HEIs or departments.

In principle, there could have been a potential concern that results of different departments within the same HEI were driven by common factors at the HEI level. For example, the overall HEI budget or governance structure may theoretically have affected research outcomes of individual departments or their participation in EU-supported mobility programmes in a similar fashion. In such a scenario, the information content in the responses from two departments of the same HEI should not have been equally weighed as those from two departments of two distinct HEIs. The analysis would have had to account for departments located in the same HEI 'cluster'.

However, this concern is unlikely to have played an important role in the institutional context of the survey. Here, departments have been treated as individual units of observation, whether they were located at the same HEI or not. This is because:

- Individual departments decided to large extent on their own whether to apply for EU-funded academic programmes or not;
- Departments had their own budgets and, albeit to a varying extent, may have decided themselves on staff recruitment, investment in research projects and networking activities;
- The nature of service delivery outputs (e.g. teaching) and development impacts (e.g. job placement of graduates) varied substantially across departments (e.g. biology versus sociology) within the same HEI, and are thus unlikely to have been driven by the same general factors at the HEI level.

Throughout the subsequent analysis, responses are hence presented at the level of departments.

1.2 Questionnaire design and survey management

The HEIs survey was conducted as a web-based survey. The survey contained a selection of quantitative and qualitative questions capturing perceptions of co-ordinating departments/faculties of HEIs, and was supported by qualitative comments. The questions were directed at department/ faculty level, not at the level of HEIs, as programmes such as ALFA or Edulink are managed by the respective department of the HEIs. The complete questionnaire is included in Annex 2: HEIs questionnaire.

At the beginning of April 2016, the first wave of online questionnaires was sent to ten co-ordinating departments of HEIs in countries of the wide sample. The ten co-ordinating departments were selected based on geographical and programme coverage. After the receipt of feedback from some of the ten selected departments, the second wave of questionnaires was sent to the remaining 74 departments of 48 different HEIs in countries of the wide sample. In order to assure adequate response rates, the selected departments were reminded by personalised e-mails. The HEIs survey was closed at the beginning of May 2016.⁴

The HEIs survey included topics most pertinent to HEIs, i.e. those covered primarily by EQ 3, 4, 5, 6 and 7.

HEIs are in the best position to shed light on issues under JC 31 and the HEI survey was a suitable tool for gathering this information. It helped determine to which extent management

⁴ One questionnaire was submitted on paper at a later stage and was included in the survey.

practices and quality of teaching and learning at the HEIs were improved. The HEIs survey indirectly contributed to JC 43; the national HE institutional framework inevitably concerns HEIs. EQ 5 benefitted from the survey in terms of hands-on information about efforts at enhancing inclusiveness at HEIs regarding access of students from disadvantaged backgrounds. However, the survey cannot provide data on inclusiveness of formerly or currently disadvantaged HEIs (i.e. universities which are small, located in remote areas or which do not have the same access to resources as mainstream universities in a given country). The term “disadvantaged university” is purely analytical and there is no commonly agreed definition. In many countries, as interviews confirmed, representatives of HEIs are well aware that access to resources and government support is not equal across the sector. Yet, they would not use the term “disadvantaged” or approve of a clear categorisation into advantaged and disadvantaged universities. Consequently, survey respondents were not asked to indicate if they considered their HEI as being disadvantaged. Questions under EQ 6 were designed to find out to which extent were the linkages between HEIs and labour market strengthened and how they internationalised themselves. Finally, questions under JC 72 helped assess partnerships and co-operation. The survey addressed the following key topics:

Table 1 Key topics for survey to HEIs

| <i>Key topics</i> | <i>Link with evaluation matrix</i> | <i>Section of HEIs survey that addresses the topic</i> |
|---|------------------------------------|--|
| Improved management practices: <ul style="list-style-type: none"> • HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff, • A performance monitoring and assessment system is in place, with adequate resourcing. | JC 31 | Section 2 & Section 3 |
| National HE institutional framework is equipped to implement national policies and strategies: <ul style="list-style-type: none"> • Evidence of new institutions established to implement national policies and strategies, • Evidence of reforms in existing national institutions that better equip them to implement national policies and strategies. | JC 43 | Section 3 |
| Enhanced equitable access to HE for all groups of society: <ul style="list-style-type: none"> • Evidence of HEIs that have taken steps to increase access to vulnerable and/or under-represented groups. | JC 51 | Section 4 |
| Equitable access to resources for HEIs, especially those suffering from former or current disadvantage: <ul style="list-style-type: none"> • Evidence of improved access to resources for disadvantaged HEIs. | JC 52 | Section 4 |
| Strengthened institutional set-up in the HEIs to respond to labour market needs in specific professional qualifications: <ul style="list-style-type: none"> • Evidence that HEIs have followed labour market trends in designing programmes, • Existence of mechanisms to reflect labour market needs in degree programmes and related curricula⁵ | JC 61 | Section 5 |
| Increased ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries: <ul style="list-style-type: none"> • Institutionalised opportunities to students to gain practical experience (apprenticeships, internships), • Evidence of relative match of HE learning outcomes with qualifications required by the labour market⁶, • Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange programmes. | JC 62 | Section 5 |

⁵ Encompassing advisory service to students on job opportunities

⁶ Learning outcomes matching qualifications in terms of cognitive and practical skills, knowledge, competences and behaviors required by the professional positions in the world of work.

| <i>Key topics</i> | <i>Link with evaluation matrix</i> | <i>Section of HEIs survey that addresses the topic</i> |
|---|------------------------------------|--|
| Enhanced internationalisation of HEIs and individuals in partner countries: <ul style="list-style-type: none"> • Extent and scope of academic co-operation networks and links, • Trends of postgraduate students returning to their home countries after their studies abroad, • Trends of exchange of academic personnel between HEIs at the global and regional level. | JC 63 | Section 6 |
| Advanced standardisation of HE at regional level: <ul style="list-style-type: none"> • Number and scope of partnerships among HEIs at the regional level, • Number and scope of agreements on mutual recognition of qualifications, • Joint or collaborative degree programmes established, • Strategic partnerships with a balanced involvement of business and HE established. | JC 72 | Section 6 |

2 Answers to relevant indicators

The following tables offer partial answers to relevant indicators based on the quantitative and qualitative answers provided by the HEIs survey.

Table 2 EQ 3 on management, teaching, learning and research

| EQ 3 | To what extent has EU support to HEIs in partner countries contributed to enhancing management, teaching and learning and research? | |
|--------------|---|--|
| | Indicator | Partial answer based on the HEIs survey |
| JC 31 | Improved management practices | |
| I-311 | HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff | <p>According to the HEIs survey, 93% of departments/faculties of coordinating universities in partner countries have an overall strategy or action plan for improvement of quality of teaching & learning, and 85% of them have such a strategy for research. Among reasons for the lack of such a strategy are university restructuring, lack of finance for reforms, lack of staff, and lack of understanding of the Bologna process, and as far as research is concerned, it depends on sporadic short-term donor funding.</p> <p>Teaching & learning strategies aim at improving quality of teaching and university administration, conditions for teachers and teaching, curricula, e-learning, infrastructure, labour market orientation of courses, usage of ICT, and internationalisation. Research strategies include objectives such as creating enabling environment, utilization of research results, acquiring equipment, and strengthening capacity of research staff and national, regional and international partnerships.</p> <p>In more than a half of the faculties, a link could be established between the development of the strategies and EU support. Sometimes, strategies emerged as part of an EU-funded project (7 respondents in teaching & learning and 3 in research) that brought together relevant stakeholders within universities, and between them at the national, regional and international level. Other times EU support was a catalyst (20% in teaching & learning and 34% in research), e.g. by exposing partners to the international academic world, by capacity building measures and various exchanges that helped raise awareness about the importance of modernisation of teaching & learning approaches. In terms of research, parts of strategies can be implicitly linked to Tempus projects.</p> |
| I-313 | A performance monitoring and assessment system is in place, with adequate resourcing | <p>According to the HEIs survey, 89% of departments/faculties of coordinating universities in partner countries have a performance monitoring and assessment system in place; almost in every case, it exists for academic staff and in half of them it exists for management / administration staff as well. If it does not exist (yet), it is because it is being developed or it would imply additional costs for universities and thus not favoured.</p> <p>The systems for academic staff include development of QA departments and manuals of procedures,</p> |

| | | |
|--|--|--|
| | | <p>monitoring of staff workload and learning outcomes, reporting on improvement of own qualification, on publications, research and international cooperation activities, and (internal and external) assessment of academic staff (e.g. linked to promotion), including using KPIs based on job description and feedback mechanisms involving students and peers (e.g. timesheets signed by student representatives and sent to QA departments). In more than three quarters of cases was the system for academic staff established with the support of EU-funded programmes (projects) focusing on the respective issues.</p> <p>The systems for management / administrative staff are similar in performance criteria and reporting requirements but often have different targets. In addition, life-long-learning programmes and programmes of professional training and retraining are embedded in them. In only 22% of cases, these systems were established as a result of EU support, mainly through capacity building projects or their components.</p> |
|--|--|--|

Table 3 EQ 4 on reform of higher education policy

| EQ 4 To what extent has EU support contributed to HE reform processes in partner countries and regions? | | |
|---|--|--|
| | Indicator | Partial answer based on the HEIs survey |
| JC 43 | National HE institutional framework is equipped to implement national policies and strategies | |
| I-431 | Evidence of new institutions established to implement national policies and strategies | <p>According to the HEIs survey, 85% of departments/faculties of coordinating universities in partner countries have established new or extended existing national agencies (e.g. for quality assurance, accreditation, research funding) to implement higher education policies or strategies. They have been established at the level of ministries of education (with different levels of autonomy) and at the level of universities. In some cases, such agencies have a tradition and no new agencies were needed. And in some cases, there is no such agency for political reasons.</p> <p>Among the most important functions, these agencies coordinate development of educational standards and monitor their practical realisation, accredit programmes, monitor HEIs' performance, mobilise resources, monitor quality of programmes and disseminate best practices.</p> |
| I-432 | Evidence of reforms in existing national institutions that better equip them to implement national policies and strategies | <p>According to the HEIs survey, such reforms were initiated and implemented in 82% of departments/faculties of coordinating universities in partner countries; initiated reforms were not implemented only in a few cases. In the majority of these cases, their initiation and implementation was related to EU support. In one fifth of cases, such reforms have taken place unrelatedly to EU support. If such reforms did not take place, it was because of a lack of finances and staff and administrative burden. The EU has stimulated curricula reform, QA system reform, HR development, accreditation process, changes in access to education and revision of a strategic direction overall.</p> |

Table 4 EQ 5 on inclusiveness

| EQ 5 To what extent has EU support to HE in partner countries contributed to enhancing inclusiveness? | | |
|--|---|--|
| | Indicator | Partial answer based on the HEIs survey |
| JC 51 | Enhanced equitable access to HE for all groups of society | |
| I-512 | Evidence of HEIs that have taken steps to increase access to vulnerable and/or under-represented groups | According to the HEIs survey, 74% of departments/faculties of coordinating universities in partner countries have taken steps to include vulnerable and/or under-represented students. The perception of the extent of EU contribution in this regard is mixed; it varies on the scale from “no extent” – “limited extent” – “considerable extent” to “a great extent”, with approximately the same percentage for each category. In sum, 59% of participants find that EU contribution was none or limited. Groups of students that were identified as vulnerable/under-represented by the HEIs are those with low socio-economic status, female students, black students, students with special needs, from ethnic minorities, from geographically marginalized communities or rural areas, and even those coming from fragile countries from the region. |
| JC 52 | Equitable access to resources for HEIs, especially those suffering from former or current disadvantage | |
| I-522 | Evidence of improved access to resources for disadvantaged HEIs | As explained above, on its own the survey cannot provide conclusive information on this indicator. However, the answers are useful in general terms. According to the HEIs survey, access to resources for teaching & learning improved at 85% and for research at 65% of departments/faculties of coordinating universities in partner countries. The EU contributed first of all financially whereby it created the possibility to acquire material, technical and IT equipment and improve HR competences. Furthermore, it facilitated networking with international partners and exposure of HEIs to research technologies. Sometimes the EU succeeded in leveraging funding for research from other sources (e.g. government, own resources, private sector) and thereby enabled research that would not have taken place otherwise. |

Table 5 EQ 6 on responses to labour market needs and brain circulation

| EQ 6 To what extent has EU support to HE in partner countries contributed to institutions and individuals better responding to labour market needs and to promoting brain circulation? | | |
|---|--|--|
| | Indicator | Partial answer based on the HEIs survey |
| JC 61 | Strengthened institutional set-up in the HEIs to respond to labour market needs in specific professional qualifications | |
| I-611 | Evidence that HEIs have followed labour market trends in designing | According to the HEIs survey, 83% of departments/faculties of coordinating universities in partner countries have mechanisms in place to respond to labour market trends in degree programmes and related curricula. Universities established student career development centres, conducted tracer studies |

| | | |
|-------|---|--|
| | programmes | and labour market surveys, considered studies on new trends in evaluation and review of curricula, liaised with the ministries of labour, labour unions, and alumni, and organised job fairs and regular meetings with employers. Employers are involved in the curricular design and its continuous modification, incl. delivery of individual courses. The EU contributed in so far as it enabled creating such study programmes and financed studies in this direction. |
| I-613 | Existence of mechanisms to reflect labour market needs in degree programmes and related curricula ⁷ | |
| JC 62 | Increased ability of HE graduates to find professional positions corresponding to their qualification levels in their home countries | |
| I-621 | Institutionalised opportunities for students to gain practical experience (apprenticeships, internships) | According to the HEIs survey, 85% of departments/faculties of coordinating universities in partner countries included internships or apprenticeships (or other opportunities for students to gain practical experience) into degree programmes. At 61% of them, all or at least a majority of them include such opportunities. These are internships or trainings in companies or public institutions or practical research at partner organisations. EU funded projects either allowed for developing of study programmes where such opportunities were part of, or they had indirect impact – exchanges at EU universities informed partners about the feasibility of making practical work part of study programmes. |
| I-622 | Evidence of relative match of HE learning outcomes with qualifications required by the labour market ⁸ | According to the HEIs survey, learning objectives of all or a majority of offered degree programmes were aligned with qualifications required by labour market at 93% of departments/faculties of coordinating universities in partner countries. Only at 8% of universities, only a minority is aligned or there is no alignment at all. The EU contributed to revising objectives of degree programmes aiming at better inclusion of qualifications required by labour market by supporting curricula review, creating new study programmes, enabling cooperation with unions of employers, or by funding studies and employability surveys conducive to achieving this goal. |
| I-623 | Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange | According to the HEIs survey, 89% of departments/faculties of coordinating universities in partner countries perceive that EU funded exchange programmes positively affected employability of participating students. 79% of departments/faculties find that employability increased “to a great” or “to a considerable extent”. Students enhanced their qualification because they studied quality curricula and got practical experience (incl. research possibilities). Their access to and awareness of job opportunities increased. |

⁷ Encompassing advisory service to students on job opportunities.

⁸ Learning outcomes matching qualifications in terms of cognitive and practical skills, knowledge, competences and behaviors required by the professional positions in the world of work.

| | | |
|--------------|--|--|
| | programmes | Having a mention of an EU university is attractive on the curriculum vitae, as well as having experience from different African contexts (for African students). Finally, students became more competitive through enhanced language, communication and adaptability skills. |
| JC 63 | Enhanced internationalisation of HEIs and individuals in partner countries | |
| I-631 | Extent and scope of academic co-operation networks and links | According to the HEIs survey, the number and scope of academic networks and links with other universities increased at 97% of departments/faculties of coordinating universities in partner countries since they received first funding. 86% of them indicated that their networks and links increased either to a “great” or “considerable” extent. The cooperation enabled academic exchanges, joint research, and development of joint curricula, joint papers, and preparation of subsequent joint proposals – regional, inter-regional and international ones. The change in the number and scope of networks since EU funding ended cannot be judged because only six respondents answered this question (=with “increased”). |
| I-632 | Trends of postgraduate students returning to their home countries after their studies abroad | <p>According to the HEIs survey, the number of postgraduate students who benefitted from EU-funded mobility programmes varied considerably. Several indicated zero, up to ten or did not know. Then there have been a few cases ranging from 20 to 40. In three cases, the numbers were 150, 200 and over 300. 60% of the departments/faculties indicated that over 80% of their postgraduate students that benefitted from EU-funded mobility programmes returned back to their universities.</p> <p>The most important reason for their return was motivation to finish their degree programmes at home universities, followed by good career prospects in their home country. Penalties for not returning were an “important” or “very important” factor at 12 out of 21 faculties that responded to this question (some students pay them).</p> <p>If students prefer to finish their degree programmes at their home universities, it is because they are registered for the degree course in their home country, or, even if not, they prefer to finish their theses with the original thesis director. Good prospect are offered mainly for computer science and engineering, and, in general, there is a high demand for graduates with EU experience in home countries.</p> <p>Among factors important for non-returning was higher attractiveness of the programme abroad together with better career prospects; in some cases, foreign universities attracted exchange students for their own degree programmes.</p> <p>Both the number of respondents answering the importance of factors for (non-)returning and the weight of the two most important reasons was higher.</p> |
| I-633 | Trends of exchange of academic personnel between HEIs at the global and regional level | Since the first year the respective faculties/departments received EU funding, an increase in the number of academic staff members that have participated in exchanges with other universities can be noted; however, the question was often not answered with “increased” or “decreased” but rather with other trends/impact, i.e. increased linkages, motivation to do research, access to funding, and improved quality of teaching. |

Table 6 EQ 7 on intra-regional harmonisation

| EQ 7 To what extent has EU support to HE strengthened intra- and inter-regional integration in HE? | | |
|--|---|--|
| | Indicator | Partial answer based on the HEIs survey |
| JC 72 | Advanced standardisation of HE at regional level | |
| I-721 | Number and scope of partnerships among HEIs at the regional level | <p>According to the HEIs survey, 95% of departments/faculties of coordinating universities in partner countries have established formal partnerships based on memoranda of understanding or similar agreements with other HEIs within the region. There are slightly less partnerships for research compared to teaching & learning.</p> <p>The partnerships have covered a full range of topics across human and natural sciences (curricula development, academic visits, provision of learning materials, work in labs abroad, joint publications, patenting and protection of research, etc.).</p> <p>Memoranda of understanding usually covered both teaching & learning and research aspects. University faculties created a number of partnerships ranging from a few to 50. In two cases, the numbers 100 and 150 (Kenyatta university) were indicated. In almost all cases, there has been an increasing trend; only in a few cases, the number of partnerships has been constant since the first year of EU funding.</p> |
| I-722 | Number and scope of agreements on mutual recognition of qualifications | <p>According to the HEIs survey, 63% of departments/faculties of coordinating universities in partner countries have signed agreements on mutual recognition of academic qualifications.</p> <p>The scope covered both graduate degrees and doctorates.</p> |
| I-723 | Joint or collaborative degree programmes established | <p>According to the HEIs survey, 56% of departments/faculties of coordinating universities in partner countries have established joint or collaborative degree programmes with other universities. The scope covered both double and joint graduate degrees and doctorates.</p> |
| I-724 | Strategic partnerships with a balanced involvement of business and HE established | <p>According to the HEIs survey, 80% of departments/faculties of coordinating universities in partner countries have established strategic partnerships with private sector,</p> |

3 Analysis of quantitative responses

The survey analysis combines data from multiple choice questions (presented as figures or tables) and open text fields of the questionnaire (synthesised as text or in tables). Most of the figures present results in percentage terms and therefore also display the total number of responses (' $N = \dots$ ') based on which the percent values were calculated. In most cases, N stands for the total number of departments/ faculties that responded to the survey – unless indicated differently.

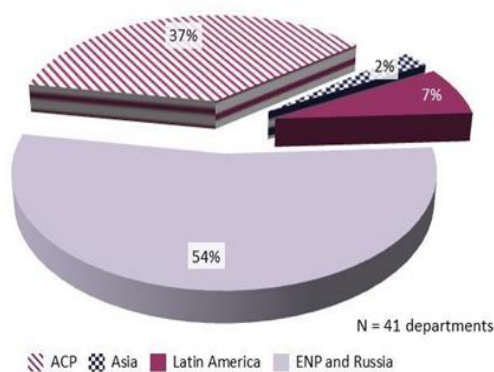
For the purpose of external reporting, responses are kept anonymous and not linked to specific departments, HEIs or countries.

3.1 Involvement of HEIs in EU HE programmes

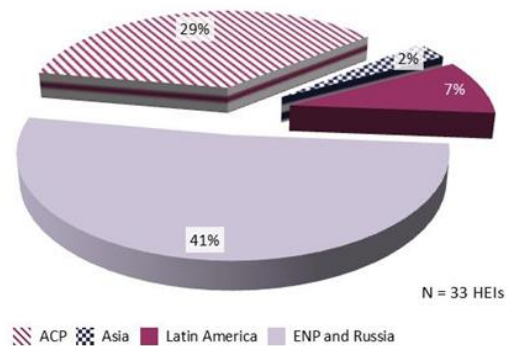
84 departments of in total 58 different HEIs were invited to take part in the online survey. 41 departments of 33 different HEIs completed the online questionnaire.

Figure 1 Regional coverage of the HEIs survey

Regions covered by the 41 HEI departments

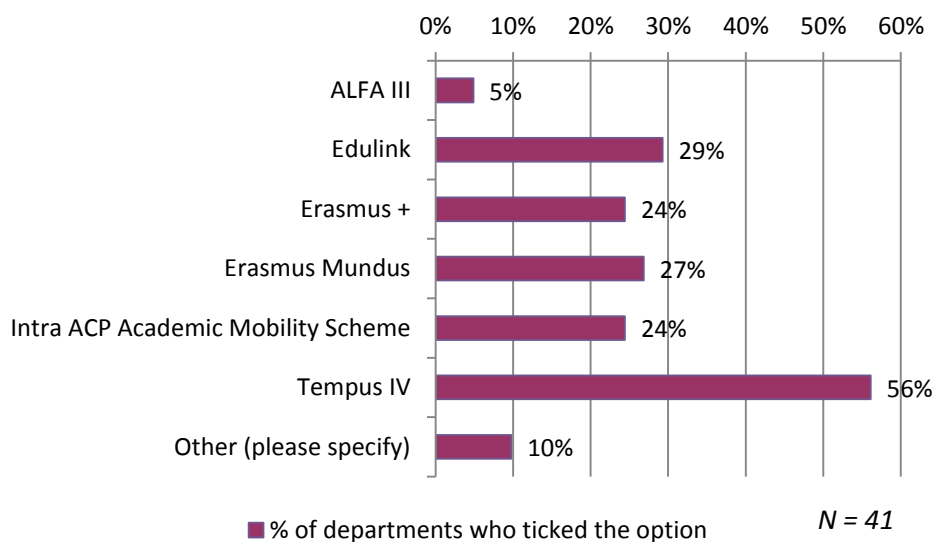


Regions covered by the 33 HEIs



Source: HEIs survey.

Figure 2 Involvement of departments / faculties in EU HE programmes



Source: HEIs survey.

Table 7 First year EU support was received

| Before 2007 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 or after | N |
|-------------|------|------|------|------|------|------|------|------|---------------|----|
| 10 | 4 | 5 | 1 | 6 | 2 | 1 | 6 | 6 | 0 | 41 |

N = number of respondents (HEI departments/ faculties)

Source: HEIs survey.

24% of HEI departments received EU support before 2007.

Table 8 Last year EU support was received

| before 2008 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | It is still ongoing | N |
|-------------|------|------|------|------|------|------|------|------|---------------------|----|
| 0 | 0 | 0 | 1 | 1 | 0 | 3 | 1 | 1 | 33 | 40 |

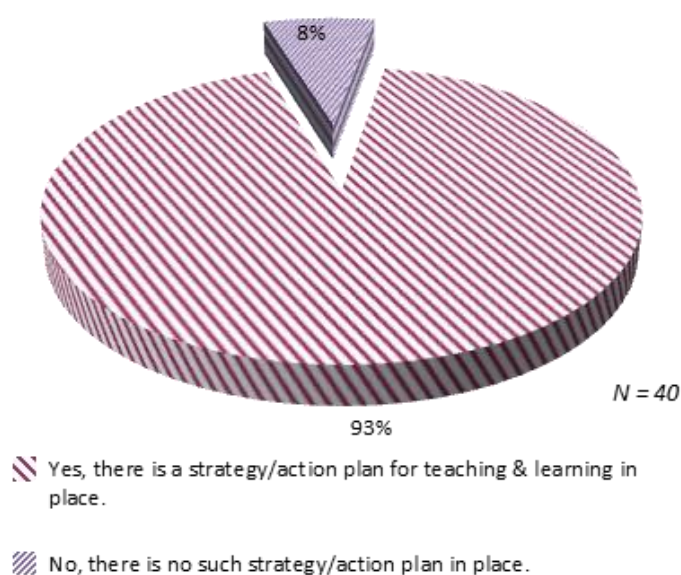
N = number of respondents (HEI departments/ faculties)

Source: HEIs survey.

The majority of HEI departments received EU support by the time of the HEIs survey was conducted. For only 6 out of 40 (15%) HEI departments, the EU support ended before 2015.

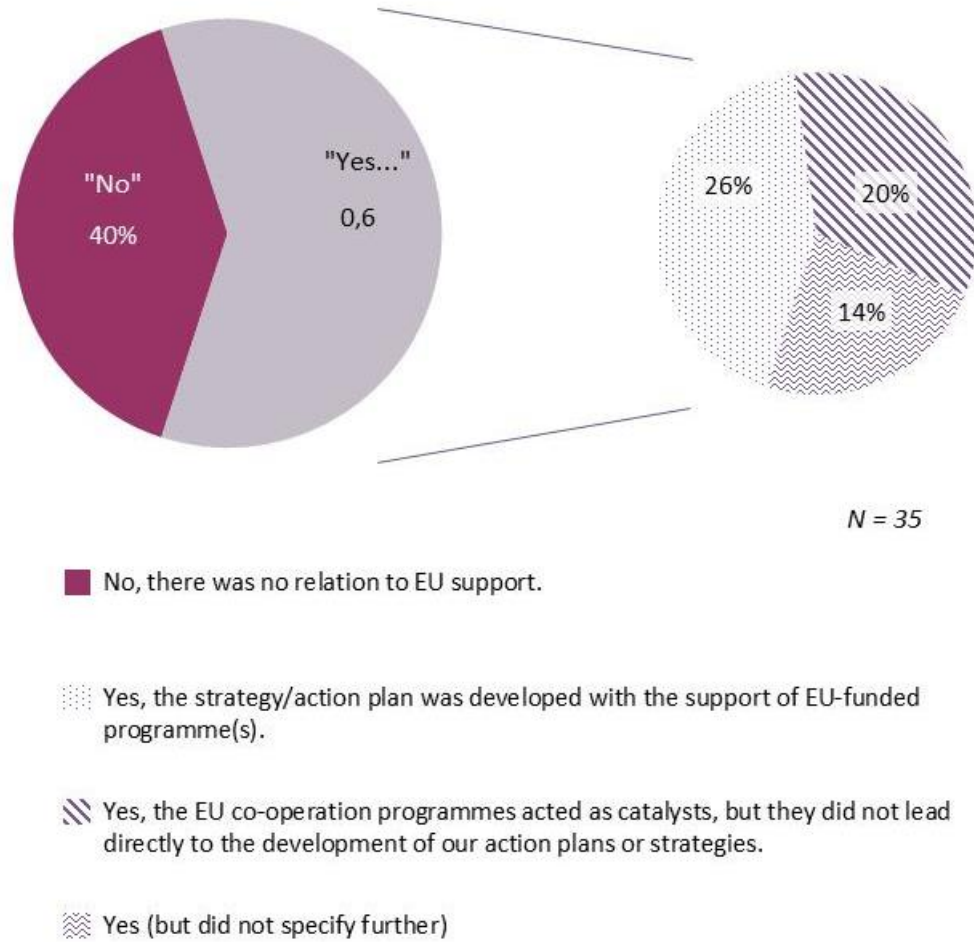
3.2 Improved management practices

Related to: HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff (I-311)

Figure 3 Existence of an overall strategy or action plan to improve quality of teaching & learning

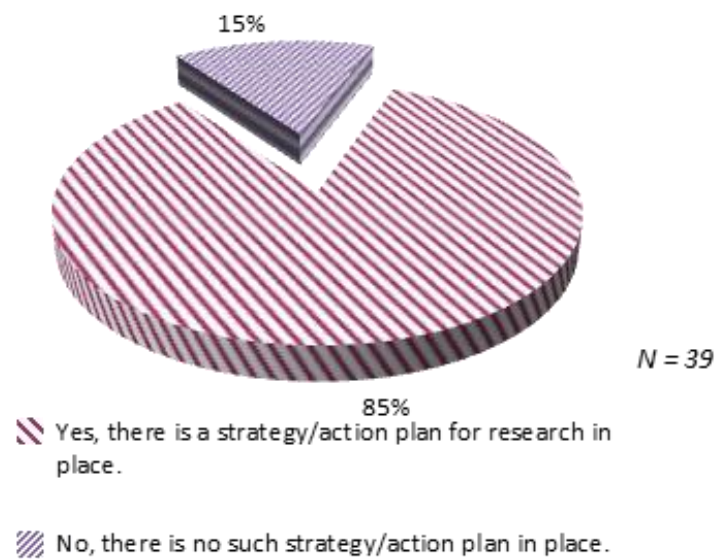
Source: HEIs survey.

Figure 4 Overall strategy for quality teaching & learning: role of EU support



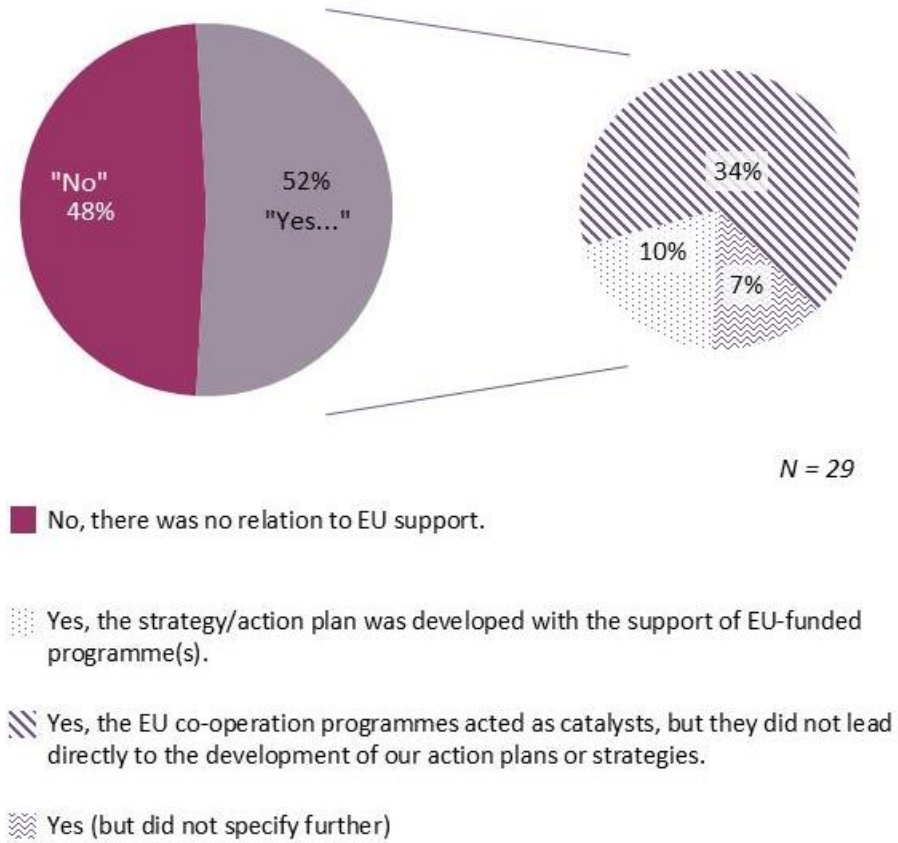
Source: HEIs survey.

Figure 5 Existence of an overall strategy for research



Source: HEIs survey.

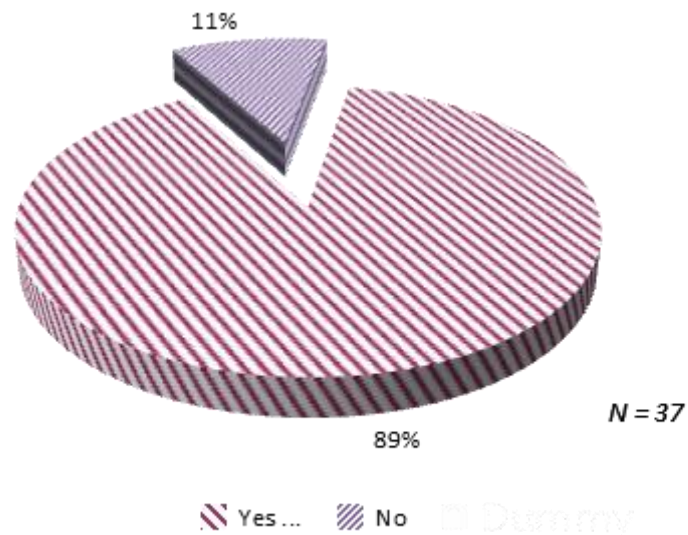
Figure 6 Overall strategy for research: role of EU support



Source: HEIs survey.

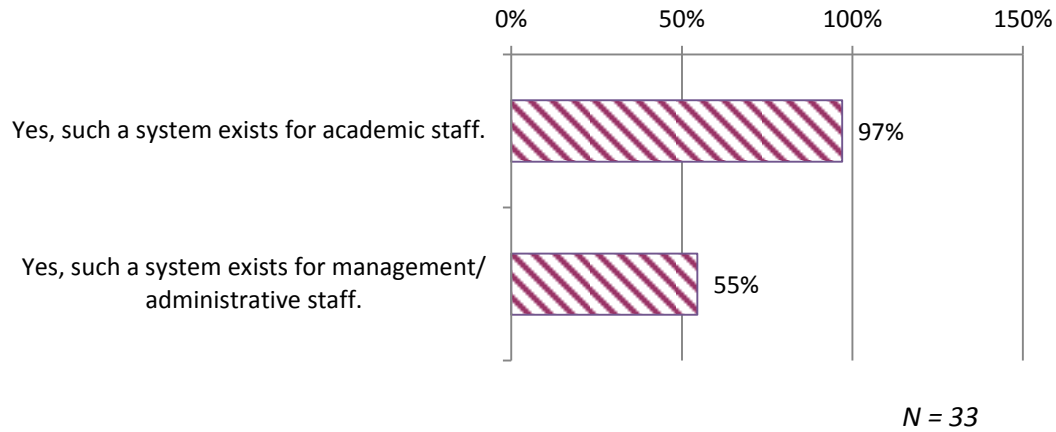
Related to: A performance monitoring and assessment system is in place, with adequate resourcing (I-313)

Figure 7 Existence of a performance monitoring and assessment system



Source: HEIs survey.

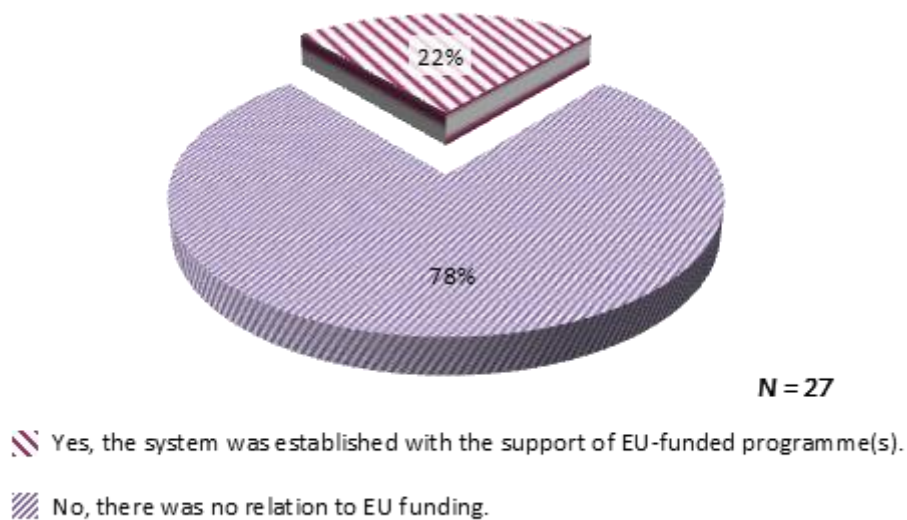
Figure 8 Performance monitoring and assessment system (two dimensions)



■ % of departments who indicated that a performance monitoring and assessment system is in place

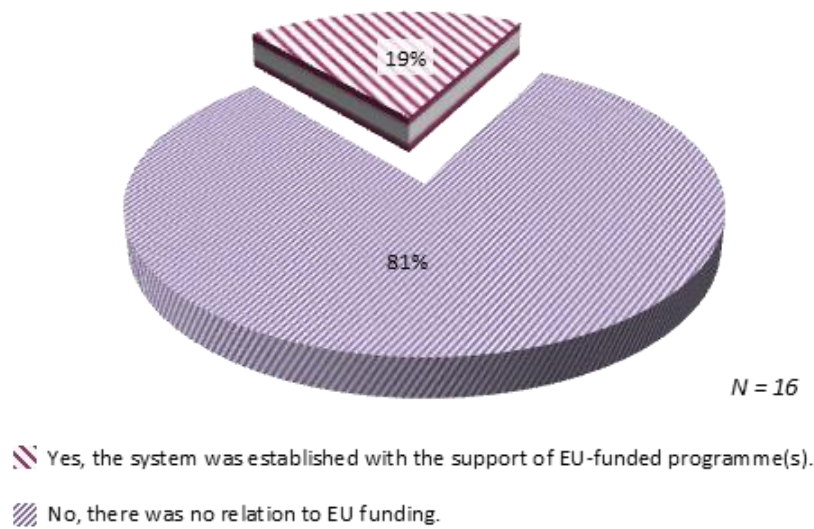
Note: Among the 33 HEI departments indicating that a performance monitoring and assessment system is in place, 32 said that such a system exists for academic staff, and 18 said that such a system (also) exists for management/ administrative staff. Of those 18 HEI departments, 17 indicated that such a system exists for both academic and management/ administrative staff.
Source: HEIs survey.

Figure 9 Performance monitoring and assessment system for academic staff as a result of EU support



Source: HEIs survey.

Figure 10 Performance monitoring and assessment system for management/administrative staff as a result of EU support



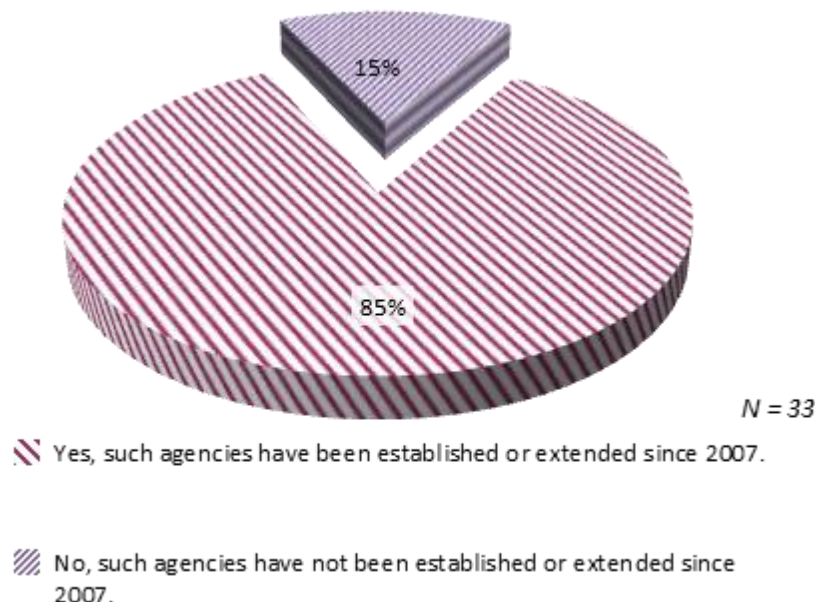
Source: HEIs survey.

3.3 National institutional framework for implementation of HE policies

Related to: Evidence of new institutions established to implement national policies and strategies (I-431)

New national agencies (e.g. for quality assurance, accreditation, research funding) to implement HE policies or strategies have been established or extended since 2007.

Figure 11 National agencies (e.g. for quality assurance, accreditation, research funding)

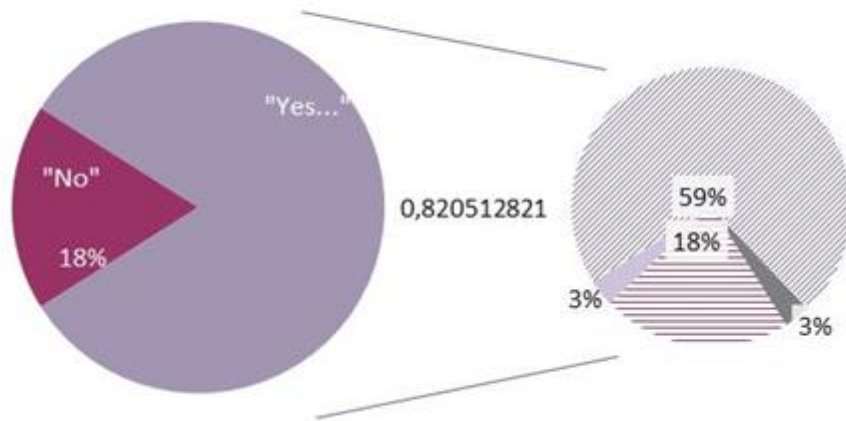


Source: HEIs survey.

Related: Evidence of reforms in existing national institutions that better equip them to implement national policies and strategies (I-432)

Role of EU support in initiating and implementing reforms that better equipped universities to apply national HE policies and strategies

Figure 12 Role of EU support in reforms of national HE policies and strategies



N = 39

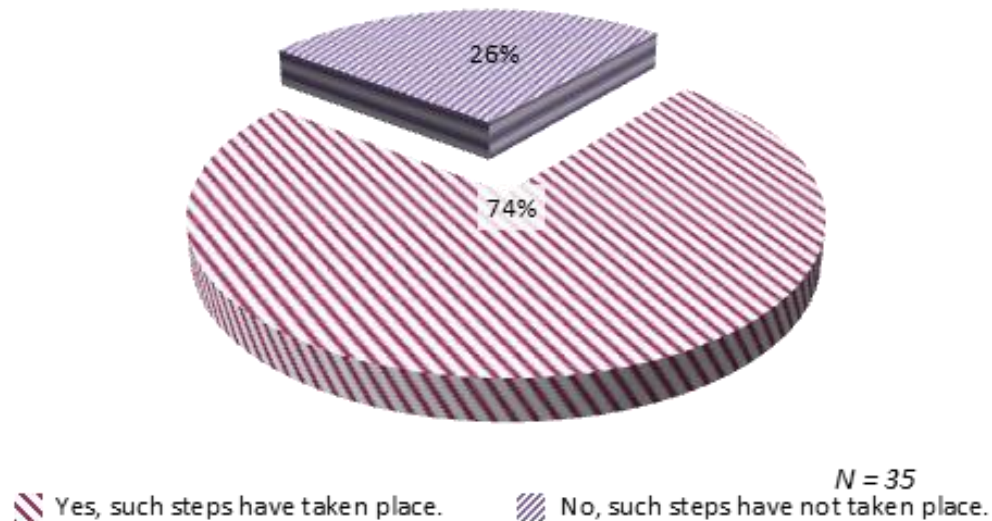
- No, such reforms have not been initiated.
- Yes, EU support helped us initiate and implement such reforms.
- Yes, EU support helped us initiate such reforms but they were not implemented.
- Yes, such reforms have taken place but they are unrelated to EU support.
- Yes (but did not further specify)

Source: HEIs survey.

3.4 Equal access to HE for all and to resources for all HEIs

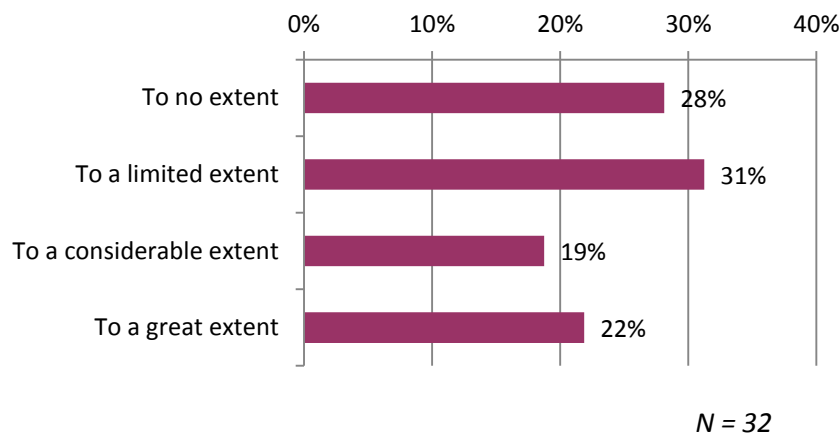
Related to: Evidence of HEIs that have taken steps to increase access for vulnerable and/or under-represented groups (I-512)

Figure 13 Steps to include vulnerable and/or under-represented students



Source: HEIs survey.

Figure 14 EU contribution to an increase in vulnerable and/or under-represented students' intake



Source: HEIs survey.

Related to: Evidence of improved access to resources for disadvantaged HEIs (I-522)

All 34 HEI departments that answered the questions indicated that access to resources for learning & teaching and/or for research improved between 2007 and 2014. 85% of those 34 HEI departments specified that access to resources for teaching & learning improved, and 65% specified that access to resources for research improved.⁹ However, as HEIs were not asked to state if they considered themselves disadvantaged (mainly due to the non-existence

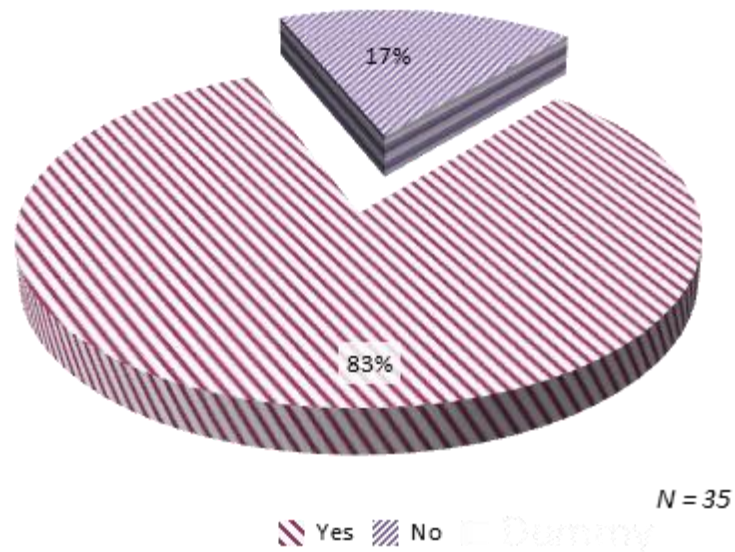
⁹ Some respondents did not answer those sub-questions (with regards to whether it has increased for teaching & learning and/or for research).

of an accepted definition of a disadvantaged HEI; see discussion of this point above), the survey can only contribute to an assessment as to whether access to resources has generally improved for all universities which participated in the survey.

3.5 Reflection of labour market trends in study programmes

Related to: Evidence that HEIs have followed labour market trends in designing programmes (I-611) Existence of mechanisms to reflect labour market needs in degree programmes and related curricula (I-613)

Figure 15 Reflection of labour market trends in study programmes

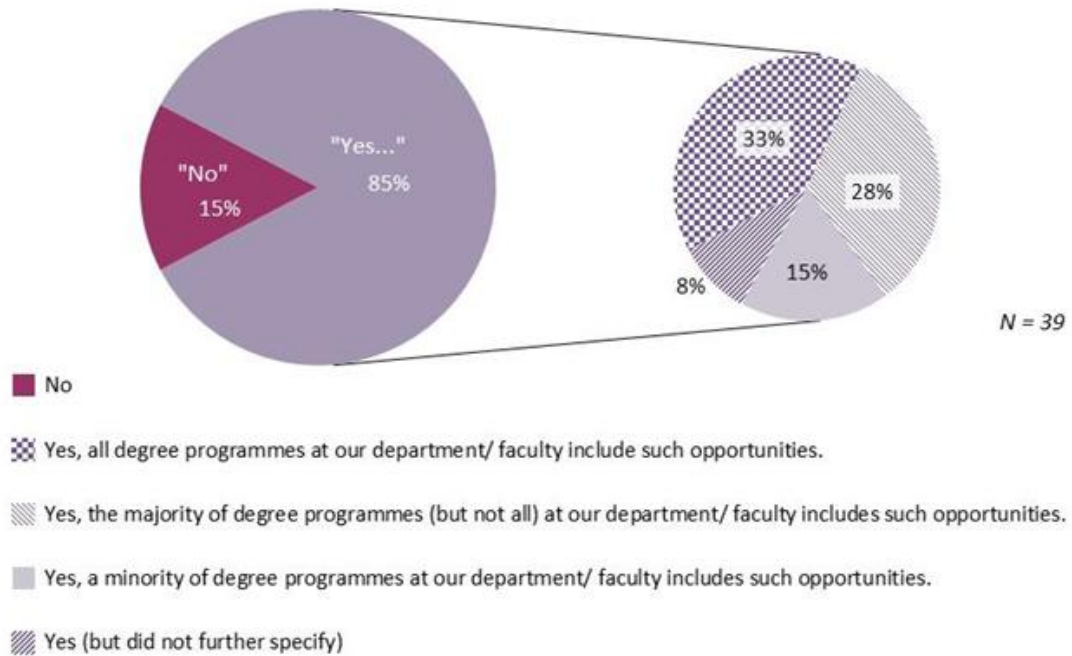


Source: HEIs survey.

3.6 Practice orientation of degree programmes

Related to: Institutionalised opportunities for students to gain practical experience (apprenticeships, internships) (I-621)

Figure 16 Practical experience as part of degree programmes

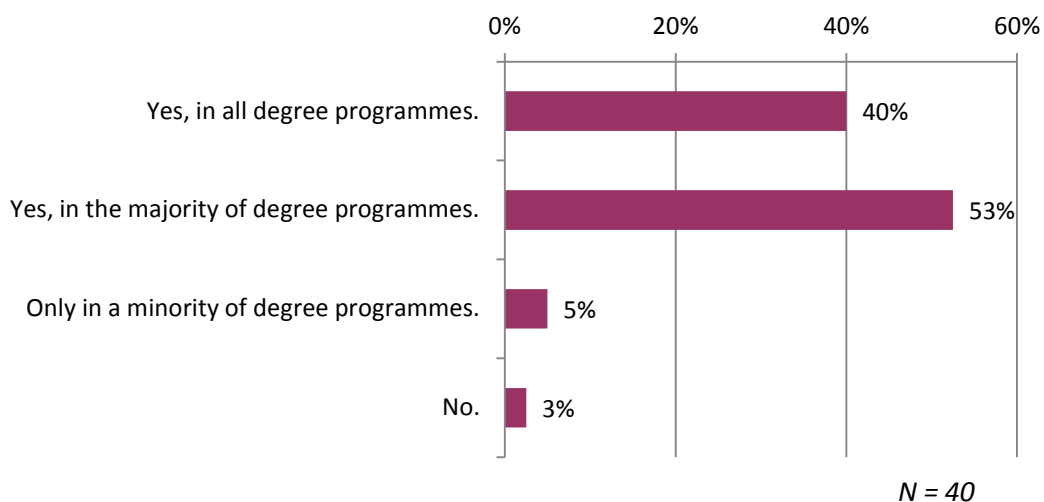


Source: HEIs survey.

3.7 Match between programmes' objectives and labour market

Related to: Evidence of relative match of HE learning outcomes with qualifications required by the labour market (I-622)

Figure 17 Learning objectives of degree programmes aligned with labour market

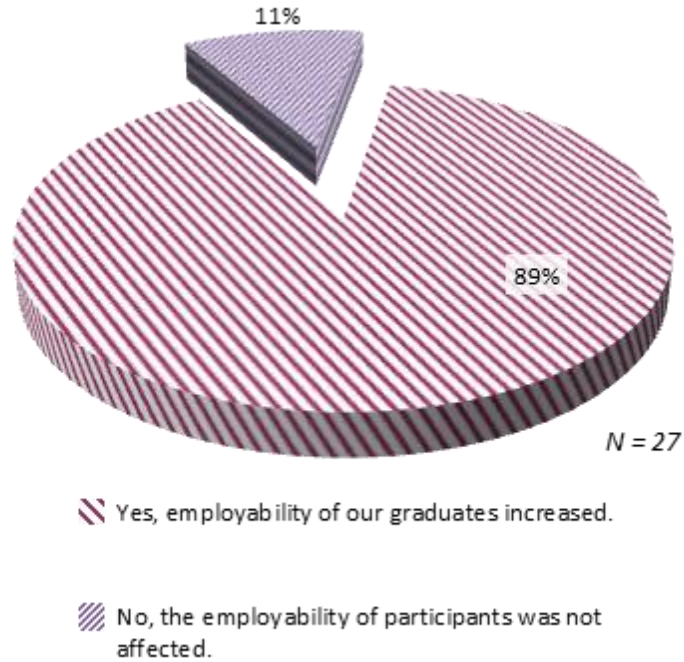


Source: HEIs survey.

3.7.1 Impact of EU funded exchange programmes and students' employability

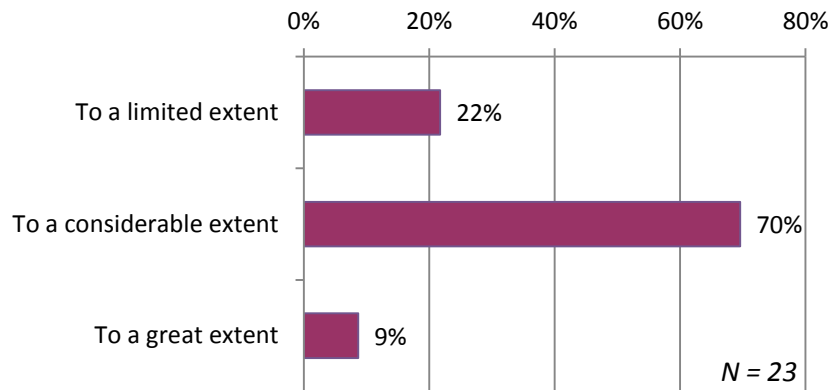
Related to: Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange programmes (I-623)

Figure 18 Link between students' exchanges and their employability



Source: HEIs survey.

Figure 19 Perceived employability increase

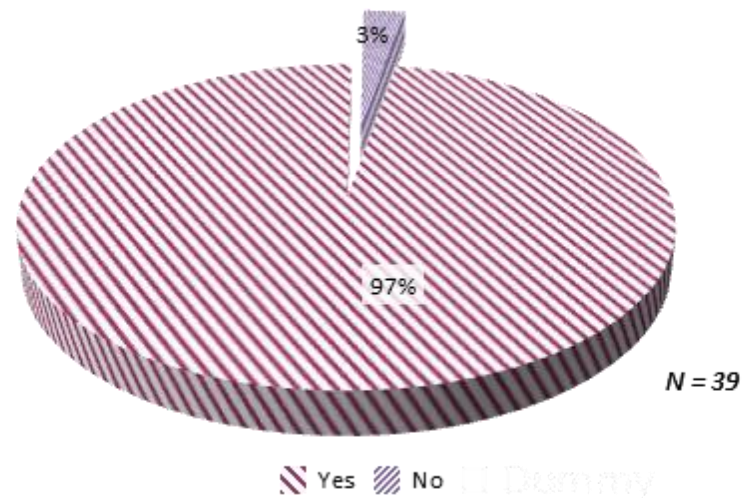


Source: HEIs survey.

3.8 Internationalisation of HEIs and individuals in partner countries

Related to: Extent and scope of academic co-operation networks and links (I-631)

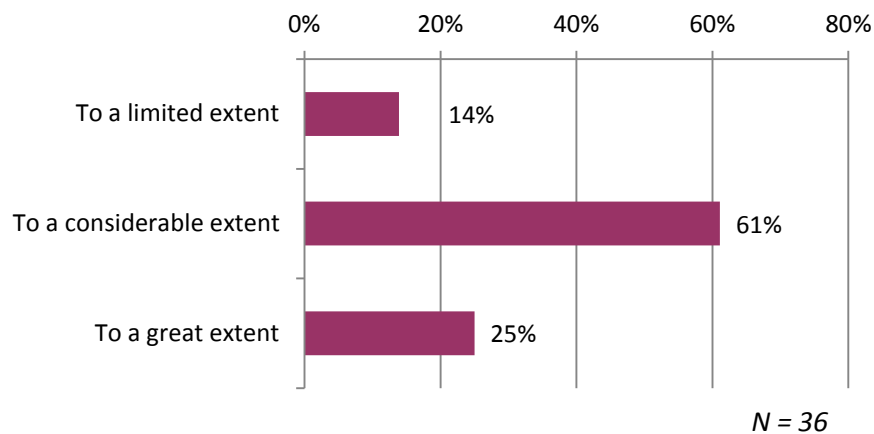
Figure 20 Increase in academic networks since first funding



Source: HEIs survey.

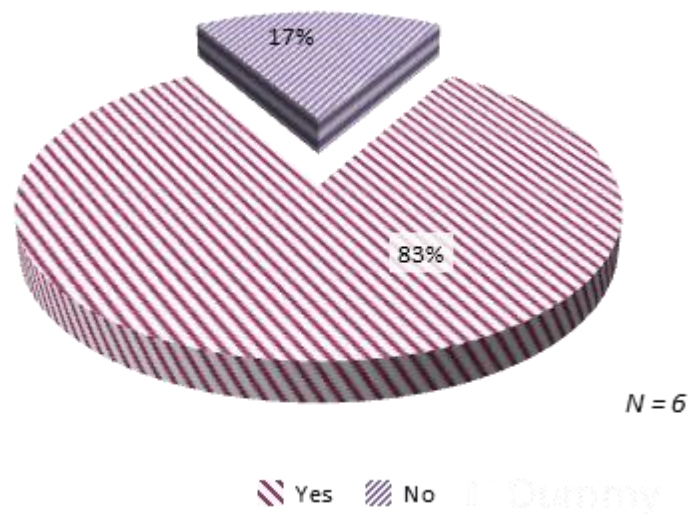
37 out of 39 respondents indicated that the number and scope of academic networks and links between your department/ faculty and other universities increased since they first received EU funding. No respondent indicated that the number and scope of academic networks and links decreased.

Figure 21 Extent of increase in academic networks and links since first funding



Source: HEIs survey.

Figure 22 Increase in academic networks since EU funding ended



Source: HEIs survey.

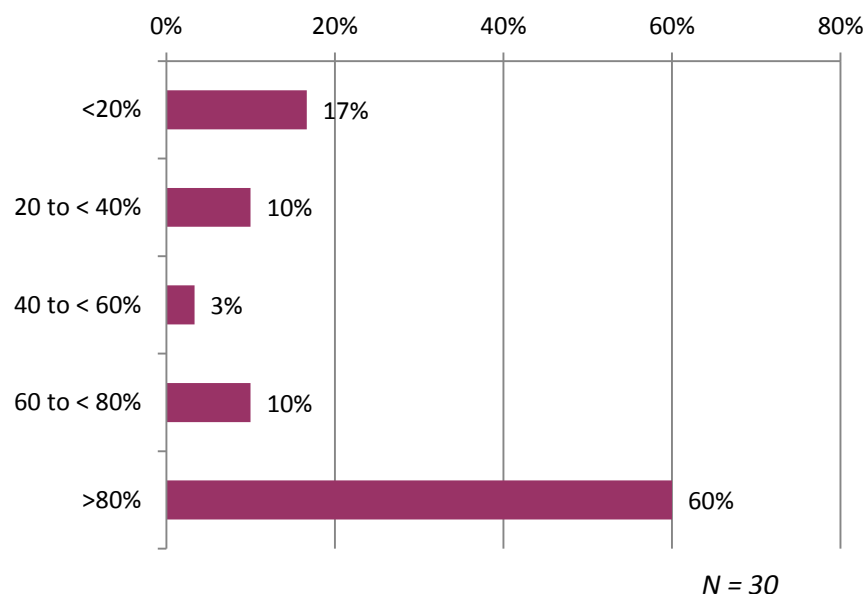
5 out of 6 respondents indicated that the number and scope of academic networks and links between your department/ faculty and other universities increased since EU funding ended. No respondent indicated that the number and scope of academic networks and links decreased.

3 out of the five respondents said that the number and scope of academic networks and links increased to a limited extent, the remaining 2 believe that it increased to a considerable extent.

3.9 Circulation of postgraduates

Related: Trends of postgraduate students returning to their home countries after their studies abroad (I-632)

Figure 23 Return of post-graduate students to home universities



Source: HEIs survey.

Table 9 Importance of factors for returning

| | | Very unimportant | Unimportant | Important | Very important | N |
|---|---|------------------|-------------|-----------|----------------|----|
| 1 | Motivation to finish the degree programme at the home university. | 1 | 0 | 7 | 18 | 26 |
| 2 | Good career prospects in the home country. | 1 | 2 | 6 | 16 | 25 |
| 3 | Penalties for not returning. | 4 | 5 | 4 | 8 | 21 |
| 4 | Other reason (please specify) | 0 | 0 | 1 | 1 | 2 |

N: Number of responses

Table 10 Importance of factors for non-returning

| | | Very unimportant | Unimportant | Important | Very important | N |
|---|---|------------------|-------------|-----------|----------------|----|
| 1 | Continuation of post-graduate studies abroad is seen as more attractive. | 1 | 4 | 6 | 11 | 22 |
| 2 | Foreign universities attracted exchange students for their own degree programmes. | 1 | 4 | 9 | 7 | 21 |
| 3 | Better career prospects abroad than in the home country. | 1 | 2 | 6 | 11 | 20 |
| 4 | Other reason (please specify) | 0 | 1 | 0 | 1 | 2 |

N: Number of responses

3.10 Trends in the exchange of academic staff

Related to: Trends of exchange of academic personnel between HEIs at global and regional level (I-633)

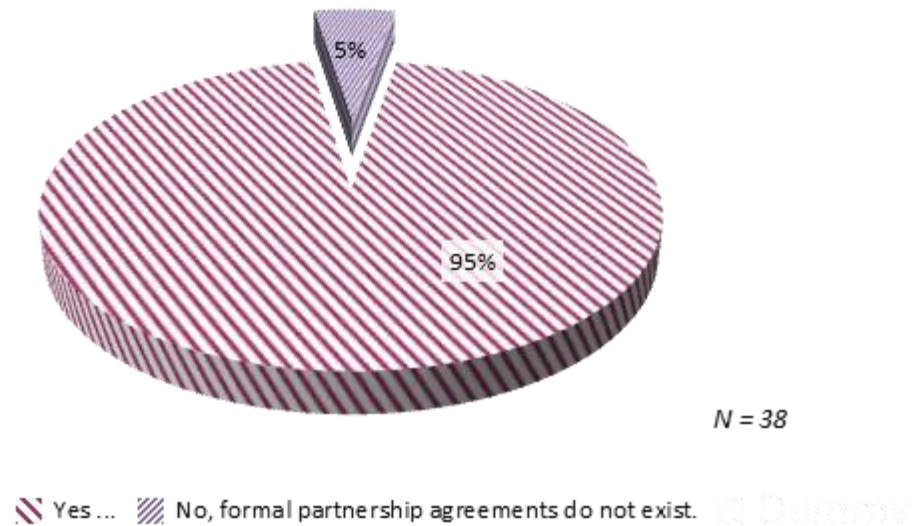
This answer was only qualitative. The answers are in Annex 1: Qualitative answers. The analysis is to be found in the answer to the I-633 in Chapter 2.

3.11 Advanced standardisation of HE at regional level

Related to: Number and scope of partnerships among HEIs at the regional level (I-721)

Formal partnerships (based on memoranda of understanding or similar agreements) with other universities within the region

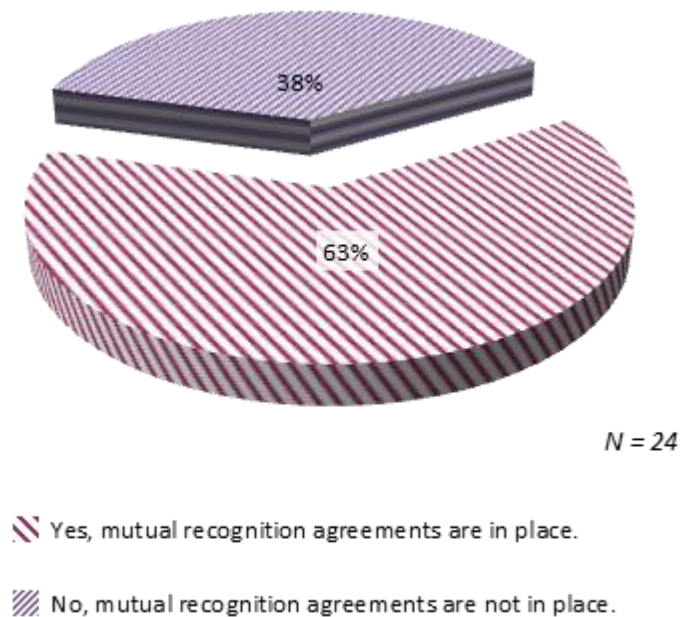
Figure 24 Formal partnerships between HEIs within the region



Note: Out of the 38 HEI departments that answered this question, 36 indicated that they engage in formal partnerships with other universities within their region. 33 HEI departments indicated that such a partnership agreement exists for teaching & learning. 26 HEI departments indicated that such a partnership exists for research (multiple ticks were possible).
Source: HEIs survey.

Related to: Number and scope of agreements on mutual recognition of qualifications (I-722)

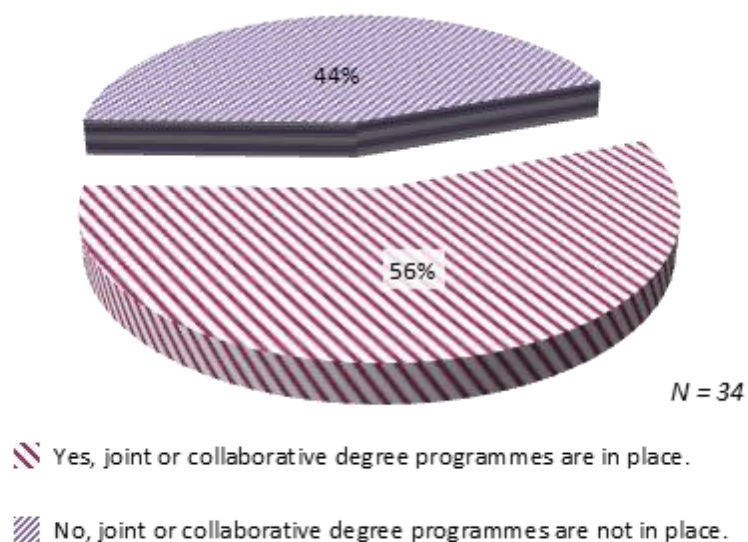
Figure 25 Agreements on mutual recognition of academic qualifications



Source: HEIs survey.

Related to: Joint or collaborative degree programmes established (I-723)

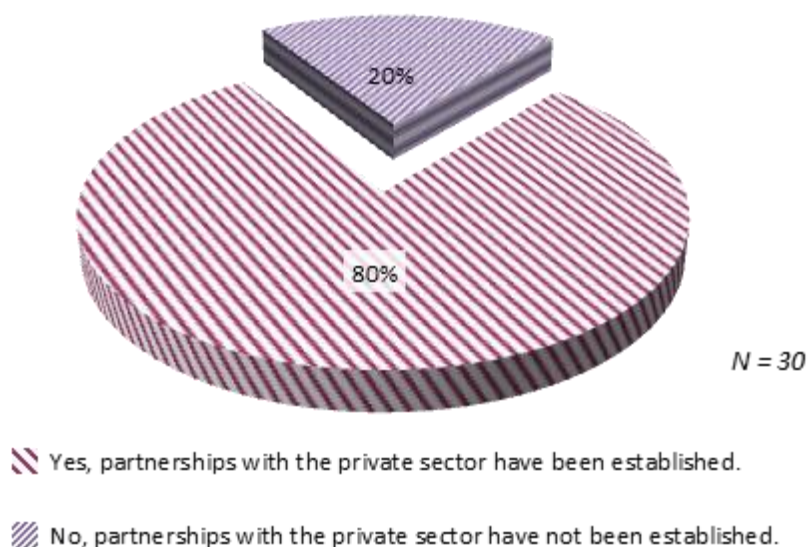
Figure 26 Joint or collaborative degree programmes



Source: HEIs survey.

Related to: Strategic partnerships with a balanced involvement of business and HE established (I-724)

Figure 27 Strategic partnerships with private sector



Source: HEIs survey.

3.12 Lessons from EU support learnt by HEIs

The HEIs were asked to identify main lessons learnt with regards to EU support to HE that should be taken into account for future EU support programmes. They are summarized below and the original statements can be found in Annex 1: Qualitative answers

- Put a stronger focus on research; Some limited amount of research funds should be provided on a competitive basis
- Increase funding for research infrastructure

- Strengthen capacities for academics administrators to manage EU funds
- Decrease administrative burden; align better with national financial and administrative rules as it is difficult to meet financial requirements of the EU and national system simultaneously; in addition, the reporting requirements are too rigorous and so time consuming that it affects project implementation
- Try to avoid delays in tranche release
- Assess national needs and challenges in order to align better and do on-going evaluation of projects
- Improve sustainability as many projects stopped after funding; Sustainability could be strengthened by creating a network of EU project beneficiaries in the partner countries and by a requirement to include long-term objectives in projects that would need to be followed up with EU offices or HEREs
- Make EU support (different programmes) more integrated
- Strengthen focus on North-South linkages and exchanges
- Increase support for South-South cooperation and inclusion of emerging institutions and new initiatives thereof
- Invest more in PhD mobility; it is at the PhD level where long-lasting impact in African institutional capacity and internationalization can be made
- English speaking countries: Under the Erasmus Mundus Programme, students whose first language was English were denied entry into some European Universities because they had not undertaken the English Proficiency test. This should be revisited under EM+
- For Intra-ACP scheme: need for full-degree mobility scholarships in African countries
- Efforts to disseminate project's results need to improve
- Inclusion of the USA into the cooperation schemes would be important for worldwide cooperation in HE
- Given the falling rates of the Euro, the scholarships to ACP students should be revisited since the cost of living in the ACP countries is steadily rising
- Need for more flexible procedures when specific topics of urgency arise
- Need for visa facilitation service
- The Local EU Delegations were very helpful in helping students to obtain in-transit visas and this support system needs to be strengthened in the future

4 Annex 1: Qualitative answers

4.1 Section 1: Your involvement in EU higher education programmes

4.1.1 Under which programme(s) did your department or faculty receive support?

In the open text field for the option “Other”, the following was indicated:

| |
|--|
| Other |
| Water facility |
| IRSES |
| ACP-EU Science and Technology Programme; Caribbean-Pacific Research for Sustainable Development; Seventh Framework Programme |
| ACP STI |

4.2 Section 2: Strategies/Action Plans for Teaching, Learning and Research

4.2.1 Does your department or faculty have an overall strategy or action plan to improve the quality of teaching & learning?

Related to: HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff (I-311)

If no, what do you think are the main reasons why a strategy/action plan is not in place?

Some reasons.

1. Present-day restructuring of the University.
2. Very low financing of reforms and very low staff salary. Time and staff restrictions. Very high teachers' workload.
3. In the Russian higher education area administration, teachers and staff still poor and wrong comprehend the Bologna reforms and great importance of rational organisation of quality assurance, quality assessment, quality management.
4. Typically domestic reforms lead to much bureaucracy without any positive output results, therefore academician staff is very inactive to improve the quality of teaching & learning.

This is confused with the strategic plan. There need to develop such a plan.

If yes, please briefly describe the strategy (Teaching & Learning)

Thanks to this collaboration, the UA would meet its internal strategy at different levels: increase its image internally and internationally, go further in the implementation of the Bologna Process after the different regulations set by the Ministry of Higher Education in 2010, reinforce capacities of both Teaching and Administrative Staff of the University of Antananarivo. In parallel it would participate to some other core activities of a higher education institution: the development of research through the extension of the contacts and the adaptation of the academic offer towards the professional world by the comparison with your curricula. Development of a research with quality: Improving access to education and reduce the dropout rate by the establishment of an effective referral system, applying the principle of equity taking into account skills (gender, ethnicity, nationality, etc.) Develop a code of ethics engaging teachers to student success, students should also be responsible for their education. Reference should be made to automation of students in the LMD system: students should not expect any teacher, they must take responsibility Focus training on priority areas of development Develop a post-academic guidance office for outgoing with two major functions: carry out the diagnosis and considering requests of the professional market and make the adequacy aspirations, students' skills with the needs of the professional world, business and development. Ensure the progressive shift to the LMD system by setting up educational standards for academic institutions in order to harmonize u DES programs in the light of international realities Build capacity of teachers: ICT training in university pedagogy, knowledge transfer techniques

Together with our partner higher education institutions, we have developed an online course in Food Security which is targeted at academic staff and which will commence within the next week.

Increase number of highly qualified staff, improve the laboratories, promote e-learning and other experiential learning approaches, promote demand driven teaching, capacity building of managers

| |
|---|
| Strengthen teaching activities, volunteer instructors, training in teaching techniques, this monitors are students who share the classroom with students they support. |
| We base on the experience of our colleagues and research and try to improve the quality of teaching and learning |
| Internationalization of teaching and learning: start to set up some master and doctoral program with European partner to improve the way of learning |
| The university strategic development plan outlines e.g. the aim to develop/improve educational programs and to increase degree of their integration |
| a) Improvement of the competences of the academic staff through training and formal education; b) Maintaining the Plan of Capacity Building for young future academic team in strategic areas (sending the best students to universities in USA, EU and other countries to participate in postgraduate programmes; c) Improving the infrastructures for teaching, researching and services to the productive sector; d) Every student have to do applied research to contribute to solve specific problems in the productive sector; e) Straightening the actual academic programmes updating facilities, curricula, etc. |
| Therefore, we plan to pass an European accreditation in 2017-2018. |
| It follows the overall strategy of Cairo University and the National Authority for Quality Assurance and Accreditation of Education. |
| The objective is to implement the Tuning Africa approach for the design of all our curriculum |
| We will take into account the experience of 4 European universities. |
| TSU has its own strategy and view how to support teaching and learning process with the close cooperation with the EU partners. |
| The strategy is based on the development of an alignment tool to ensure the alignment of the programmes in the course of the revision. We implement the PDCA cycle, and compile self-analysis and self-evaluation reports summarizing the findings of the analysis, using different methods, for example, SWOT analysis. We ensure links with the employers making use of feedback mechanisms. |
| -The faculty conducts curricula review after every cycle of 4 years and integrates the views of the different stakeholders -There is the directorate of quality assurance that ensures that teaching is upto standard -There is the ISO procedure for teaching which has to be followed |
| Part of ABET accreditation and University efforts to improve teaching and learning and to perform periodic academic program review to generate and update action plan every few years |
| We have strategy of our University, strategy of Career Center and HR strategy within the project ISMU, UNIWORk and PEOPLE |
| There is now a strategy of structured pedagogy training for new faculty driven by the University through the: Department of Teacher Education Centre for Excellence in Teaching & Learning, University of Ibadan, Ibadan, Nigeria |
| integrated teaching |
| 1. Regular curriculum review accompanied by training and re-training of staff in the use of technological tools for education. 2. Systematic acquisition of textbooks and periodicals, including e-books and e-journals, to enhance research and learning. 3. Better living environment for scholars |
| It is included into the university development strategy and is considered as one of priorities |
| Enhanced teaching and learning effectiveness through problem-based learning, didactic lectures, laboratory and field practicals, greater diverse flexible and multidisciplinary educational content, strengthened co-curricular engagement, online teaching, enhanced quality assurance (QA) through dedicated QA staff; use of ICT technologies to increase teaching and learning tools |
| The university has established a Directorate of Teaching Excellence and Research training which specifically (i) provides training to staff members on how to be better instructors; (ii) has mandate to also train researchers to be more effective; (iii) appraises the quality of teaching (data from students) for every course each semester. One of the current project being implemented is further working on this area specifically in agriculture. |
| Two Masters programs were instituted one to mark the end of Edulink Live (Food Safety) and the other to mark the need of PRD College (Pubic Health Biotechnology). |
| Implementation of the quality management system. International accreditation of the educational programs. |

We have our doctoral school, many of us are teaching in this doctoral school. We sometimes invite professors from other universities. We have a good programme for "enseignement à distance" Some of student beneficiaries of the UE project have concluded their PhD thesis, some others are about to do it.

The faculty is focusing on international cooperation in learning and networking with other universities to provide academic degrees that aim excellence. It also decided to launch a variety of interdisciplinary programs and practitioners' graduate diplomas and MAs.

- Regular review of the outcomes - Regular update of the programmes - Training sessions especially on learning outcomes and student-centered

As far as this project concerns, greater mobility with African countries

Dentro del mismo plan estratégico de la institución que pretende dar una formación integradora que potencie a los alumnos como personas, con altos principios éticos y humanistas, pero con una alta formación científica tecnológica que les permitan afrontar las exigencias de un mundo en el que prevalecen los paradigmas de apertura y competitividad. Todo esto basándonos siempre en las necesidades latentes del mercado.

... the EU co-operation programmes acted as catalysts, but they did not lead directly to the development of our action plans or strategies.

Capacity building (human and infrastructure), Post graduate programmes development and piloting, partnership building with institution with comparative advantages, promotion of research agenda

In the first Edulink Project, entitled Professionalizing the Education in Agriculture in the Hispaniola Island, which leader was Montpellier SupAgro and the other partner the FAVM of the State University of Haiti, we have reviewed the curricula of our programmes including methods developed in France of Rural Development Training. Until now we are profiting from this cooperation. The relationships with Haiti were strengthened and right now we are developing at least four projects in Haiti. With the PESCADO Project, funded by EU, ACP, Edulink II (www.iaa.do) we are responding to the demand of the aquaculture sector, with training, incubation of new projects, development of a master programme, creating the Caribbean Institute of Aquaculture and Aquaponics and cooperating with universities in Guyana and UK. The aquaculture sector has improved a lot since the beginning of the project (300 % more aquaculture projects active).

Improving governance reform, strategic planning and management of the University, contribution to capacity building for both administrative and academic staff, expanding internationalization of the university and supporting establishment of new practices of internationalization (including networks, alliances, projects, cooperation frameworks).

Exchange of experience with EU partner universities in the field of improvements of educational programs.

the contribution of US has been given only the first year, this means we received only the first part, but it helped us perform the DEA programme for our student and this leads us now to a doctoral programme.

- Involvement of the EU projects (mainly TLQAA) has led to a better understanding of the importance of the modernization of the teaching and learning approaches and methodologies
- Currently we are involved in an Erasmus+ project dedicated to improvement of teaching and learning

... the strategy/action plan was developed with the support of EU-funded programme(s).

Financial support; terms of reference; clear strategy to engage all partners

Base on collaboration with the EU partners we developed our action plan.

the EU support contribute to orientation and coaching in one hand, and the other hand it ensure and facilitate all activities

EU support was used for visiting of our professors and young teachers to the European universities.

The major share of the EU support are TEMPUS projects as well as Twinning and various Erasmus+ projects. The education quality improvement actions have mostly been designed and implemented within the framework of the TEMPUS ALIGN, GOVERN, VERITAS, SUTOMA, SSRULLI and ARMENQA projects.

We have strategy of our University, strategy of Career Center and HR strategy within the project ISMU, UNIWORLD and PEOPLE

1. Internally - bringing together heads of departments and deans to discuss the requirements for effective teaching, especially how to improve graduate training.
2. Externally - brought together heads of departments and deans from different universities in Kenya to discuss the issues and challenges in teaching and learning agriculture (over 10 universities have so far participated in this discussion).
3. Internationally- brought together universities from the region (Uganda and Zimbabwe to join Kenyan institutions to

deliberate on teaching issues). Sharing of experiences has helped to develop strategy.

4. Internationally - enabled sharing of EU experience through engagement with collaborators from Italy and German universities. Professors in Africa have benefited from this interaction and bench marking against EU standards. A visit was possible to universities in Italy which increased exposure to teaching approaches especially use of IT and engagement with industry to improve teaching and learning.

The curricula developed during these programs were the basis for the starting of the Masters programs.

Yes (but did not specify further)

Como parte de la finalidad del Proyecto, es la capacitación de personas que puedan contribuir al desarrollo de su territorio y debido a esto el Proyecto nos ha permitido crear una especialidad y una maestría como productos, que ayudan a la formación para afrontar las exigencias del mercado.

4.2.2 Does your department or faculty have an overall strategy or action plan to improve the quality of research?

Related to: HEIs have defined strategic goals and related objectives which are communicated clearly and in time to concerned staff (I-311)

If no, what do you think are the main reasons why a strategy/action plan is not in place?

We are working in this direction.

Tempus program supported improving o teaching, not research.

Insufficient resources to have a sustainable programme of structured research is the main reason. A lot of the research being done depends on sporadic donor funding which often last for short periods less than five years.

This is confused with the strategic plan. There need to develop such a plan.

The Postgraduate & International Office does not serve research at my university, although in so far as the Research Office encourages international research collaboration the PGIO networks often help.

If yes, please briefly describe the strategy.

Promoting research:

- Increase the budget allocated to research by opting preferentially but not exclusively to the research of practical utility, enjoying more directly to society
- Increase subscriptions to international research journals,
- Establish an outreach program and utilization of research results
- Enhancing existing facilities and acquire new equipment and modern equipment for laboratories and university research centers
- Strengthen the partnership with the professional environment to better meet their needs, and update the fields of academic research

Yes. The material for the online course is currently being converted into articles for publication.

Mobilization of funds for research, recruitment of students, formation of research clusters under the leadership of senior researcher fellow

Creation of seed research, with young students who start their vocational training program.

We have an action plan for joint research with EU partners.

we supported our PhD to participate to the Erasmus-Mundus project, it allows them to discover a new ways of research and exchange experiences with others researcher in Europe

The university strategic development plan aims to develop research area of the university through increase in scientific-intellectual and material-technical capacity.

We are investing improving the competences of the research staff, modernizing the actually labs and creating new labs. We have invested more than 10 million USD in the last four years. We participate in national and international calls and have more agreements with universities in Latin America, Europe, USA.

Again following the strategy of Cairo University and the National Strategy. Focusing on priority areas (energy, water, IT, urban development).

The strategy aims to improve the quality and relevance of our research topics. our aim is also internationalisation of research

| |
|--|
| We have a common purposes to obtain research funding, to raise the quantity and quality of articles, to equip laboratories etc. |
| TSU has a long-term strategic plan and the important part of this plan is research development and its improvement |
| The strategy focuses on improved research frameworks, mostly regarding their relation to research questions, methods, locally topical issues as well as their integration into global research. |
| There is the division of research and extension which oversees all research activities in the university. There is the research oversight committee which reviews research concept notes to ensure they are in line with donor requirements |
| Provide support to PhD students through external funding and through fund raising. |
| We have the strategy of research of our University, but it is not so excellent, we have to develop it, and we will be happy to do it with the support of EU programmes. |
| There is a mentoring system in place Also there is structured grant writing programmes Mentored research grant for new faculty supervised by senior faculty Training in Ethics of research |
| It is included into the university development strategy and is considered as one of priorities |
| Create an enabling environment to support, foster and increase the output of high quality research and innovation with an emphasis on the Caribbean. Through knowledge creation, economic growth and regional development is generated; Critical thinkers and regional leaders are produced; International recognition of UWI is enhanced; Competitiveness in accessing international grants is increased; and The quality and relevance of UWI teaching programmes are improved |
| The Directorate of Teaching Excellence and Research training has mandate to also train researchers to be more effective. The Division of Research, Innovation and Outreach (RIO) together with Directorate of Grants Writing and Management provide further support to researchers. |
| There is a documents developed called the "Strategic Plan for Biotechnology and Life Sciences" |
| Development of the complete research-educational complex, consisting of Strategic Units in the different fields of research and education. Creation of Centres of Excellence in the different fields of science. |
| Teaching group of research many conference with doctoral student publication |
| Research centers at the faculty are keen to take the topics taught within the diploma supported by EU and develop and explore them further in seminars and workshops on different levels in respective centers that are covering political, economic and public policy dimensions. |
| Training researchers, prevention of plagiarism, internationalization encouragement |
| - Focus on fewer strategic research areas - Increase the seed funds to research especially to applied research with socioeconomic partnership - Increase the involvement in international projects |
| Dentro del plan estratégico de la institución existe de investigación y desarrollo tecnológico, que consiste en mejorar los procedimientos de investigación y desarrollo para fortalecer la formación en investigación de los estudiantes y docentes, con la finalidad de incrementar el nivel de publicaciones en la institución. |
| <i>... the EU co-operation programmes acted as catalysts, but they did not lead directly to the development of our action plans or strategies.</i> |
| Financial support which contributed to the development of several graduate programmes. Our college has grant office, led by a senior scientist |
| With the Edulink Projects the University ISA was more internationally recognized and more and more partners are working with us in international projects. |
| The guiding principles of the strategy have been developed within the frame of the TEMPUS projects. |
| Through EU support, The UWI has increased its linkages with other universities, research institutions, and industry around the world particularly in in other ACP countries and Europe. This has enhanced our competitiveness, increased our exposure to international best practices in scientific research and teaching and learning. Our research structures are better equipped to conduct internationally-competitive research and secure funding. Our reputation for quality in teaching and research have been significantly improved. We are therefore very grateful for the support provided by the EU for the past nine years in these types of support. |
| Exchange of experience with EU partner universities in the field of research. |
| The US support helped us begin the doctoral school with the DEA programme of this scholl |
| Funded courses for research methodology training |

Some parts of the strategy are related to our implication in the Tempus project IDEAL

... the strategy/action plan was developed with the support of EU-funded programme(s).

The project SUMA and PILA favored conducting research with the participation of very young students who were pioneers in forming processes other students.

TEMPUS funding contributed to development and implementation of the course in "successful project development" including developing research proposals.

Curricula development

4.3 Section 3: Performance Monitoring, Assessment Systems and Quality Assurance

4.3.1 Does your department or faculty have a performance monitoring and assessment system in place?

Related to: A performance monitoring and assessment system is in place, with adequate resourcing (I-313)

Please briefly describe the monitoring and assessment system for academic staff.

Regular reports, both interim, and annual reports are required and have been submitted.

The teachers are evaluated every semester, from their registered in the information system activities.

Quality assurance department is monitoring academic staff.

in our tempus project RECET, we opt to develop a manual of procedure as result to improve the evaluation and assessment of academic staff

We have created special department for the monitoring and assessment system for academic staff. The manuals and procedures include evaluation, auto-evaluation from all members of the faculty (students, lecturers, researchers) and external evaluation (MESCyT, consultants and Entrepreneurs).

Academic staff's assessment is done by deans and students (for teaching).

Yearly report of achievement. Follow-up on promotion progress.

Internal evaluation system using SMART indicators and variables and KPIs based on job description and Terms of Reference upon hiring.

1. Total workload of academic staff.
2. Questionnaire of students.
3. Self-assessment.
4. Yearly teacher's report.
5. Five-yearly report of every teacher and lecturer at the methodological commission including educational, research, publication, funding, international cooperation activities, activity on improvement of own qualification.
6. Correspondence of the educational program to the requirements of the Federal State Educational Standards.
7. Program accreditation at the institutional level and by external profile educational and methodical Association.

Students estimate the quality of lectures.

Students evaluation forms, surveys at the end of each semester

A student evaluation questionnaire is used, and then there is a peer evaluation and feedback mechanism, which is later used to determine the professional development level of the academic staff. The academic staff are awarded credits to be summed up in five-year cycles.

Staff have to fill in forms for attendance and topics taught after every class. These are later signed by the class representatives and chairman of department and forwarded to quality assurance department

Assessment of program learning outcomes is ongoing annually through direct and indirect methods.

Yes, we have an assessment system for academic staff every year, by KPI system.

There is a Directorate of Quality Assurance across the various levels of the University Monitoring of annual appraisal of personal development plans Students assessment of teaching by faculty Quantum and quality of publications

Audit the performance and feedback

Each person is encouraged to articulate a personal development plan with specific targets and how those targets will be met. Progress is reviewed on an annual basis

it is based on various criteria as well as on students evaluation

Monitoring: Academic staff have academic freedom to undertake both basic (blue-sky) research and applied research which is overall monitored by the University through its management structures. Their teaching quality and workload are monitored through their respective Heads of Departments. Assessment: Assessment for academic staff include: Research; Publications; Teaching; Contribution to University Life; Public Service; Scholarly and Professional Activity

The university operates a performance based system that is developed by the government of Kenya. The university sets targets each year agreed with government, these are then cascaded downwards to the department and individual staff. All academic staff are appraised annually, returns are made each quarter. The metrics include the number of classes taught, research conducted, publications, community service activities implemented, postgraduate students supervised (theses), grants funding raised, among others. Importantly, each academic staff is also appraised by the students using an online system administered by the Directorate of Teaching Excellence and Research training.

The staff is evaluated at the close of each course

Management of the educational programs quality.

it a system organized by the national education ministry and every university out to have within it such system

Both on level of the academic excellence of staff -in terms of publications and research. as well as on level of teaching (peer review and students assessment)

This is part of our performance contracting

internal auditing and external auditing

Kindly explain how EU support contributed to the establishment of the system for academic staff.

Technical reports and articles Development and offering of courses Networking with government and corporates Supervising under- and postgraduate students community outreach

There were some projects funded by EU which were focused on these issues

Within the PEOPLE project we have had seminars, trainings, where we learned more information - how to do assessment of academic and administrative staff.

The evaluation criteria were developed during the EU programs and adapted for the Masters programs

Please briefly describe the monitoring and assessment system for management/ administrative staff.

The Department of Human Resources and the Administrative Vice-chancellor Office has manuals and procedures how to evaluate, to monitor the administrative staff.

Assessment of administrative/management staff is organized by the mean of yearly professional interviews.

External accreditation and assessment by Russian Ministry of Education and Science every five year at the **institutional level.**

The most important indexes of the activity of the University:

1. Level of student. Educational activity.
2. Level of academician staff.
3. Level of research.
4. Material and technical equipment.
5. Employability of student.
6. Financial activity. Average staff salary.
7. International activity.

At the program level:

1. Correspondence of the educational program to the requirements of the Federal State Educational Standards.
2. Program accreditation at the institutional level and by external profile educational and methodical Association.

Students evaluation forms, surveys at the end of each semester

We have an assessment system for administrative staff by KPI system.

| |
|--|
| There is a Directorate of Quality Assurance across the various levels of the University Monitoring of annual appraisal of personal development plans |
| Audit /feedback checklist |
| Similar to the one for academic staff but the set targets differ |
| Monitoring: Monitoring is undertaken self-monitoring, direct Supervisors and members of the University community with whom the staff member interacts. Assessment: Professional competence; Industry/Productivity; Service Delivery; Leadership; Creativity and Innovation; Outreach and University Service |
| As explained above, the university operates a performance based system that is developed by the government of Kenya. The university sets targets each year agreed with government, these are then cascaded downwards to the department and individual staff. All management and admin staff are appraised annually. At the beginning of each academic year each staff sets targets and signs a performance contract with the university. Each staff reports quarterly on progress in meeting their targets. The metrics vary depending on the tasks assigned to particular office. |
| System of HR development, including life-long-learning programs, programs of professional training and retraining. |
| Management staff go through regular assessment and get periodical training |
| Peer review process of entire Postgraduate & International Office completed in 2014 (every five years) |
| Kindly explain how EU support contributed to the establishment of the system for management/ administrative staff. |
| Through EU-funded capacity building projects, exchange programs and recommendations and suggestions of EU-project experts. |
| Within the PEOPLE project we have had seminars, trainings, where we learned more information - how to do assessment of academic and administrative staff. |
| What do you think are the main reasons why a monitoring and assessment system is not in place? |
| This will be an extra cost for the University |
| I would say the process of implementation is ongoing. We are working to reinforce our capacity in monitoring and assessment |
| The organizational chart of our university has not demonstrated the system for lack of experts. However, by 2019 through the institutional program with the Belgium government, it will be operational. |

4.3.2 Have new national agencies (e.g. for quality assurance, accreditation, research funding) been established or extended since 2007 to implement higher education policies or strategies?

Related to: Evidence of new institutions established to implement national policies and strategies I-(I 431)

| |
|---|
| Please name the agencies and the roles they play with regards to your institution. |
| 1-In the Ministry of Higher Education and Scientific Research -the date of establishment of this agency in 2013 = - name of the agency = Directorate of Support to Reform of Higher Education and Research -Agency roles = support research activities |
| 2- at the university level : on going |
| EduLink |
| Grant office, the main role is to mobilize resources Quality assurance: monitor the quality of programmes |
| MEN, Ministry of National Education. SUE, State University System CNA, National Accreditation Commission |
| National Accreditation Centre |
| <ul style="list-style-type: none"> Comité para la Evaluación y Mejoramiento de la Calidad de las Carreras Agroalimentarias y Forestales established in 2011 by MESCyT. Departamento de Evaluación Quinquenal de las Universidades del MESCyT. ADAAC (Asociación Dominicana para la Autoevaluación y Acreditación de Carreras). |
| NAQAEE is the National Authority for Quality Assurance and Accreditation in Education. They are the body |

responsible for accreditation, they provide monitoring visits and reports.

State national agencies in the Russian Federation.

1. Federal Service for Supervision in Education and Science (obrnadzor.gov.ru). - External state quality assurance in education.
2. National accreditation Agency in education (www.nica.ru).- External state quality assurance in education.
3. Coordination Council of educational and methodical Associations (<http://fgosvo.ru/>). - Coordination of the activity on development of the educational and occupational standards and examples of educational programmes, validation, audit of the educational programmes, quality assurance of the teaching literature, dissemination of the best practices, monitoring of the educational standards and their practical realisation, expertise of teaching and assessment methods, participation in the public accreditation.
4. Information and methodological center for analysis (www.imtsa.ru).
5. Federal testing center (www.rustest.ru).
6. Accreditation Board (www.akvobr.ru).
7. Guild of experts (<http://expert-nica.ru/>).
8. Russian Council on Academic Mobility (www.rciabc.vsu.ru/mnfop/rosam.htm). - Development of the academic mobility.
9. National Academic Recognition and Mobility Information Centre.
10. Federal portal "Russian education" (<http://www.edu.ru/abitur/act.4/index.php>).

Public national agencies.

1. Agency for Quality Assurance in Higher Education and Career Development (www.akkork.ru). - Public accreditation and quality assurance.
2. National Agency on the Development of Qualifications (www.nark-rspp.ru). - Development and introduction of occupational standards into Russian educational area. Development of the system of additional professional education, LLL, certification of occupational qualifications etc.
3. Regional and sectoral centres on development of qualifications. - Development and certification of sectoral occupational qualifications, LLL.
4. Association for Engineering Education of Russia (www.aeer.ru, www.ac-raee.ru). - Improvement of engineering education and engineering practice in all of their aspects related to educational, scientific and technological areas, including teaching, consulting, research, engineering developments, technology transfer, wide range of educational services, public relations, co-operation with industry and business, and integration into the international scientific and educational area.
5. Foundation for international accreditation and certification in education and higher technologies (<http://www.fmacc.ru>).
6. Association of the classical universities of Russia (www.acur.msu.ru).
7. Expert RA group of rating agencies "Expert RA" (www.raexpert.ru).

Russian Ministry for Education and Science.

Lebanese National Council for Scientific Research

National Center of Quality Enhancement

ANQA - Armenian National Quality Assurance Agency

Commission for University Education

We have had a department for quality assurance, and all Kazakhstan Universities has the Departments for quality assurance within the Bologna process in Kazakhstan.

National Academic Quality Accreditation

The National Universities Commission had existed long before 2007 but it has extended its activities, particularly with respect to accreditation and monitoring of postgraduate programmes

ANQA,

National Accreditation Councils have been established. They have assessed the teaching and research programmes and operational qualities of the three physical Campuses (Trinidad and Tobago; Jamaica; and Barbados) of the University of the West Indies and has nationally accredited the University in all three countries.

1. Commission for University Education (CUE) has the oversight role in regulating university education in Kenya.
2. National Commission for Science, Technology and Innovation (NACOSTI) funding research and innovation in Kenya

agency for quality assurance

National Authority for university accreditation has been closely monitoring the faculty performance to match

international standards

Commission for University Education

NAQAA that accredits all teaching institutions in the country

South African Qualifications Authority; International Education Association of South Africa

What do you think are the main reasons why no such agencies have been established or extended since 2007?

The current agencies such the National Universities Commission and Tertiary Education TrustFund have been operational for decades and continue to improve on their service delivery.

A Tempus 4 project has been conducted (TLQAA) in order to facilitate the establishment of a Lebanese QA Agency. A law has been proposed since 2011 and is still not voted in the parliament. There seems to be a political reason inhibiting the voting of this law.

4.3.3 Has EU support helped your university/ faculty initiate and implement reforms that better equip the university to apply national higher education policies and strategies?

Related: Evidence of reforms in existing national institutions that better equip them to implement national policies and strategies (I-432)

Please indicate the individual reforms and how EU support helped your university/ faculty to initiate and implement such reforms.

Stimulated the development of the a new online course in food security Triggered important work regarding gender and agriculture and access to higher education

Establishment of a quality control unit, regular revision of curriculum, national and regional accreditation reforms,

Intra-ACP Mobility Schemes Erasmus Mundus EU Saturn

QA, curricula reform, upgrade of library and equipment resources, human resources development

all activities and results we found in the projects are because the EU support, it's allows us to go head to success our project

Preparation of European accreditation.

Within the framework of our Project a new specialization in the frame of qualification was introduced. Some other projects, implemented university-wide have been directly applying the recommendations and frameworks for policy and strategy development. For example, the TEMPUS project 'Internationalization in Central Asia and Eastern Neighbouring Area" has supported TSU staff to write recommendations on best practices of internationalization.

Academic programmes revision, establishment of a quality assurance center, better involvement of students and employers in the development of academic programmes

EU funding has assisted in developing curricula that is line with the Commission for University Education Requirements.

Institutional model of cooperation in higher education between European Union and Kazakhstan is based on EU HEIs sharing their best practices with Kazakh universities. This model is certainly beneficial to both EU and Kazakh universities, as can be proved by 13 Tempus/Erasmus projects conducted by New Economic University: a. TEMPUS (6 projects): Within the project of develop master's programs for economists and engineers in the field of energy and sustainable development: the project was created by a joint program of the educational program for economists and engineers in the field of energy and sustainable development and ecology with partner-universities of the project and the project is stable up to the present day. HRM in universities (PEOPLE, HRM), strategic management of universities (ISMU), building quality culture (TuCAHEA), strengthening career centers (UNIWORK); b. ERASMUS MUNDUS mobility (4 projects): 33 students and staff members participate(d) in academic mobility; c. New ERASMUS+ (2 projects): teaching learning and entrepreneurship (CACTLE), centers of competence and employability development (COMPLETE). New KA107 -mobility (with 2 EU partner institutions). Three of our projects won top three positions in various rankings during the TEMPUS project fair in Kazakhstan.

Movement of scholars to other institutions for research training before returning to continue teaching and research in the institution was facilitated by a grant that enabled staff from this institution pursue postgraduate programmes in other institutions internationally. Funding support has also led to opportunities for faculty to be trained in academic

skills including teaching and research.

Reform on formalizing degree development across different universities. EU support assisted us in convening the platform for Development of a University Policy on Inter-Institutional Degrees. Reform in Quality Assurance for Teaching, Learning and Research and Departmental operations for better efficiency and productivity which enabled us to be successful in becoming accredited at national levels. This was an indirect activity but which was necessary in developing shared degree programmes across universities.

Kenyatta University has participated in various EU funded actions that have had lasting impact on the quality of teaching and service delivery.

1. Strengthening graduate training; recent engagements with universities in Spain through EU funding that came through International association of Universities. Capacity building workshops to train graduate supervisors on better support and mentoring of students, and initiation of a policy to effect e-supervision in partnership with EU institutions.
2. This has helped Kenyatta Univ to restructure the open, distance and e-learning programmes with introduction of new quality monitoring approaches, pioneering introduction of tablets to enable distance learning students access to course notes and better interaction with their supervisors.
3. Recent partnership with UK institutions Univ. of Sussex, IDS, among others in a programme on AURA programme looking at strengthening teaching and research management with better linkage between the departments that support research and teaching.
4. Partnership through the Integrated watershed management programme has strengthened collaborations in the region and with EU universities with impact on quality of teaching.
5. Participation in the intra Africa mobility programme has helped to strengthen linkages with African universities as well as benchmarking on particular areas of specialisation.

The basis for the modular system of teaching at graduate school model was as a result of these EU programs.

Series of Tempus projects helped the University to create and strengthen the number of educational programs which helped in perfection of TSU educational system.

In terms of developing curricula In terms of providing accounting staff with new experience and methods In terms of training faculty staff on new topics and research issues In terms of learning new teaching skills using technology provided by the TEMPUS project In terms of exposure to European academic and teaching techniques through exchange of professors In terms of providing teaching material that was not part of our curricula before

In the new general law for HE the Higher Education Institutions have to undergo external Evaluation for QA. Balamand has undergone an external evaluation with AQUIN. A large part of the expertise was acquired within the project TLQAA.

Los fondos de nuestro Proyecto, serán utilizados para la capacitación del personal en seguridad alimentaria y estos han contribuido con la compra de nuevos laboratorios que están a la disposición de la educación. Por otro lado la EU ha ayudado a formular planes únicos de estudios, logrando una sinergia entre arquitectura y agronomía en la creación de la especialidad en gestión de proyecto agroambiental para el desarrollo local sostenible y el master en desarrollo sostenible y cambio climático.

Please indicate the individual reforms.

Establishment of the Normas para la acreditación de carreras (2009) Plan de Evaluación y Mejoras de Carreras Agroalimentarias y Forestales (2011) Inclusión en los currículos de la asignatura Análisis Económico de Fincas

The Faculty applied and was successfully Accredited on the National level. Furthermore, one of the programs got accreditation from an international organization.

more structured internal mechanisms for working with EU projects. Bolstered reforms for financial and administrative management.

Application of modern aerospace equipment for teaching master students

The Intra-ACP support helped implement IEASA goals towards increased mobility between SA and the rest of Africa

What do you think are the main reasons why such reforms were not implemented?

Some reasons.

1. Present-day restructuring of the University.
2. Very low financing of reforms and very low staff salary. Time and staff restrictions. Very high teachers' workload.
3. In the Russian higher education area administration, teachers and staff still poor and wrong comprehend the Bologna reforms and great importance of rational organisation of quality assurance, quality assessment, quality management.
4. Typically domestic reforms lead to much bureaucracy without any positive output results, therefore academicians staff is very inactive to improve the quality of teaching & learning.

4.4 Section 4: Student Intake and Learning & Teaching Environment

4.4.1 Has your department, faculty or university in general taken any steps to increase the intake of students from under-represented, vulnerable or disadvantaged groups of the population?

Related to: Evidence of HEIs that have taken steps to increase access for vulnerable and/or under-represented groups (I-512)

For which parts of the population have such steps been taken?

- Social level students: disadvantaged (issuss majority of students in public schools, few students from a private school) - Event / situation in the country: students from vulnerable countries (Chad, Guinea Conacry ...)

Female students

Black Students Women

Special needs people, women and regional under-represented population, ethnic minorities

for example we encourage them a lot to participate in mobility program, also to participate and organise activities and seminar...

More women (before 1980 only men has studied agriculture at ISA), Haitians with the same conditions as the Dominicans (contribution of more than 2 million Euros per year), students of all places of the country, credit programme for students, scholarships, ...

A big effort has been made to increase the intake of women

Undergraduate recruitment graduate recruitment for mobilities promotion activities throughout FNU and outside (for example at USP, Unit Fiji, etc.).

For a half of master students

Low socio-economic status and public school students

Disadvantaged, vulnerable groups of society.

The Poor and students with special needs, as well as students from alpine zone and border regions

Female students

We are open for all young generation in the world.

Students from Educational Less Developed States are given special considerations in the admissions policy with lower points Applicants with special needs are given special consideration in admissions policy. Students from very poor financial backgrounds are given some financial aid.

Outreach activities to inform and sensitize adolescents of the opportunities available. Remedial educational outreach programmes to disadvantaged communities, many led by current student groups.

All three groups of students: under-represented, vulnerable or disadvantaged are considered when taking in student populations. While academic merit is the primary means of assessing students for entry into our degree programmes, the students' background and financial abilities to support their study are considered during the selection process. Students who are financially constrained are assisted through several endeavors by the University such as financial assistance, part-time jobs within the University, etc. to help them. The University has modified its physical infrastructure to accommodate students with physical disabilities by proving wheelchair platforms, elevators, handrails, etc.

1. Female students especially in STEM areas 2. Students with disabilities

female gender, handicap ad candidates from war ravaged countries in Central Africa are given extra point to permit them admissions

there is an equality treatment for all student. most of Congolese are poor and there is no discrimination between boys and girls

Women and people from marginalized communities

Impoverished students from African partner countries; women students

Desde inicios del 2012, la Universidad Central del Este, vía el Instituto de Investigaciones Científicas, le ha dado soporte a zonas de mucha pobreza en la Republica Dominicana con sus agencias de desarrollo local de la RD (Que

hoy en día contamos con 6, que son: Seybo, Monte Plata, Sánchez Ramírez, Mao, Dajabon y Neiba) y es debido a la necesidad encontradas en los territorios de educarlos nace el proyecto “Food Security: from University to territory”, que tiene por objetivo capacitar a personas de las zonas de pobreza en el área de seguridad alimentaria.

For which parts of the population should such steps (still) be taken?

People with disabilities Women Rural areas

Un privileged

It has special admissions for minority groups and populations in unfavorable conditions

Special needs people, women and regional under-represented population, ethnic minorities

vulnerable or disadvantaged groups

For physically disadvantaged people (we need better conditions for them, for example ways appropriated for them).

Admission to the Faculty of Engineering Cairo University is based on competitive basis. The percentage of women is actually higher than international norms. Special cases are dealt with individually.

We need to work more on regional equity, not on a specific target population, out of women. A good example is women in Muslim regions

Targeting more graduate students from different host countries in the Caribbean and Pacific Region.

According the Russian Federal Law on Education No 273 vulnerable or disadvantaged groups of the population have privileges at the admission to the University

For a half of master students

Low socio-economic status and public school students

Minorities and vulnerable groups.

for the highly talented

- Students from marginalized communities
- Students who are physically challenged

Admissions are based on grades and SAT scores. Enrollment management is supposed to do that but have not.

We would like to have more students and working on this issues.

Visual challenged Hearing impaired Physically challenged Poor socioeconomic background

Disadvantaged urban and rural communities

The University has always sought to ensure that no students are barred from entry into its degree programmes once evidence of academic ability is demonstrated.

1. Female students in STEM areas, especially training at postgraduate level

War and poverty stricken countries

for every students

May be provide scholarships for distant governorates so students can enroll in the program and benefit from its advantages.

I believe that there is a fair support to students from different groups of the population

Women, persons with disabilities

4.4.2 Has access to resources for learning & teaching and/or for research improved between 2007 and 2014?

Related to: Evidence of improved access to resources for disadvantaged HEIs (I-522)

Please name or describe the resources to which access has improved and briefly explain the role of EU support (if any)

| <i>Description</i> | <i>Role of EU support</i> |
|--|---|
| International Universities Association | Payment of unpaid contributions since 2013-2014 |
| E-learning platform via University of Bologna | Financial and networking |
| Research funds | Science and Technology support |
| alternative sources of funding, selling services | Project SUMA-ALFA 3, Transfer of best management practices |
| teaching and learning | Tempus & Erasmus+ CBHE projects |
| Audiovisual resources have significant improved. | Funds were available for audiovisual equipment. |
| E-learning Portal | EU funded project |
| human resources are more committed | EU support is in scholarship |
| Center for Teaching and Learning | None |
| Technical equipment. | Almost in every TEMPUS project technical equipment was part of the overall funding. |
| IT | Hardware and software packages procured within EU projects |
| Teaching resources eg laptop and projector | bought with funding from EU |
| Establishing of labs in support of research and teaching such as the energy lab related to building and to renewable energy. | Equipment up to 300,000 from different EU grants supported experimental research. Cooperation with EU faculty and partners that jointly were awarded grants on research projects. At least 5 EU projects were funded after tempus projects ended. |
| we have the project was created by a joint program of the educational program for economists and engineers in the field of energy and sustainable development and ecology and the University implement the curriculum for engineering disciplines. | Project within the master's programs for economists and engineers in the field of energy and sustainable development. |
| Financial | Funding of research and capacity building |
| e-books and e-journals | Don't know |
| Funding for development of relevant degree programmes | direct provision of scholarships through EU programmes such as Intra-ACP Mobility Programme, EDULINK, and Erasmus Programmes |
| Library resources, ICT facilities, Laboratories, greenhouses and research equipment | EU funding has enabled acquisition of equipment and facilities for teaching and research |
| computers, | no role |
| Books and Articles | Exchange and networking |
| Scopus | |
| In Research we have now access to online database of funding programmes | Support from tempus 4 IDEAL |
| Master's & PhD degree training offered at SU accessed by students from many African countries | Intra-ACP mobility scholarships provided funding for students to undertake study at SU |
| African Virtual University | Payment of contributions |

| | |
|--|--|
| E-learning unit at Wits | Networking |
| Human capacity | Edulink programmes |
| research | FP7 & Horizon 2020 |
| Research facilities: Aquaculture Research Station at CIMPA, Equipment for research | Funds availability through the projects |
| Access to electronic copies of papers from international journals | None |
| Center for Research and Innovation | Tempus VI, partial funding |
| Library resources. | In some TEMPUS projects, library resources have been updated. |
| Library databases | Hardware and software packages procured within EU projects |
| Finances to start agri-enterprises to give hands on experience to students | funding from EU |
| We have a Template of 8 subject Areas of competences. | within the TuCAHEA project |
| Training in academic skills | Limited support |
| Research funding and enhancement of research facilities through purchase of equipment and funding research staff to conduct relevant research for development and innovation | Caribbean-Pacific Research for Sustainable Development, Seventh Framework Programme, ACP-EU Science and Technology Programme |
| Financial resources | EU funding has enabled initiation of research which would otherwise be difficult or neglected. EU funds has helped to leverage funding from other sources, e.g. government, university investing, private sector, etc. |
| internet | no role |
| Technological tools | Provision |
| turnitin.com | |
| Resources on writing and defining Learning Outcomes | Support from the different activities organised by the National Tempus-HEREs group |
| Human Resources (improvement of competences for training and research) | Funds and Human Resources of partners availability through the projects. |
| we have a developed Career Center we have a Resource Center | within the UNIWORK project within the PEOPLE project |
| Development of International Research Networks for enhancing knowledge, promoting best international research practices, exposure to cutting-edge research technologies | Seventh Framework Programme, ACP-EU Science and Technology Programme |
| Access to professional support, mentorship through better networks in region and from EU universities | EU support has facilitated linkages between institutions in the region and also to experts in EU universities |
| books | from international mathematical union |
| Visiting lecturers | Support |
| redcap.egynewborn.org | |
| Training experts on evaluation and QA | Support from Tempus 4 TLQAA |
| Plan de estudio de la Especialidad en Gestión de proyectos agro-ambiental para el desarrollo local y sostenible | Apoyo técnico Fondos |
| Plan de estudio del Master en desarrollo sostenible y cambio climático | Apoyo técnico Fondos |

4.5 Section 5: Link to the labour market

4.5.1 Does your university have mechanisms in place to respond to labour market trends in your teaching programmes?

Related to: Evidence that HEIs have followed labour market trends in designing programmes (I-611), Existence of mechanisms to reflect labour market needs in degree programmes and related curricula (I-613).

Please name or describe the mechanisms and briefly explain the role of EU support (if any)

| <i>Description</i> | <i>Role of EU support</i> |
|--|--|
| brainstorming committee on graduate employability and professionalization of the university (groupings of economic operators, responsible for the AU training offers): Study and monitoring the needs of society, the training offer directory of the university | |
| Employability request for the integration of our laureate to the market for their job, so we opt for this mechanism to know what labour market need from university to develop after the programmes and disciplines | |
| Meetings with the productive sector to request the needs of changes in curricula and services to be provided | Methodology (Improvement of the competences through the training by the partners of projects) |
| Internships | |
| Center for employment | do not know |
| The design firms have their representatives in the scientific councils of universities | |
| labor market survey is conducted to determine the fields of study allowable for scholarship recipients | None |
| TSU Student Career Development Center | Was developed within the framework of one of the EU - funded programs - "Developing Student Career Services in Georgia". Project number: 530566-TEMPUS-1-2012-1-LT-TEMPUS-SMGR (2012-3045/001-001) |
| Meetings with the employers | All TEMPUS, ERASMUS+ and TWINNING project the university has benefited from |
| Curriculum review to incorporate courses that are relevant to labour market | provide funds for curriculum review |
| Connection with alumni | Professional online education expanded the the community engaged with the University |
| Data Base at Career Center | within the UNIWORLD project |
| Stakeholder analysis of graduates | Do not know |
| Through the medical syndicates | |
| Direct liaison with Labour Ministries, Labour Unions, University research with its Stakeholders | None |
| Tracer studies | None known |
| Involvement of the employers in the process of planning and development of the new educational programs and also in the perfection of the existing educational programs | A number of newly created educational programs were developed under the Tempus program support |
| Job fair | skills allowed more competitiveness |

| | |
|---|--|
| The University is member in the LIRA programme which is a programme placed under the Ministry of Industry and the Association of the Lebanese Industrialists. A feedback about the trends is collected in this framework. | LIRA has been partner in different EU projects |
| Taking into account the information available on the labor market: Creation of employment space "Pole Job internship" | |
| Studies on new trends are considered in evaluation and reviewing of curricula. | Some studies have been made with support of EU to beneficiaries. |
| Monitoring and statistical analysis of the employability | It was analysed biotechnology market, the structure of employers, sectoral and regional distribution in the field of biotechnology under support of the Tempus grant No 511426. |
| Feedback from the employers on the academic programmes | All TEMPUS, ERASMUS+ and TWINNING project the university has benefited from |
| Example of Template | within the TuCAHEA project |
| The UWI has developed some tailored degrees/Courses/Diplomas to meet labour market needs. | Through funding by the EU under several of its programmes, viz., EDULINK, Seventh Framework, Intra ACP-Mobility Schemes, Erasmus Mundus |
| Employment market surveys | |
| Networking with governmental agencies | provided knowledge required by agencies |
| In some programmes, advisory committees involving external partners exist. | One of the first programmes that involved the industrialists in advisory committees is the Food Sciences and Technology and was developed within Tempus 3 |
| Create directories for analyzing the training offer (choice offered, carrying capacity) and referral mechanisms | |
| Improvement of resources and its distribution to be more effective. | The EU has financed some specific actions to respond the demands by producers and other stakeholders. |
| More closer coordination in the development of occupational and educational standards | For biotechnologist training it was used the results of questionnaire of stakeholders (priority competences, learning outcomes etc.) to develop and improve the educational programmes on biotechnology) in the framework of the Tempus project No 511426. |
| Feedback from the employers on the professional competences of programme graduates | All TEMPUS, ERASMUS+ and TWINNING project the university has benefited from |
| new Erasmus+ projects | CACTLE and COMPLETE (according to the plan of project) |
| Several programmes involve professors from the professional sector to deliver parts or the whole of some courses | |
| Relación con Empresarios, para la revisión de los planes de Estudios | N/A |
| Relación con productores (Ganaderos, Fruticultores) para el aporte de las necesidades en los planes de estudios e inclusión en los planes de estudios | Apoyo técnico, Fondos |
| <i>What do you think are the main reasons for the lack of such mechanisms?</i> | |
| Inefficiency of the marketing Office. | |
| No direct links between the academia and the stakeholders in the labour market. | |
| There is no office the professional placements | |
| lack of initiative from the leaders | |

4.5.2 Are internships or apprenticeships (or other opportunities for students to gain practical experience) included in degree programmes at your department or faculty?

Related to: Institutionalised opportunities for students to gain practical experience (apprenticeships, internships) (I-621)

Please name or describe the internships or similar opportunities and briefly explain the role of EU support in them (if any)

| <i>Name or description of internships or similar opportunities</i> | <i>Role of EU support</i> |
|--|---|
| End of course Undergraduate | |
| School of Civil and Environmental Engineering | Indirect support through networking |
| process improvement practices | practices identified in the projects and SUMA ALFA 3 |
| Internships in Business Administration and Education Sciences programs | Through the Tempus programme cooperation |
| Internships in the final cursus: PFE: projet de fin d'études, all student should spend 3 or 6 months, depending of their level a period of "Stage in society or company | |
| Pasantía en empresas | none |
| Industrial Training 1 (for three weeks) | |
| internships in companies | |
| TVET (diploma internships) | College of humanities and Social Sciences internships |
| According the Russian federal educational standards all students must have various internships and other opportunities to gain practical experience in the degree programmes | There were developed some methodological materials for students practical training and assessment under support of the Tempus project No 511426 |
| Scientific training during 6 months | |
| Internships for students in the School of Business Administration | None |
| Mandatory internships at the Division of Journalism and Mass Communication, the Faculties of Exact and Natural Sciences, Business and Economy and Medical Faculty. | N/A |
| Constructive alignment of internship mechanisms and models in all academic programmes | All TEMPUS, ERASMUS+ and TWINNING project the university has benefited from |
| The Msc. In agri-enterprise development has students attachment to agri-enterprises | Funding provided from EU project |
| Training trips to Europe - Student exchanges... | Mobility through grant support |
| pilot mobility (students exchange) | within the TuCAHEA project |
| Field experience at different levels of health care | Don't know |
| Undergraduate internships with the Manufacturing/Industry private sector | None |
| In agriculture and most other courses there are mandatory internships during the third year of study. These are examinable and graded as part of the curriculum. | Benchmarking against EU approach to learning has informed development of internship opportunities. |
| Food Safety | Non |
| Internships in other Russian universities | No |
| stage dans les sociétés | no role |

| | |
|---|--|
| In the Faculty of Engineering all the programmes have dedicated credits to internships | |
| end of course the 2nd cycle | |
| School of Animal, Plant and Environmental Studies | As above |
| entrepreneurship practices | practices identified in the projects and SUMA ALFA 3 |
| if for example student are a scholarship in Erasmus-Mundus program, he can spend this period of internships in the host university who help him to find an internship | thanks to the scholarship given by the EU support |
| Investigaciones Académicas (each student has to research) | Financing the improvement of Human Resources, Infrastructure and Research Facilities at ISA. |
| Industrial training 2 (for six weeks) | |
| Colleges of Agriculture, Forestry and Fisheries internships for undergraduate programmes | College of Sciences, Engineering and Technology internship's |
| Laboratory works | There were purchased some laboratory equipment for students training via support of the Tempus project No 511426 |
| Internships for students in the Faculty of Engineering and Architecture | students enrolled in graduate energy studies benefited from internship in EU partner institutions on a Tempus III project |
| All undergraduate students have attachment | no role |
| mobility of our students | within the CANEM, CANEM-2, EuroAcianCEA, EuroAcianCEA-2, KA 107 - 2 partnership Agreements |
| Internships for postgraduate students to work at the University to gain practical experience | The Caribbean-Pacific Research for Sustainable Development Programme provided funding to enable these interns to be paid to undertake the practical work |
| The university has initiated a process of developing industry based degree programmes for science postgraduate research courses. | Experience from EU institutions, has contributed to development of this initiative. |
| Norms and Standards | Non |
| Internships in the partner Russian enterprises and organizations | No |
| stages dans les banques | no role |
| end of the 2nd cycle race | |
| School of Geography, Archaeology and Environmental Studies | As above |
| Áreas para prácticas en el campus, incluidas las prácticas en el currículo y extracurricularmente. | EU Projects funds. |
| College of Medicine, Health Sciences internships | |
| Research work at the partners' organisation (Russian Academy of Sciences etc.) | Support of cooperation between University and Russian Academy of Sciences in the field of biotechnology via the Tempus project No 511426 |
| Internships in the Faculty of Health Sciences and Faculty of Medicine | None |
| Public Health Laboratories | Non |
| Internships in the foreign Universities and partner organizations | EU funded projects facilitated organization of internships in the EU partner Universities and organizations |
| stages dans les institutions d'enseignement | no role |
| Pasantias a empresas | N/A |

| | |
|---|-----|
| Laboratorios Practicos | N/A |
| Practica de campo | N/A |
| <i>What do you think are the main reasons why opportunities for students to gain practical experience are not included in degree programmes?</i> | |
| (Ir)Relevance to the programme. | |
| Many NGOs do not provide it and those who do have very high standards in terms of background that our students only pssess upon finishing not durning diploma | |
| big number of students | |

4.5.3 Are the learning objectives of degree programmes at your department/ faculty aligned with the qualifications required by the labour market?

Related to: Evidence of relative match of HE learning outcomes with qualifications required by the labour market (I-622)

Please give examples and briefly explain how EU support contributed to revising the objectives of degree programmes to include qualifications required by the labour market.

| Examples | Role of EU support |
|--|--|
| Programme currently in progress and therefore no tangible outcomes | |
| ARI | Supported by Edulink programme |
| Learning objectives are in line with the National Qualification Framework (NQF) developed based on the assessment of the labour market requirements. | To some extent EU role and technical support should have been in place with the National Authorities in charge of development of the NQF document. |
| we set up some master's degree for our student to can integrate immediately the labour market | |
| Reviewing the curricula | In agriculture, Edulink Project |
| The civil engineering programs and the mechanical engineering has been reviewed according to the competences-based approach | The UE is supporting the Tuning Africa program |
| It was analysed biotechnology market, the structure of employers, sectoral and regional distribution in the field of biotechnology. | Under support of the Tempus grant No 511426 |
| The labour market contributes to revising the objectives of PhD training in the university | |
| Graduate studies in Energy | Tempus III funding |
| Student employability survey developed under the EU-funded TEMPUS project, including the input of employers, graduates and academic staff provided a set of recommendations about the compliance of study programs with labor market requirements. | EU-Funded CASEDE project. |
| Feedback from the employers on the developed LOs in the Translation academic programme | TEMPUS ALIGN |
| Applied Energy | Tempus project support and EU partners support to align objectives and outcomes and measure them |
| Business, Economic subjects Area | within the TuCAHEA project |
| The professional programmes in the University | Do not know |
| patient safety courses | support of ENSTN project |
| The Masters in Biodiversity | The EDULINK Programme was instrumental in |

| | |
|---|--|
| | revising one of our Degree Programmes (MSc Biodiversity) to better suit market needs. Graduates of this programme which the University has continued to support after the Project was completed. |
| A curriculum being developed for a regional MSc degree in postharvest science and technology being developed with EU support has analysed labour market needs. | Financial support for experts from different universities to consult; funded surveys and consultations with industry and other sectors employing graduates; bringing on board EU professors to support curriculum development process. |
| Masters in Food Safety Management | Non |
| Programs which were developed under the EU support initially required involvement of the employers in the process of development of the educational programs | Funding of the new programs creation |
| au premier cycle stage d'apprentissage | no role |
| language | required in program |
| MB Bch - Medicine | |
| The TRECCAfrica project provided students in sustainable studies to access various under-developed urban contexts in order that their research may be more relevant. | Scholarship and mobility funding |
| IWM | Supported by Water Facility |
| also, the companies of our region ask us some times to give special courses to their employees | |
| Creating new programmes | Edulink II: Master in Aquaculture and Aquaponics, Master in Pig Production and Food Safety. |
| For biotechnologist training it was used the results of questionnaire of stakeholders (priority competences, learning outcomes etc) to develop and improve the educational programmes on biotechnology | Under support of the Tempus grant No 511426 |
| online diploma in green energy for professionals in the energy sector | Tempus VI funding |
| A common two-year master programme was developed titled "European Integration and Employment Relations" at the Faculty of Social and Political Sciences. | Project name: The organisation of a common two-year master programme in three Georgian universities on "European Integration and Employment Relations". Project Number: 544098-TEMPUS-1-2013-1-BE-TEMPUS-JPCR |
| Cooperation with the Union of Employers | TEMPUS ALIGN |
| Online Green Technologies Post Graduate Diploma | Tempus project support and EU partners support to align objectives and outcomes and measure them |
| MSc programme in Integrated watershed management benchmarked to international standards and coordinated between several universities in the region and EU has elevated the teaching standards and ensuring responsiveness to needs of employers in the East African region. | as explained above |
| Master's in Public Health Biotechnology | Non |
| après le deuxième cycle stage de perfectionnement | no role |
| critical thinking and analytical mind | through program design |
| Clinical pharmacy | |
| Plant Breeding | Supported by Edulink, Intra ACP |
| Adequating the facilities and resources | Edulink II |

| | |
|--|---------|
| Masters in Veterinary Public Health | Non |
| après le doctorat, période probatoire | no role |
| Todos los programas van alineados a las exigencias del Mercado local | N/A |

4.5.4 In your experience, did EU funded exchange programmes affect employability of participating students?

Related to: Employment rate of graduates (levels 6, 7, 8) from HEIs having participated in exchange programmes (I-623)

What do you think are the main reasons why employability increased?

| |
|--|
| Graduates have gained more practical experience in their mobility in Europe |
| Selection of candidate, and Increased quality of the students at completion |
| the student acquired lot of skills during his mobility in exchange program, that allows him to be so confident and to use all his talent to get easily a job |
| Better curricula adapted to the needs |
| Exposure of students to foreign universities improved their skills and contacts |
| provides graduates opportunities for expanding their research capabilities |
| Employability increased due to the modernisation of educational plans |
| TSU Student Career Development Center regularly delivers training courses to increase students' employability skills (CV and other application documents, interview technique, self-presentation skills, job search mechanisms)/ |
| A higher degree of autonomy |
| Hand-on experience |
| Because our students have an experience and can exchange with other people. |
| The Graduates are better equipped to deal with real-time job issues |
| Student trained in high quality accredited programmes that are also recognised by employers |
| Some who attended the program were those in service trainees |
| Education included experience of EU countries |
| we got new teachers at our department |
| more knowledge about issues related to NGOs activities |
| Having international (namely European) experience in the frame of mobility is very attractive as part of the CVs of the students |
| Companies are attracted to candidates with experience of different African contexts |
| graduates from European universities are more in demand in the labour market |
| Exposure of the students (internship, research, conferences) |
| More competences to more opportunities to practice with modern equipment and facilities |
| overseas options and employability |
| TSU Student Career Development Center is a unit that serves as the liaison between the university students and employers. |
| Better language and communication skills |
| Broadened horizon of use of skills needed for the changing market |
| Students become more open and creative. |
| The Graduates are better qualified and employers are now seeking personnel with higher level qualifications |

Exchange programmes exposed students to new knowledge and skills, including competence in a new language (e.g. English/ French) that makes them more competitive.

Some were referred directly by soliciting industries and organisations

Perfection of the language skills

most of former student got a job at university or public societies

Openness to new idea

The good image of the programmes connected to the European dimension

Graduates awarded by European universities are increasingly seen by employers

Early completion of students

More and better contacts university-entrepreneurs

diversity and improved scientific rigor

TSU Student Career Development Center regularly organizes jobs fairs and meetings with potential employers.

It increased enrolment and preparation of females to improve their opportunities particularly those enrolled in the master of applied energy program

Students can use their experience.

The type of degrees/Courses are better aligned to the work market

During exchange the students establish new networks and linkages that help them to access more and better opportunities.

teaching were easier

knowledge about current updates in the field through program research assignments

What do you think are the main reasons why employability increased?

What do you think are the main reasons why the participation in EU-funded exchange programmes did not affect employability of your graduates?

Reason 1: the area isn't what many of employees need

Reason 2: the graduates can't apply his acquired knowledge because of lack of adequate infrastructure

For IWM, 80%

Our number of students has increased 18 % every year More than 90 % are employed shortly after finished the study
The demand of our students is higher than the offer We have students of all places in the country and from Haiti (101) from Africa (43), Russia (2), Perú (1), Serbia (1), USA, Finland, ...

e.g. MSc in Agribusiness participated in mobility programme (HAAGRIM)

Still in the process of the locating the first batch so cannot provide statistics

Environmental management EU studies

there no writing statistics

Food Science and Technology

4.6 Section 6: Academic Co-operation Networks and Links

4.6.1 Has the number and scope of academic networks and links between your department/ faculty and other universities changed since you first received EU funding?

Related to: Extent and scope of academic co-operation networks and links (I-631)

Please give examples for new collaborative networks and links.

membership at RETI, University of Corse

University of Namibia

Makerere University and University of Ghent

RED PILA

Department to Department between academics in partner universities

Joint curricula development, academic exchanges, joint research and initiatives for additional projects for funding.

signature of new partnerships agreements

University of Stirling, University of Guyana and other local universities (Edulink II)

Exchange program for undergraduate students with French Universities

ERMIT Network

Development of the links between Biotechnology and Environment Protection Faculty of our University and Universities-partners on Tempus project

Network already established between national universities

Number of international, cross-regional and regional consortia and professional networks have been developed.

Cooperation and networking with TEMPUS programme experts and trainers, as well as universities

the department has networks with Gulu, Mekele Universities as well as university of Portharcourt

Joint project with Swedish and Italian Partners in new projects

within the Master Degree project

Postgraduate Academic Mobility for African Physician Scientists

ENSTN

West African Network on Biomedical Education

Universities in Italy and UK

Energy and Energy Efficiency Networks

EDULINK project networks to universities in Uganda, Zimbabwe, Italy and Germany

Links with University of Ibadan, Nigeria which has established the same Masters in Public Health Biotechnology

we are in network with teachers in Congo Brazzaville

Exchange of professors

Egyptian Neonatal Network

We are still in cooperation with Universities in Cyprus and UK since the Tempus 3 project FSCT

New links in Nigeria and Ethiopia; extended links in Kenya, Tanzania, Botswana and Ghana

increase in collaboration with English universities,

Lilongwe University of Agriculture and Natural Resources

Makerere University and Catholique University of Bukavu

| |
|--|
| RED SUMA |
| common actions in research |
| Montpellier SupAgro, State University of Haiti (Edulink I) plus University Quisqueya in Haiti |
| Double degree Masters programs with German Universities |
| Computer engineering network (AFRICOM) |
| Preparation of joint application for Erasmus+ program with Koblenz-Landau University (Germany) |
| Collaborative research work established between AUB and European universities |
| Number of research projects has increased up to almost 200 per year (compared to one or two in 1995). |
| Pro-green Community |
| within the TuCAHEA - pilot project (mobility to Central Asia partner-universities), within the EuroAsian CEA project we have mobility Agreement with Ferrara University, and every year we can send 3 students to Italy-Ferrara University |
| Edulink |
| Consortium for Advanced Research Training in Africa |
| Eastern Partnership networks |
| Climate Change and Agriculture Networks |
| Dirtpol project links to universities in UK and Nigeria |
| With UCAD Senegal with whom we just had a co funding from Wellcome Trust |
| we work in link we teachers in South Africa: Pretoria University and UNISA |
| Exchange of students beyond the duration of program 2015 |
| Egyptian Neonatal Safety Training Network |
| We are still connected to different European QA networks and Agencies since the Tempus 4 project TLQAA |
| Increase in collaboration with Asian universities and in the Oceania region, Africa |
| University of Bologna |
| Makerere University and University of Antananarivo |
| new collaboration in Erasmus + program |
| University of Girona, Leipzig University, and other five universities |
| Number of exchange students, faculty and staff has almost tripled. |
| within the Erasmus Mundus - CANEM, CANEM-2, EuroAsian CEA, EuroAsian CEA-2, KA-107 projects we have had 39 mobility, including students, masters, doctorate, postdoc, staff, |
| Emerging Mental Health Systems in Low and Middle Income Countries |
| PAMAP |
| Urban Management Networks |
| Links to universities in West and East Africa through HAAGRIM academic mobility programme in agricultural economics and agribusiness |
| we formed student from more than 4 university in DR Congo |
| Continuous exchange of information and co-writing of papers |
| Most of the research cooperation initiated in the framework of FP6, FP7 are still active |
| Cooperation with Italian universities (Politécnico de Milano) |
| Cooperation with Cuban universities (Centro Nacional de Sanidad Agropecuaria) |
| Cooperation with Universities of Honduras (Zamorano) |

4.6.2 Has the number and scope of academic networks and links between your department/ faculty and other universities changed since EU funding ended?

Related to: Extent and scope of academic co-operation networks and links (I-631)

Please give examples for new collaborative networks and links.

RED CYTED IBERINCU

Preparation of joint application for Erasmus+ program with Koblenz-Landau University (Germany)

Center for Child and Adolescent Mental Health, Ibadan with trainees from 9 African countries

We have 4 new professor and 3 PhD sent about to finish their programme

Exchange of professors

Joint preparation of the Methodological Guidance "Reforms in the Biotechnological Education and Bologna Process"

3 PhD students about to finish their programme

Exchange of students

Many correspond from other universities

Co-publishing

4.6.3 Overall, in your department/ faculty, how many post-graduate students have benefitted from EU-funded mobility programmes between 2007 and 2014?

Overall, in your department/ faculty, how many post-graduate students have benefitted from EU-funded mobility programmes between 2007 and 2014?

0

0

None

1

2

3 Master students

HAAGRIM, received 5, sent 2. Not sure if there are others

8

About 10

10

10

12

13

approximately 20 post-graduate students have benefitted from EU-funded mobility programmes

About 20

23

approx 25 students

35

40

40

| |
|---|
| 40 from applied energy and progreen |
| Approximately 200 |
| Several hundred if you include Erasmus Mundus; for Intra-ACP only approximately 150 |
| >300 |
| very little |
| Not able to give exact number at this point |
| I don't know |
| No data |
| not sure |
| N/A |
| I do not know |
| Don't know |
| N/A |
| I do not know the exact numbers |

4.6.4 How many of your post-graduate students who have benefitted from EU-funded mobility programmes since 2007 have returned to your university?

Related: Trends of postgraduate students returning to their home countries after their studies abroad (I-632)

Comments regarding 1) Motivation to finish the degree programme at the home university.

| |
|---|
| Preference to continue working with home thesis director |
| possibility of creating a critical mass |
| We are working mainly in the field of computer science and engineering for which the demand is very high |
| not applicable |
| Our students are always welcome to finish their degrees at home once these degrees are offered at the UWI since this is where they are registered for the degree course |
| PD from Cameroon |
| To finish education in home university and defend thesis |
| Commitment |

Comments regarding 2) Good career prospects in the home country.

| |
|--|
| Chooed field occurs good career |
| It is always considered better quality abroad |
| The region needs its graduates in assisting economic stability and developmental needs |
| Employed at University of Dschang, Cameroon |
| Students with EU experience are demanded in home country |
| Family |

Comments regarding 3) Penalties for not returning.

| |
|--|
| They can't reimburse the total amount of scholarships if not returning |
| some students pay these sanctions |

Penalties are only applied to scholarship winners

n/a

job

Comments regarding 4) Other reason

Prospects for career success

Comments regarding 1) Continuation of post-graduate studies abroad is seen as more attractive.

More Good conditions during studies

More good conditions during studies

We want our students to have wide exposure to international best practices

the exchange was within Africa where economic situation similar

The majority of students are coming back to home university

All students returned to home country

Comments regarding 2) Foreign universities attracted exchange students for their own degree programmes.

We want our students to have wide exposure to international best practices

Comments regarding 3) Better career prospects abroad than in the home country.

Europa Working conditions are often appreciated by students from ACP countries

Home is always better

Europa Working conditions are often appreciated by students from ACP countries

There is need for a balance between returning graduates who can directly aid in economic development of the region and those who still contribute from elsewhere through direct income to family members, or who aid the University through increasing linkages with other institutions in their new careers.

Comments regarding 4) Other reason

-

4.6.5 Since the first year your department or faculty received EU funding, which trends could you observe regarding the number of academic staff members participating in exchanges with other universities?

Related to: Trends of exchange of academic personnel between HEIs at global and regional level (I-633)

Since the first year your department or faculty received EU funding, which trends could you observe regarding the number of academic staff members participating in exchanges with other universities?

To acquire more academic experiences

Currently Most of the staff are doing their PhD

the number of mobility has increased because the exchange is funding and because of different important partners in the program

The Edulink Programmes reinforce the academic exchange between the partner universities.

Opportunities via the EU Exchange programs

There were not grants for academic mobility from our department to EU universities

Better access to EU funds and a better understanding of how to apply.

| |
|---|
| It is a good opportunity for staff, for researchers |
| How opportunities from new links |
| Greater research opportunities for international collaborative through EU funding |
| I certainly think the number of staff taking part in exchanges has increased over the years. The reasons are increased exposure and linkages to other institutions, improved quality of teaching and research programmes (make KU attractive as partner to other institutions), improved facilities and infrastructure, better policies to support exchanges, among others. |
| Just one program so difficult to assess. The others ongoing |
| Partly it happened at the expense of the EU funded projects, partly at the expense of the national programs of higher education development |
| THEY HAVE MORE ENVY TO DO RESEARCH |
| More opportunities within a program that provided regular opportunities |
| Fund |
| Increased linkages with universities |

4.6.6 Does your department or faculty engage in formal partnerships (based on Memoranda of Understanding or similar agreements) with other universities within your region?

Related to: Number and scope of partnerships among HEIs at the regional level (I-721)

Please provide the total number of partnerships in the area of teaching & learning and indicate if such partnerships have increased or decreased since the first year you received EU funding.

| Total number of partnerships related to Teaching & Learning | Scope and main topics covered | Trend since first year of EU funding |
|--|--|---|
| 40 | Literature and language, natural sciences, geography, communication, journalism, chemistry, mathematics | Increased |
| 4 | Food Security and small-scale agriculture Gender Access to higher education opportunities | Activities were extended and enhanced |
| 41 | partnership in area of learning and teaching depending of the demand of the socio-economic partners | |
| 10 | Agriculture, Animal Science and Education in Natural Sciences | Increasing 30 % |
| around 50 | Umbrella agreement covering exchange of students and scholars | No change |
| 8 | Engineering | |
| 2 - between universities from Russian and EU regions; 6 - between universities only from Russian regions | Biotechnology, Environmental protection | Increased |
| 1 | Students mobility | Constant |
| 20 | Ethnology, cultural history, transition studies, political communication, international relations, physics, biology, | Increased |

| | | |
|---|---|---|
| | biochemistry. | |
| 40 | literature and language, natural science, geography, communication, journalism, chemistry, mathematics | Increased |
| 21 | Exchange visits, consultancy and supervision - Linguistics, Intercultural communication, Tourism, Political Science, Literature, PR, Methods of Foreign Language Teaching | Increased |
| 1 | Joint curricula | Increasing |
| 3 | Public Health Infectious Diseases Population Issues | Increase |
| | Scope: Degrees; Diplomas; Non-degree Courses | increasing |
| Over 150 MoUs have been signed by Kenyatta University and other institutions globally | All areas of academic disciplines are covered. Aspects include visiting professors appointments, provision of books and learning materials, summer programmes for students from universities abroad, exchange students for bachelor's degrees going to other universities in Africa, support in curriculum development, benchmarking studies and visits, etc. | Increased |
| Several | science, technologies and Humanities | Increase |
| More than 100 | Some parts of them are general memorandums of understanding, another part are agreement for creation of the definite educational programs | The influence is quite sufficient. |
| There many partnership for the university I can't number it | | |
| 3 | | |
| 150 | Graduate mobility, some undergraduate | Active partnerships increased (total number decreased as many inactive partnerships were terminated in this period) |
| 2 | Acuerdos generales, especificando colaboración en docencia, desarrollo de proyectos. | Increase |

Please provide the total number of partnerships in the area of research and indicate if such partnerships have increased or decreased since the first year you received EU funding.

| <i>Total number of partnerships related to Research</i> | <i>Scope and main topics covered</i> | <i>Trend since first year of EU funding</i> |
|---|---|---|
| 15 | Environment, biodiversity, mines, geosciences | increased |
| 4 | Food Security and small-scale agriculture Gender Access to higher education opportunities | Activities were extended and enhanced |
| 12 | Agriculture, Environment, Food safety, Education, Natural Sciences | 33 % |
| around 50 | Umbrella agreement (usually covers both teaching and research) | No change |
| 2 - Stimulation of the partnerships under support of Tempus grant. 15-20 - with Russian universities and research institutions without EU-support. | Biotechnology, Environmental protection | increased |
| 50 | Ethnology, cultural history, transition studies, | Increased |

| | | |
|---|---|--|
| | political communication, international relations, physics, biology, biochemistry. | |
| 15 | environment, biodiversity, mines, geosciences | increased |
| 15 | Linguistics, Administration | Increased |
| 4 | Agribusiness | increasing |
| 3 | Infectious Diseases Cancer | Increase |
| 15 | Agriculture; Environment; Biodiversity; Climate Change; Water and Sanitation; Alternative Energy and Energy Efficiency; Science and Technology; Volcanology; Earthquakes; Marine Science | Increasing |
| Usually both teaching/learning and research aspects are covered in the MoUs signed between University and other bodies. Over 150 MoUs currently | Related to research include visiting researcher support, African students and professors visit to advanced labs and research centers abroad, exchange of research materials, joint publications (this helps to access some high quality journals), patenting and protection of research, etc. | Increased |
| several | science, technologies and Humanities | Increase due to about 8 Intra-ACP programs |

4.6.7 Over the period 2007-2014, has your department, faculty or university signed agreements on the mutual recognition of academic qualifications?

Related to: Number and scope of agreements on mutual recognition of qualifications (I-722)

Please list names of other universities and scope of agreements (i.e. recognised degrees: BA, MA, PhD, others, such as vocational degrees), and indicate the type and role of EU contribution to such agreements.

| <i>University</i> | <i>Scope of agreements</i> | <i>Type and role of EU contribution to the agreements</i> |
|---|---|---|
| University of Namibia and Lilongwe University of Agriculture and Natural Resources | Internal contract with each University | Accredited attendance course Financial and collaboration with partners |
| Kassel, Germany | Graduate | DAAD funding |
| Riga Technical University | Teaching and Research | EU contribution is small |
| University of Antwerp | Cotutelle PhD | Erasmus Mundus exchange program |
| Las Palmas de Gran Canaria | 1 | KA 107 |
| University of Belize | M.Sc. | Project funding by EU through EDULINK Programme |
| Université Gaston Berger and Université de Thiès, Senegal, Université Polytechnique Bobo-dioulasso- Burkina Faso, Université Abomey-Calavi, Benin, Université Félix-Houphouët Boigny, Côte d'Ivoire, Université des Sciences et Techniques de Masuku, Gabon and University of Mauritius, Ile Maurice) | Academic mobility for HAAGRIM program in agric economics and agribusiness | EU funding |
| University of Lille, | Co -tutelle | Non |
| Marien Ngouaby University | recognition of degree and motilities of students | no role |

| | | |
|--|---|---|
| Egyptian Medical Specialty Board | | |
| Rovira I Virgili, Spain | Graduate | None |
| Bologna University | Cotutelle PhD | Independent EU-funding |
| Deusto University | 1 | KA 107 |
| University of Anton de Kom, Suriname | M.Sc. | Project funding by EU through EDULINK Programme |
| The KITE project funded by the European Union and managed by Masaryk University in the Czech Republic. | the program entails mobility of post graduate students and administrative staff from the African, Caribbean and Pacific (ACP) universities to Europe. | EU funding |
| Univ of Paris VI | Co-tutelle | Non |
| All other Universities in DR Congo | we have an official recognition | no role |

4.6.8 Over the period 2007-2014, has your department or faculty established joint or collaborative degree programmes with other universities?

Related to: Joint or collaborative degree programmes established (I-723)

Please list names of other universities and describe the scope of collaboration (i.e. level of joint degrees: BA, MA, PhD, others, such as vocational degrees), and indicate the type and role of EU contribution to such collaboration.

| <i>University</i> | <i>Scope of agreements</i> | <i>Type and role of EU contribution to the agreements</i> |
|--|--|---|
| Henallux | Set up of master | fund support |
| University Lyon 3 | Double degree in BA; MA | N/A |
| Kassel, Germany | Double degree. Master | DAAD funding |
| Maserick University Chezk republic | MOU-exchange motilities | |
| Paris Sorbonne 2 | MA in Literature, MA in Publishing | None |
| Gulu University | Joint MSc | funding for curriculum development |
| American University of Cairo | Joint professional diploma | TEMPUS project support |
| University of Belize | M.Sc. | Project funding by EU through EDULINK Programme |
| Kazakh-German University, Kenyatta University, University of Cape Town, United Nations University, University of Yaoundé I, IWM Expert GmbH, Kyrgyz National University, Makerere University, University of Freiburg | Regional Integrated Watershed Management program supported by the German Acade | |
| University of Coimbra | Agreement for creation of joint maser program in the sphere of finances | Tempus project |
| Many Universities | MA, PhD | no role |
| Makerere University | Joint PhD in Humanities & Social Sciences, and Health | None in this programme |

| | | |
|--|----------------------------|---|
| Rovera I Virgili | Master degree | None |
| Solomon Island National University | MOU-exchange motilities | |
| Lebanese American University | Joint professional Diploma | Tempus Project Support |
| University of Anton de Kom, Suriname | M.Sc. | Project funding by EU through EDULINK Programme |
| Several other joint degree agreements with EU universities | | Some |
| Paris Sud | B. Sc. | None |
| UPorto | MOU | |
| University of Guyana | M.Sc. | Project funding by EU through EDULINK Programme |

4.6.9 Over the period 2007-2014, has your department or faculty established strategic partnerships with the private sector?

Related to: Strategic partnerships with a balanced involvement of business and HE established (I-724)

Please briefly explain the role of EU support (if any).

the quality of training has been approved due to EU support

All private universities in Cameroon must link up with State Universities for period for the accreditation of their programs and a period of supervision. In addition the University has a Vice Rector in charge of relations with the Business World

In the Banana field the EU is financing a project, where the Universidad ISA supply the training to the producers and Association of producers.

No role

Grace Foods; Joes Farm organic; applications for Erasmus+ and European university connections.

Tempus projects enhanced these partnerships

Through various TEMPUS projects relationships with the industry have been developed.

within the UNIWORK project we have had a lot of Agreements with private sectors of our country

Funding for staff to travel to these organizations and seek for support for attachment

EU experience has provided lessons on how to engage effectively with private sector and industry; in the EDULINK project funds availed have enabled convening of forums that brought in private sector for consultations.

Industrial sectors who have engaged with us in EU project continue to cooperate with us. Typically, an industrial partner has joined us in an Eranetmed FP7 project.

I do not know

Don't know

Without EU support

DAAD, support currently a Demand Training Teaching with the Integrated Watershed Management (IWM) programme. The partnership is with University of Siegen

4.7 Section 7: Lessons learnt

4.7.1 What are, in your view, the main lessons learnt with regards to EU support to higher education that should be taken into account for future EU support programmes in the field of higher education?

Main lessons learnt

how to manage a mobility project : efficacy of tools of communication, working on line, working by using deadline in order to insure mobility organization and planification how to manage a mobility project : efficacy of tools of communication, working by using deadline in order to insure mobility organization an planification knowledge in working within a consortium

Very time consuming with regards to administration

EU support to higher Education has significantly improved teaching and research in East and Southern Africa. Limited efforts has been focused in central and some part of western Africa

search for alternative sources of funding

Extra staffing Capacity to administer the programmes should be taken into account

No limitation should be given to resources such as equipment, lab resources. etc.

security

The best support to the development of our countries can be given through the improvement of the Human Resources. This support has long terms effects.

Need to focus more on research

Mutualisation : we need to share with other universities in Africa

Financial and administrative management increasingly important

There must be more flexibility in planning and realisation of the project activity and good sense in the financial management of the EU programmes in the field of higher education.

EU support to higher education in Russia has mutual benefits

Changes do not happen immediately.

It is important to cooperate with top universities and quality experts and trainers.

With regard to funding for establishing agri-enterprises by students as way of inculcating entrepreneurship skills, EU should allow this to be undertaken as revolving fund for sustainability purposes.

Strategic management of universities

More investment in cutting edge research

Choose the effective motivated partners

Revisit students' visas in in-transit countries. The Local EC Delegations were very helpful in helping students to obtain in-transit visas and this support system needs to be strengthened in the future

Supporting closer linkages with EU institutions is having an impact on quality of teaching and research in Africa. Funding can include secured budget lines to specifically focus on strengthening North-South linkages, with more exchanges.

The flexibility of FP 7 projects was ideal and allow one to think on cross cutting platforms that was beneficial to science in general

Le support doit être intégral pour permettre une meilleure collaboration

Diverse accounting systems caused problems in final assessment

Seems the EU are interested in how the funds are spent rather than the outputs. The time spent on reporting affects the implementation of the project

Incremental improvement is at the center of the EU programmes and experts mode of operation. It is important to note that a difference [that can be very large] in the state of the system or programme might exist at the beginning of a project (not necessarily at the technical level but also and mainly at the academic and cultural level) that needs to be well considered.

Intra-ACP: there is still a much greater need for full-degree mobility scholarships in African countries than short-term mobility. Many African universities have insufficient support structures to coordinate short-term mobility. Future support for African mobility must include funding to strengthen such support structures in order to succeed. However, full-degree mobility programmes achieve many of the objectives of internationalization within Africa and should also

| |
|--|
| be extended. |
| Acquire more knowledge in foreign languages : to practice English or other language : oral or writing; acquire good practices from developed partners (universities/institutions) |
| Far too rigorous reporting requirements |
| EU-support should also improve the supervision quality |
| networking |
| Provision of scholarships that take into account that many of the families that come on the programmes are senior members of staff |
| More support for infrastructural development. |
| Agro-alimentaire |
| The competences of the high education institutions for developing and implementing international projects has improved. |
| Need to try to ensure sustainability of projects, as many soon stop as soon as funding stops |
| partnership |
| solid financial management systems in place, to support students |
| Often it is very difficult to meet all the financial requirements of the EU-commission and national system (local conditions) simultaneously. |
| Upgrading teaching and learning requires human resources equipped with the knowledge of number of things. |
| It is important to channel EU support to areas where local needs have been identified and assess and to ensure that the EU support will address the challenges identified. |
| HRM in universities |
| More investment in capacity building |
| Link the national to international financial regulations |
| Under the Intra-ACP Mobility Programme one Programme rule was that a student wishing to undertake a higher degree could not do so at home university. Of all the CP countries, only the UWI offered PhDs in Agriculture and this constrained those students since Agriculture PhDs were not offered at the Partner Universities. Thus, UWI Graduates wishing to undertake a PhD in Agriculture could not engage in this Mobility Programme. The UWI is a regional institution across several countries, and it would be good if this rule had provisos to it. |
| There is much potential that could be harnessed if collaboration is higher between African institutions (South-South) but barriers to collaboration need to be reduced. Although attempts are being made within Africa, external intervention, e.g. from EU is significantly helping to reduce these barriers to collaboration between higher education institutions and should be sustained. In this there is a risk of new opportunities being dominated by the stronger institutions. This can be managed by requiring inclusion of emerging institutions in new initiatives. |
| The rigidity of Intra ACP Mobility program based on ERASMUS program does not work for Africans who do not have research funds to support candidates and so no universities wish to takes these students for them to become a burden |
| Different regulations is universities did not allow same degree of abiding by agreement for all partners equally |
| The sustainability of the programmes and projects need to be reinforced. Some of the possible actions in this direction cover a larger implication of the EU delegation in the different actions, the creation of a network of EU project beneficiaries in the partner countries that would work as a lobby to support the sustainability and the implementation of the change, or having in each project long-term objectives to be followed up with some of the EU offices like NEO or NSPs or the HEREs. |
| Financial management |
| Difficulty in communicating with Southern African partners |
| This support should assist to also build strong partnership between institutions using different languages |
| strategic alliances |
| Funding should be at least steady for the higher education cooperation programmes within and outside Europe. Inclusion of USA in the cooperation schemes is important for worldwide cooperation in HE. |
| efficiency energy |
| The cooperation work with international high education institution improve the management, the delivering, the results of projects and programmes by long terms. More relationships than planned by the projects can be assured. The Edulink Programme contribute to the development of new international projects through the relationships developed |

| |
|--|
| by EU-Projects. |
| collaboration |
| For Russian partners it is necessary to make additional arrangements for English training. |
| Increased EU support for better integration of the Armenian higher education and research in global and European markets. |
| Building quality culture, Strengthening career centers; |
| Expand the number of mobility to include students |
| Under the Erasmus Programme, students whose first language was English were denied entry into some European Universities because they had not undertaken the English Proficiency test. This should be revisited under EM+ |
| Although still effective currently, new EU supported actions should aim to more incrementally contribute to strengthen capacity of institutions. Building on what has been achieved can help to accelerate the pace of change. |
| Some limited amount of Research funds should be provided on a competitive basis for these programs |
| More assessment of problems during program should be available |
| Large efforts are spent to disseminate the results of the projects and the amplitude of the EU support to HE. However, this needs to be sustained and in some aspects improved. |
| Tomar en cuenta las normas del país en cuanto al tiempo que necesita un plan de estudio para su aprobación. |
| Capacitación en manejo de recursos económicos de fondos de la EU, para la optimización de los recursos. |
| Mi gran lección aprendida ha sido la importancia de la capacitación de personas de las zonas de más necesitadas del país y la importancia de la capacitación en el área de seguridad alimentaria para el desarrollo sostenibles de las comunidades mas necesitadas |

4.7.2 Please indicate any other remarks regarding EU support to higher education below.

| Any other remarks |
|--|
| Contribution to the capacity building for academic and administrative staff working at a higher education institution |
| Lack of understanding of European partners of the Southern African contexts and circumstances |
| EU-support should also target the administrative section of the Higher Education Institutions |
| friendship is created between the project partners and partnerships to implement new project |
| Because the request of documents, planning and methods to develop the projects are very high, the competences to manage and organize information is improved by all academic staff involved in the projects, that has a positive effect in the implementation of non-EU international projects. |
| EU is supporting partnerships, motilities of staff and students, internationalisation of training and research |
| I would recommend to translate from Russian into English a part of the material of the methodological manual "Reforms in the Biotechnological Education and Bologna Process" concerning a critical analysis of Bologna reforms and educational system of the Russian Federation and Belarus. The Manual was co-prepared and edited by me as a methodological result of the Tempus project No 511426. |
| EU is doing good work in supporting HIEs and this should continue |
| Institutional model of cooperation in higher education between European Union and Kazakhstan is based on EU HEIs sharing their best practices with Kazakh universities. This model is certainly beneficial to both EU and Kazakh universities, as can be proved by Tempus/Erasmus Mundus/Erasmus+ projects conducted by our University |
| Global access to curriculum for each specialty |
| Given the falling rates of the Euro, the stipends to ACP students should be revisited since the cost of living in the ACP countries are steadily rising. |
| The partnership to EU institutions has significantly helped to improve the quality of teaching and research in Kenya. EU remains one of the leading sources of support which is much appreciated and hopefully will be sustained. Thank you |
| It has been great and has provided visibility to the University of Yaounde I, Cameroon |
| EU support helped Russian universities to find more partners in the EU countries and found collaborative relationships in the area of research and education. |
| La seule remarque qu'on a eu pour ce support de EU est l'incompréhension de l'autorité contractante. Nous avons fonctionné avec seulement la première tranche. La seconde ni la troisième n'a jamais été donné. heureusement nous |

vouliions le programme et avons tout fait pour réussir avec le peu reçu

I see it as very important, but also more attention should be given to short term programs that support academic freedom and specific topics of urgency with less procedures to apply and more flexibility. Obtaining Visas for exchange has become increasingly difficult so a facilitation service should be provided too

Rethink your accounting procedures that are unnecessarily long and time wasting. Rather than report to a technical unit who are a consultancy paid using timesheet, it would be better if the EU did this work themselves.

It may be useful to invest more in PhD mobility; the Intra-ACP capped PhD support to 30% of motilities, whereas it is at the PhD level where long-lasting impact in African institutional capacity and internationalisation can be made.

5 Annex 2: HEIs questionnaire

Evaluation of the EU development co-operation support to higher education in partner countries (2007-2014)

Introduction

This survey is part of the **Evaluation of the EU development co-operation support to higher education in partner countries** for the period **2007-2014**, initiated by the European Commission, and carried out by Particip GmbH. Your input is highly valuable to us and will help assess the effects of support in the field of higher education and inform future operations.

The survey should take about **20 minutes**. You can pause the survey anytime by clicking the 'save and continue survey later' button at the very bottom of each page. A link will be sent to your email address allowing you to continue the questionnaire at a later stage.

Please complete the survey by **Friday, xx April 2016**.

If you have any further questions or comments regarding this evaluation in general, or this online survey, your contact person is:

Ms. Ann-Sophie Winter, Survey Manager, Phone: +49 761 79074-0, E-mail: ann-sophie.winter@particip.de

We really appreciate your input and would like to thank you in advance for your co-operation!

The Evaluation team

Respondent details

Your personal identification details in this questionnaire will be kept confidential, and will not be reported with the results of the survey.

Kindly provide your contact details.

First Name: _____

Last Name: _____

Your email address*: _____

Name of your institution*: _____

Country*

- Argentina
- Armenia
- Brazil
- Cameroon
- Colombia

- Dominican Republic
 - DR Congo
 - Egypt
 - Ethiopia
 - Fiji
 - Georgia
 - Ghana
 - Kazakhstan
 - Kenya
 - Lebanon
 - Madagascar
 - Mexico
 - Morocco
 - Mozambique
 - Nigeria
 - Pakistan
 - Russia
 - Senegal
 - South Africa
 - Trinidad and Tobago
 - Uganda
 - Other, please specify _____
-

Section 1: Your involvement in EU higher education programmes

Using this survey:

Click '**Next**' at the end of each page to save the current page and to get to the next section.

It is possible to use the '**Back**' button at the end of each page to refer to earlier pages and/or edit earlier answers if you wish. However, the data you entered on any page is only saved by clicking 'Next' on that page. Do not go back before saving the current page by clicking Next first, to avoid losing data you entered on current page.

A '**Save and continue survey later**' banner can be found along the bottom of each page of the survey. By clicking the button, a link will be sent to your email address, which allows you to continue the questionnaire at the point where you have interrupted it.

After completion of the survey, if you wish to obtain an overview of all the replies you have provided, a file can be generated and sent to you upon request.

1) Under which programme(s) did your department or faculty receive support?*

Please note that questions with an asterisk symbol () require an answer.*

Tick all that apply.

- ALFA III
- Edulink
- Erasmus +
- Erasmus Mundus

Intra ACP Academic Mobility Scheme

Tempus IV

Other (please specify): _____ *

2) In which year did your department/ faculty first receive EU support?*

- Before 2007
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014
- 2015 or after

3) In which year did EU support for your department or faculty end?*

If you received EU support for more than one programme and at least one is still ongoing, kindly tick "It is still ongoing". In case you received support for more than one programme and all of them ended, kindly tick the year in which the last programme ended.

- before 2008
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014
- 2015
- It is still ongoing
- Do not know

Section 2: Strategies/ Actions Plans for Teaching & Learning and Research

4) Does your department or faculty have an overall strategy or action plan to improve the quality of teaching & learning ?

- Yes, there is a strategy/action plan for **teaching & learning** in place.
- No, there is no such strategy/action plan in place.
- Do not know.

If yes, please briefly describe the strategy.

Was this strategy or action plan developed as a result of EU support? Yes the strategy/action plan was developed with the support of EU-funded programme(s). ... the EU co-operation programmes acted as catalysts, but they did not lead directly to the development of our action plans or strategies. No, there was no relation to EU support. Do not know.**Please briefly describe the role and contribution of EU support.****If no, what do you think are the main reasons why a strategy/action plan is not in place?****5) Does your department or faculty have an overall strategy or action plan to improve the quality of research ?** Yes, there is a strategy/action plan for **research** in place. No, there is no such strategy/action plan in place. Do not know.**If yes, please briefly describe the strategy.****Was this strategy or action plan developed as a result of EU support?** Yes the strategy/action plan was developed with the support of EU-funded programme(s). ... the EU co-operation programmes acted as catalysts, but they did not lead directly to the development of our action plans or strategies. No, there was no relation to EU support. Do not know.**Please briefly describe the role and contribution of EU support.****If no, what do you think are the main reasons why a strategy/action plan is not in place?**

Section 3: Performance Monitoring, Assessment Systems and Quality Assurance

6) Does your department or faculty have a performance monitoring and assessment system in place?

- Yes ...
 No
 Do not know

Tick all that apply.

- Yes, such a system exists for academic staff.
 Yes, such a system exists for management/ administrative staff.

Please briefly describe the monitoring and assessment system for academic staff.

Was the performance monitoring and assessment system for academic staff established as the result of EU support?

- Yes, the system was established with the support of EU-funded programme(s).
 No, there was no relation to EU funding.
 Do not know.

Kindly explain how EU support contributed to the establishment of the system for academic staff.

Please briefly describe the monitoring and assessment system for management/ administrative staff.

Was the performance monitoring and assessment system for management/ administrative staff established as a result of EU support?

- Yes, the system was established with the support of EU-funded programme(s).
 No, there was no relation to EU funding.
 Do not know.

Kindly explain how EU support contributed to the establishment of the system for management/ administrative staff.

What do you think are the main reasons why a monitoring and assessment system is not in place?

7) Have new national agencies (e.g. for quality assurance, accreditation, research funding) been established or extended since 2007 to implement higher education policies or strategies?

- Yes, such agencies have been established or extended since 2007.
 No, such agencies have not been established or extended since 2007.
 Do not know.

Please name the agencies and the roles they play with regards to your institution.

What do you think are the main reasons why no such agencies have been established or extended since 2007?

8) Has EU support helped your university/ faculty initiate and implement reforms that better equip the university to apply national higher education policies and strategies?

- Yes ...
 ... EU support helped us initiate and implement such reforms.
 ... EU support helped us initiate such reforms but they were not implemented.
 ... such reforms have taken place but they are unrelated to EU support.
 No, such reforms have not been initiated.
 Do not know

Please indicate the individual reforms and how EU support helped your university/ faculty to initiate and implement such reforms.

Please indicate the individual reforms.

What do you think are the main reasons why such reforms were not implemented?

Section 4: Student Intake and Learning & Teaching Environment

9) Has your department, faculty or university in general taken any steps to increase the intake of students from under-represented, vulnerable or disadvantaged groups of the population?

- Yes, such steps have taken place.
 No, such steps have not taken place.
 Do not know

For which parts of the population have such steps been taken?

| |
|--|
| |
|--|

For which parts of the population should such steps (still) be taken?

| |
|--|
| |
|--|

10) To what extent has EU support to higher education helped increase the intake of students from under-represented, vulnerable or disadvantaged groups of the population?

| 1 – To no extent | 2 – To a limited extent | 3 – To a considerable extent | 4 – To a great extent | Do not know |
|------------------|-------------------------|------------------------------|-----------------------|-------------|
| | | | | |

11) Has access to resources for learning & teaching and/or for research improved between 2007 and 2014?

- Yes ...
 No
 Do not know

Tick all that apply.

- Yes, access to resources for **learning & teaching** has improved.
 Yes, access to resources for **research** has improved.

Please name or describe the resources to which access has improved and briefly explain the role of EU support (if any)

| | Name or description of resources | Role of EU support |
|---|----------------------------------|--------------------|
| 1 | | |
| 2 | | |
| 3 | | |

What do you think are the main reasons why access to resources for learning & teaching and/or research has not improved?

| |
|--|
| |
|--|

Section 5: Link to the labour market

12) Does your university have mechanisms in place to respond to labour market trends in your teaching programmes?

- Yes
 No
 Do not know

Please name or describe the mechanisms and briefly explain the role of EU support (if any).

| | <i>Name or description of mechanisms</i> | <i>Role of EU support</i> |
|---|--|---------------------------|
| 1 | | |
| 2 | | |
| 3 | | |

What do you think are the main reasons for the lack of such mechanisms?

| |
|--|
| |
|--|

13) Are internships or apprenticeships (or other opportunities for students to gain practical experience) included in degree programmes at your department or faculty?

- Yes ...

Tick the option that best applies.

- ... all degree programmes at our department/ faculty include such opportunities.
 ... the majority of degree programmes (but not all) at our department/ faculty includes such opportunities.
 ... a minority of degree programmes at our department/ faculty includes such opportunities.
- No
 Do not know

Please name or describe the internships or similar opportunities and briefly explain the role of EU support in them (if any).

| | <i>Name or description of internships or similar opportunities</i> | <i>Role of EU support</i> |
|---|--|---------------------------|
| 1 | | |
| 2 | | |
| 3 | | |

What do you think are the main reasons why opportunities for students to gain practical experience are not included in degree programmes?

| |
|--|
| |
|--|

14) Are the learning objectives of degree programmes at your department/ faculty aligned with the qualifications required by the labour market?

Please tick the option that best applies.

- Yes, in all degree programmes.
 Yes, in the majority of degree programmes.
 Only in a minority of degree programmes.
 No.

Please give examples and briefly explain how EU support contributed to revising the objectives of degree programmes to include qualifications required by the labour market.

| | <i>Examples</i> | <i>Role of EU support</i> |
|---|-----------------|---------------------------|
| 1 | | |
| 2 | | |
| 3 | | |

15) In your experience, did EU funded exchange programmes affect employability of participating students?

- Yes
 No
 Do not know

Has the participation in EU-funded exchange programmes increased or decreased employability of your graduates?

- Employability of our graduates increased.
 Employability of our graduates decreased.

To what extent has employability increased?

| <i>To a limited extent</i> | <i>To a considerable extent</i> | <i>To a great extent</i> |
|----------------------------|---------------------------------|--------------------------|
| | | |

To what extent has employability decreased?

| <i>To a limited extent</i> | <i>To a considerable extent</i> | <i>To a great extent</i> |
|----------------------------|---------------------------------|--------------------------|
| | | |

What do you think are the main reasons why employability increased?

Reason 1: _____

Reason 2: _____

Reason 3: _____

If available, kindly provide additional information such as statistics or relevant degree programmes.

| |
|--|
| |
|--|

What do you think are the main reasons why employability decreased?

Reason 1: _____

Reason 2: _____

Reason 3: _____

If available, kindly provide additional information such as statistics or relevant degree programmes.

What would need to be changed in the EU-funded exchange programmes in order to increase the employability of your graduates?

What do you think are the main reasons why the participation in EU-funded exchange programmes did not affect employability of your graduates?

Reason 1: _____

Reason 2: _____

Reason 3: _____

Please provide additional information such as statistics.

What would need to be changed in the EU-funded exchange programmes to increase the employability of your graduates?

Section 6: Academic Co-operation Networks and Links

16) Has the number and scope of academic networks and links between your department/ faculty and other universities changed since you first received EU funding ?

Yes

No

Do not know

Has the number and scope of academic networks and links between your department/ faculty and other universities increased or decreased since you first received EU funding?

It has increased

It has decreased

To what extent?

| To a limited extent | To a considerable extent | To a great extent |
|---------------------|--------------------------|-------------------|
| | | |

Please give examples for new collaborative networks and links.

Example 1: _____

Example 2: _____

Example 3: _____

To what extent?

| To a limited extent | To a considerable extent | To a great extent |
|---------------------|--------------------------|-------------------|
| | | |

16-2) Has the number and scope of academic networks and links between your department/ faculty and other universities changed since EU funding ended ? Yes No Do not know**Has the number and scope of academic networks and links between your department/ faculty and other universities increased or decreased since EU funding ended?** It has increased. It has decreased.**To what extent?**

| To a limited extent | To a considerable extent | To a great extent |
|---------------------|--------------------------|-------------------|
| | | |

Please give examples for new collaborative networks and links since EU funding ended.

Example 1: _____

Example 2: _____

Example 3: _____

To what extent?

| To a limited extent | To a considerable extent | To a great extent |
|---------------------|--------------------------|-------------------|
| | | |

17) Overall, in your department/ faculty, how many post-graduate students have benefitted from EU-funded mobility programmes between 2007 and 2014?

18) How many of your post-graduate students who have benefitted from EU-funded mobility programmes since 2007 have returned to your university?

| <20% | 20 to < 40% | 40 to < 60% | 60 to < 80% | >80% |
|------|-------------|-------------|-------------|------|
| | | | | |

How would you rate the importance of the following factors for returning ?

| Reasons for returning | 1 – Very unimportant | 2 – Unimportant | 3 – Important | 4 – Very important | Do not know / Not applicable | Please provide reasons for your assessment. |
|--|-----------------------------|------------------------|----------------------|---------------------------|-------------------------------------|--|
| 1 Motivation to finish the degree programme at the home university | | | | | | |
| 2 Good career prospects in the home country | | | | | | |
| 3 Penalties for not returning | | | | | | |
| 4 Other reason (please specify in the text box on the right) | | | | | | |

How would you rate the importance of the following factors for non-returning ?

| Reasons for not returning | 1 – Very unimportant | 2 – Unimportant | 3 – Important | 4 – Very important | Do not know / Not applicable | Please provide reasons for your assessment. |
|--|-----------------------------|------------------------|----------------------|---------------------------|-------------------------------------|--|
| 1 Continuation of post-graduate studies abroad is seen as more attractive | | | | | | |
| 2 Foreign universities attracted exchange students for their own degree programmes | | | | | | |
| 3 Better career prospects abroad than in the home country | | | | | | |
| 4 Other reason (please specify in the text box on the right) | | | | | | |

19) Since the first year your department or faculty received EU funding, which trends could you observe regarding the number of academic staff members participating in exchanges with other universities?

Number of academic staff who participated in exchanges with other universities ...

... in the year before your department received EU funding: _____

... in 2014: _____

Please indicate any reasons for change.:

| |
|--|
| |
|--|

20) Does your department or faculty engage in formal partnerships (based on Memoranda of Understanding or similar agreements) with other universities within your region?

Yes ...

Yes, formal partnership agreements in the area of **teaching & learning** exist.

Yes, formal partnership agreements in the area of **research** exist.

No, formal partnership agreements do not exist.

Do not know.

Please provide the total number of partnerships in the area of teaching & learning and indicate if such partnerships have increased or decreased since the first year you received EU funding.

| Type of partnership | Number | Scope and main topics covered | Trend since first year of EU funding |
|--------------------------------|--------|-------------------------------|--------------------------------------|
| Related to teaching & learning | | | |

Please provide the total number of partnerships in the area of research and indicate if such partnerships have increased or decreased since the first year you received EU funding.

| Type of partnership | Number | Scope and main topics covered | Trend since first year of EU funding |
|---------------------|--------|-------------------------------|--------------------------------------|
| Related to research | | | |

21) Over the period 2007-2014, has your department, faculty or university signed agreements on the mutual recognition of academic qualifications?

Yes, mutual recognition agreements are in place.

No, mutual recognition agreements are not in place.

Do not know.

Please list names of other universities and scope of agreements (i.e. recognised degrees: BA, MA, PhD, others, such as vocational degrees), and indicate the type and role of EU contribution to such agreements.

| | University | Scope of agreements | Type and role of EU contribution to the agreements |
|---|------------|---------------------|--|
| 1 | | | |
| 2 | | | |
| 3 | | | |

22) Over the period 2007-2014, has your department or faculty established joint or collaborative degree programmes with other universities?

Yes, joint or collaborative degree programmes are in place.

- () No, joint or collaborative degree programmes are not in place.
 () Do not know.

Please list names of other universities and describe the scope of collaboration (i.e. level of joint degrees: BA, MA, PhD, others, such as vocational degrees), and indicate the type and role of EU contribution to such collaboration.

| | University | Scope of collaboration | Type and role of EU contribution to the agreements |
|---|-------------------|-------------------------------|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |

23) Over the period 2007-2014, has your department or faculty established strategic partnerships with the private sector?

- () Yes, partnerships with the private sector have been established.
 () No, partnerships with the private sector have not been established.
 () Do not know.

Please briefly explain the role of EU support (if any).

| |
|--|
| |
|--|

Section 7: Lessons learnt

24) What are, in your view, the main lessons learnt with regards to EU support to higher education that should be taken into account for future EU support programmes in the field of higher education?

| | |
|-----------------|--|
| Lesson 1 | |
| Lesson 2 | |
| Lesson 3 | |

25) Please indicate any other remarks regarding EU support to higher education below.

| |
|--|
| |
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Thank You!

Thank you for taking the time to participate in this survey.

Your answers are very important to us. They are completely anonymous and will feed into the final report of the evaluation, which will be published on the [European Commission's website](#).

The evaluation team

Click on the link at the bottom of this page to download a PDF version of your answers: