

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

Minutes of the dissemination Seminar Brussels, 18/12/17

1 Introduction

This document presents the minutes of the dissemination seminar of the *Evaluation of the EU development co-operation support to higher education in partner countries (2007-2014)* conducted by Particip GmbH. The seminar took place on 18 December 2017 at Bloom Hotel, Rue Royale 250, Brussels, with the purpose of presenting the main conclusions and recommendations of the evaluation to interested stakeholders. Ms Ximena Rodriguez, from the evaluation unit at DG DEVCO, chaired the seminar. The agenda of the seminar is attached in annex I

2 Welcome and Opening statements by Mr Anders Henriksson (DG DEVCO)

The seminar started with an opening statement by Mr Anders Henriksson, Principal Advisor and Head of the Task Force for Knowledge, Performance and Results, DG DEVCO. He welcomed partners' strong interest in this dissemination seminar. After an introduction to DG DEVCO's evaluation practices, he presented this evaluation of EU support to Higher Education in partner countries. He underlined that this exercise was complex for different reasons:

- Evaluating the contribution of six different programmes with different relevant aims, as well as
- Management of the programmes by several actors, EACEA and partly by DG DEVCO (the corresponding activities have since been brought together in Erasmus+).

The main objectives of the evaluation were twofold:

- The provision of an independent assessment of EU support to Higher Education during the period 2007-2014, and
- The identification of key lessons and forward-looking recommendations to improve and inform decisions.

Future action has to take into account the Agenda 2030 Sustainable Development Goals (SDGs), which are an essential part of EU external policy. Furthermore, the "New European Consensus on Development", emphasizes the need for lifelong learning and education for all, represented by SDG 4. Mr Henriksson concluded that the answers from the Higher Education evaluation exercise will be important for the EU's future actions in this field.

3 Presentation of the evaluation by Dr Jörn Dosch, Team Leader

Jörn Dosch, the Team Leader of the evaluation, presented the **evaluation, scope, methodology and limitations**. Mr Dosch stated that no major limitations were encountered during this evaluation exercise. He emphasised that the presentation of limitations is also supposed to contextualise the scope of an evaluation. With its holistic approach, the strategic evaluation of EU support to Higher Education in partner countries was not meant to replace programme evaluations but to synthetically analyse information on EU support to Higher Education (HE). During the strategic evaluation, examples from the individual programmes were included. Although attention was paid to including equal parts on all components, access to information was unequal for the individual programmes and no comparative approach was taken. Furthermore, higher education institutions (HEIs) in the EU itself were excluded as subject of the evaluation¹. Therefore, only HEIs and their representatives in partner countries were taken into consideration during data collection. A final limitation mentioned in the presentation was that projects targeting countries and projects financed by the Instrument for Pre-accession assistance (IPA) and Instrument for Cooperation with Industrialised Countries (ICI) were excluded.

¹ The Mid-term evaluation of Erasmus+ is available [here](#)

This was followed by a presentation of **conclusions and recommendations** of the evaluation. A total of eight conclusions (grouped in three clusters) had emerged from the answers to the evaluation questions. The clusters included the policy and strategic focus of EU support to higher education, its achieved results and coordination and synergies with other fields of EU support and with other development cooperation actors. The seven recommendations were presented in the same three clusters. See the presentation slides for more details. The presentation slides are attached in annex II.

4 Questions and answers on conclusions

After the presentation of the evaluation conclusions by the Team Leader, the floor was given to participants in order to comment or ask questions.

Question 1 – M. Perilli

A young researcher, Andrea Perilli, who has recently written a research paper about the impact of Erasmus+ and its previous programmes on some European neighbouring countries², shared two questions and a comment on the conclusions:

Related to conclusion 1 on the lack of a strategic approach, he suggested that the EU support to HE in partner countries is a matter of culture, and as such, the current debate on a cultural relations strategy could be used to create a political and strategic framework for EU support to HE.

Answer, Mr Dosch

Many things have changed at strategic level since 2014: nowadays, there are better opportunities to embed EU support to HE within existing strategies. The current SDGs which are explicit on education, including HE, invite and demand to link EU support to them. Furthermore, the 2030 Agenda and UNESCO's Framework for Action for Education include a clear view of the OECD on HE and facilitate the EU's formulation of its own strategic vision. However, Mr Dosch emphasised that it remained difficult to find one overarching approach by different DGs for one policy area. The recommendation from the evaluation report³ is therefore that the strategy needs to be based on the existing Communication⁴. It should clearly describe logical chains between the overall EU development goals downwards through intermediate and specific impacts to the level of expected outcomes and outputs.

Question 2 – M. Perilli

Related to conclusion 6 on the finding that Erasmus+ has weakened the intra-regional cooperation, he explained that he found the same in his own research on HE and that he shared the view to use Erasmus+ for the strengthening of inter-regional cooperation. In fact, he highlighted that as Erasmus+ contributed to the EU member states integration, it could have the same effect in other regions as well.

Answer Mr Dosch

Concerning the design of Erasmus+ and the finding that Erasmus+ has reduced the scope of intra-regional cooperation, Mr Dosch elaborated that this finding is contested: stakeholders say that it is not actually true, but formally and institutional design-wise it is a fact that Erasmus+ is weaker in triggering intra-regional cooperation than the former approach. Mr Dosch highlighted that the scope of the evaluation did not include Erasmus+, but focussed at the institutional design.

Answer Claire Morel, DG EAC, International Cooperation Unit: Erasmus+ is not as pro-regional as in the past.

² Bruges Political Research Papers No 59 published [here](#)

³ Final report and its annexes are published [here](#)

⁴ [COM\(2013\)0499 final](#), Communication from the Commission. European higher education in the world

Comment - M. Perilli

Related to conclusion 2 and 8: These conclusions stress the lack of ownership or co-ownership of partner countries, which, for the countries covered by the ENP and Erasmus+, is caused by the fact that they are “*partner countries*” and not “*programme countries*”, according to the distinction provided by the regulation establishing Erasmus+. However, during his research, he found out that the solution to this problem is in the regulation itself. In fact, article 24 states that ENP countries, under some conditions, may become programme countries and consequently, be subject to all the obligations, and fulfil all the tasks set out in that Regulation in relation to Member States.

Comments - Representative from the Belgian Development Agency Enabel

- Firstly, she expressed her surprise that only a minor part of the EU’s support to HE was allocated to ACP countries. She emphasized the need for investments in HE in Africa and a need for revision of priorities. She pointed to the fact that private and public universities in Africa are imbalanced in number, with an increasing number of private universities being established, suggesting that the EU should think about options for balancing the offer of HE in Africa.
- Secondly, she was disappointed by conclusion 8 relating to the coordination of EU and member states being absent at partner countries and regional levels.
- Thirdly, she shared that Enabel has commissioned an impact evaluation on its university cooperation. Results will be available in 2018 and could be shared, also with the aim of finding joint approaches between Member States and the EU.

Comment - Christophe Masson, DG NEAR

He appreciated the evaluation exercise. However he felt that the topic of policy dialogue was not treated and mentioned as an example that university rectors from EU Enlargement and Neighbourhood countries did not see themselves as key stakeholders of HE reforms. He asked whether the evaluation team had looked into the EU Delegations in terms of staff and resources, as these are key prerequisites for an efficient policy dialogue.

Comment - Anna Herrero, DG DEVCO, Regional Operations Latin America and Caribbean

Taking into consideration the ALFA III programme, the finding of the limited contribution to increasing inclusiveness was too general, as one of the ALFA III key objectives was specifically inclusiveness. While she understands that conclusions had to be derived from several programmes, she cautioned that generalisation in conclusions might be not representative.

Comment - Gerry O'Sullivan, Erasmus National Agency Ireland

He complimented the evaluation team. He stated that the opening of EU universities to parts of the world the EU has not been connected before, will lead to positive change. However, he cautioned that believing that other universities should be designed like European ones is too ambitious. He mentioned the example of Bologna, which was not fully implemented after 20 years. He considered the move to Erasmus+ to be extremely important, as it had brought more European programme countries into contact with institutions in various parts of the world.

Answer - Dr Patrick Spaven, team member of the evaluation and lead expert on the case studies in Africa

He endorsed the inclusion of the issue of policy dialogue and pointed to several parts of the report where policy dialogue was treated. Reforms, in the sense of changes at national levels, through policy dialogue were found in only limited form and were minor mainly in the area of international credit recognition and transfer. However, some exceptions were found citing South Africa where he encountered a good example of policy dialogue, even if the effects were limited as policy dialogue was not a priority for the South African government. Concerning inclusiveness, he agreed that there is a very mixed picture.

5 Response of the EU services present on the recommendations by Annica Floren (DG DEVCO B4, Culture, Education, Health), Claire Morel (DG EAC), and Christophe Masson (DG NEAR)

Ximena Rodriguez, *DEVCO Evaluation Unit*, introduced the follow-up process to the evaluation through the EU services. As not all EU services and DGs were present at the dissemination seminar, she pointed to the "[Response of the Services](#)" which summarises the EU services' responses and which is publicly available on the website⁵ together with the evaluation report. She then invited the Commission services present to share their feedback on the recommendations.

Response on Recommendation 1 "Formulate the overall strategic approach to the support of HE in the EU's development co-operation relations"

Annica Floren from DG DEVCO, pointed out that while DG DEVCO does not have a consolidated updated education policy, it supports country-led strategies and reforms under the overall umbrella of SDG 4. Moreover, she stressed that there are education strategies and policies dispersed in other recent policy documents of the EU. For DG DEVCO, it was more a question of whether there is a need for a standalone higher education strategy.

Claire Morel from DG EAC stressed the usefulness of the recommendation in the context of post-2020 Erasmus+ programme. She mentioned that in the Erasmus+ programme, regional and national priorities have been identified. Thus, leading to the question which level would be concerned by the strategic programming, global, regional or national?

Christophe Masson from DG NEAR, commented that when talking about HE, there is also a need for a human development vision in partner countries. Therefore he suggested that a diagnosis of the country HE and assessment of what the EU can bring to the different layers of education should be carried out to have evidence-based strategies at national level.

Response on Recommendation 2 "Deepen the alignment with partner countries' policies and priorities in HE through jointly-funded academic mobility programmes"

Claire Morel pointed to the international credit mobility scheme which is implemented in the framework of Erasmus+. She expressed that in terms of coordination at MS level, it worked well, while beyond EU borders alignment could be improved in partner countries. However, she stated that there were diverse types of partner countries with different levels of support depending on the budget. Therefore, she recommended analysing the level of cooperation before putting heavy structures in place.

Moreover, she shared that in terms of involvement of MS, Erasmus+ has a committee to ensure good coordination. What worked less well was the coordination at national level between education authorities and development or foreign affairs authorities.

Claire Morel mentioned on jointly-funded programmes with partner countries that these were good ideas but questioned what they implied in practice. She explained that bringing funding from other sources is complex and even more complicated in practice when they implicate long-term commitment. Nonetheless there are on-going co-funding programmes that do work well (e.g. Taiwan is co-funding their students that are on the reserve list of Erasmus Mundus). Therefore it would be appreciated that this recommendation be clarified to ensure that it would work in practice.

Christophe Masson specified that when talking about alignment, we should think about the ownership of the partner countries. We need to put more focus on the implementation of the reforms, not only on the design. In DG NEAR, we ask the enlargement countries to prepare Economic Reform Programmes, which define key structural reform measures, including in the education sector. The objective is to see credible reform programmes implemented and to ensure the transformation to fully functioning market economies, thereby boosting human development and competitiveness.

⁵ Published [here](#)

Response on Recommendation 3 “Realign the support to HE with the objective of strengthening intra-regional co-operation”

Annica Floren said that DG DEVCO agreed very strongly with this recommendation and pointed out that concerning South-South mobility, the intra-regional co-operation is very relevant from a development perspective and the achievements noted in this respect in the evaluation were well noted.

Claire Morel commented that when it comes to the intra-regional cooperation, DG EAC is thinking about enhancing this aspect in the Erasmus programme post-2020, including a scheme similar to the intra-Africa mobility programme, extended to other regions of the world.

Christophe Masson explained that intra-regional cooperation for DG NEAR is not easily achievable with regards to some currently complicated diplomatic relationship. Academics believe that HE can make a difference in improving diplomatic relationship between some countries; therefore, DG NEAR is looking into these regions with DG EAC on some pilot projects, to use HE as a driver for better intra-regional cooperation.

Response on Recommendation 4 “Develop and implement an approach towards strengthening inclusiveness”

Annica Floren agreed with the recommendation as it is already a priority in DG DEVCO, fitting very well with the “leaving no one behind” agenda. She mentioned however that the context is very important as there cannot be a one size fits all approach. There is a need to better develop a strategy that allows reaching out to those hard to reach.

Claire Morel explained that there is a problem linked to the lack of universal definition for disadvantaged/vulnerable groups and also that very few students who are involved in the mobility action consider themselves as 'vulnerable' when reporting at the end of the mobility. The mid-term evaluation of Erasmus+ showed that it is a problem also in the EU. The programme has not been very successful in reaching inclusiveness as most students in HE come from middle class background.

Christophe Masson believed that the solution to inclusiveness is at country level where change should be brought to the education systems to make them more inclusive. Education as a whole should be looked at to determine at which level inequalities and inclusiveness should be tackled. He is not convinced that HE is always the most relevant level to be solving inequalities in the education system.

Response on Recommendation 5 “Create “dual” study courses oriented to the labour market”

Annica Floren mentioned that DG DEVCO agreed with this recommendation. She pointed out the importance of creating stronger linkages with the private sector and the academic vocational part of education, which strengthen employability. There are some new opportunities under Erasmus+ that will be evaluated and analysed for possible extension.

Claire Morel affirmed that the Erasmus programme has done a lot to take the needs of the labour market into account. One third of Erasmus capacity building projects involve both universities and companies for the definition of curricula. For the Erasmus Mundus action, one of the important selection criteria is the involvement of companies in the definition of the needs in the organisation of placements, funding for internships and scholarships. As of September, it will be possible for students from all over the world to come to Europe for a placement programme.

Christophe Masson would have appreciated to see an analysis of the outcome of HE systems in terms of skills, soft skills, and employability required by the private sector in the evaluation. In this sense, DG NEAR, together with DG EAC, consider launching TVET pilots for Erasmus. He explained that the key to these pilots lies at country-level by improving the dialogue between HEI, private sector and government. Concerning dual degrees, it can only work well when the two parties already work well, especially the private sector.

Response on Recommendation 6 “Expand formal mechanisms to facilitate the co-ordination of EU and Member States support to HE”

Annica Floren underlined that there is already many coordination activities taking place both at European and at country levels however, these might not always be as effective as one would want. Coordination needs to add value, consider transaction costs and build on partner country-driven education policies.

Claire Morel highlighted the importance of co-ordination and co-operation within the different DGs. In the framework of Erasmus, the co-ordination at MS level is effective but it can be improved at partner country level. Concerning the evaluation comment that EU countries are in competition, DG EAC does not believe it is an obstacle to co-ordination and co-operation.

Christophe Masson commented that since the Lisbon Treaty, EU Delegations have a clear role of coordination with the Member States which they fulfilled. The strong role of a number of UN organisations on the ground adds another issue in the coordination exercise particularly at a sectoral level. Limited human resources in Delegations is to be taken into account.

Response on Recommendation 7 “Strengthen the links between support to HE and support to research and innovation”

Annica Floren expressed agreement with this recommendation. Strengthening the link between HE and R&I for better alignment was also a conclusion of [Evaluation of the EU support to research and innovation for development in partner countries \(2007-2013\)](#)⁶. The EU would need to think about the different options, possibly adopting a new action under Erasmus+, or earmarking funds within the following framework to contribute to joint master’s degree under specific research related activities. A good practice worth sharing from the co-operation in Latin America is a recent academic knowledge week, which could be seen as best practice.

Claire Morel agreed and further explained that this *summit* was an event that brought DG DEVCO, DG RTD and DG EAC together; and it was a good example that interlinked HE and R&I. A similar event was also organised in the Western Balkans. She mentioned that DG EAC is rationalising some of its action where they identified some overlap between research and HE activities in the past. Furthermore, DG EAC considers increasing synergies between the future Horizon 2020 and the Erasmus+ programme. Nonetheless, in the framework of Erasmus+ there are already links with the research side, e.g. in the framework of Erasmus+, capacity building is possible such as funding new PhDs, doctoral studies and the mobility of doctoral candidates.

Christophe Masson added that as a result of Erasmus+, a huge network of HEIs has been created that should be involved with one another in order to increase the role they can play in innovation and research. Nevertheless, co-ordination between HE and research and innovation should be tackled with a holistic perspective.

⁶ Available on internet at https://ec.europa.eu/europeaid/evaluation-eu-support-research-and-innovation-development-partner-countries-2007-2013_en

6 Questions and answers on recommendations

After the presentation of the evaluation's recommendations by the Team Leader, and the response of the EU services on the recommendations, the floor was given to participants again for comments or questions.

Question H el ene Pinaud, Agence Erasmus+ France

She asked whether it will be worthwhile to co-finance the intra-regional mobility scheme.

Answers

Claire Morel from DG EAC, shared that co-financing is an interesting idea but questioned how it would work in practice due to the EU financing procedures that partners have to accept and there needs to be a political interest. Similarly to the cooperation with Taiwan, discussions are on-going with Korea and Japan.

Annica Floren from DG DEVCO expressed similar concerns as DG EAC

Comment

A representative of the "Research & Innovation Management Services" commented on the importance of a holistic approach to education and the value chain of educational system as HE provides teachers.

A representative from the Aid effectiveness unit in DG DEVCO commented that the joint programming process started in 2011 but is only producing results now. She expressed that many of the activities are not reflected in the current evaluation.

Answers by Dr Patrick Spaven, member of the evaluation team

- On recommendation 3 about intra-regional cooperation, South-South cooperation should not be confined to mobility but cooperation on projects can also have a lot of potential.
- On recommendation 4 on inclusiveness, from experience evaluating DFID funding to inclusiveness in education, it is only possible when inclusiveness is made compulsory, purposeful, but also context specific.
- On recommendation 1 on strategic approach, any funder of development of HE should look at the theory of change extensively, a forward looking approach informed by evidence. A systemic approach needs resources both from the EU and the country itself.

Answer Claire Morel from DG EAC replied that two third of capacity building projects in the Erasmus+ framework involve more than two partner countries.

Answers Dr J orn Dosch, Team Leader of the evaluation

He clarified that when the evaluation started, Erasmus+ was just at the very beginning of its implementation and that its implementation was not covered in the analysis of this evaluation. He appreciated that some of the recommendations made, have already been taken up. He shared the following comments on the feasibility of implementing the recommendations:

- On recommendation 6 on co-ordination between EU and MS on the field, he advised to build on what is already in place and follow up on the good examples that exist (e.g. Egypt) and work further on the synergies that are already in place.
- On recommendation 5, he cautioned that a "dual study course" is not a fixed term but a generic concept which comprises an increased number of vocational elements. He mentioned already existing examples in the EU which could be further developed such as the study programme on criminology in the UK which is combined with studies on policing with a placement in law enforcement.
- On recommendation 4 on inclusiveness, the evaluation also looked at disadvantaged institutions, but an overall definition is lacking which then needs to be broken down to the local context. As an example he mentioned the case study of Moldova, where some universities located in minority areas have benefitted from EU support to increase their quality. However he cautioned that this was not the case for all countries. New players that are not part of consortia and not experienced with EU funding should also be encouraged to participate.

7 Concluding remarks by Ms Annica Floren from DG DEVCO

Annica Floren concluded the Dissemination Seminar by thanking the evaluation team for providing the bigger picture. She pointed out that **the evaluation comes at a good moment and recommendations can be integrated in the scope of the Mid-term review of the instruments and the post 2020 reflections.**

She was pleased to see the positive results that were achieved in HE and acknowledged the complexity and challenges that were associated to this evaluation due to different DGs being involved all supporting higher education but with slightly different policy objectives. She shared the following concluding remarks on the recommendations:

- DG DEVCO will reflect further on the suggestion to put the elements and actors into **one strategy** noting that it needs to add value, be drafted at the appropriate level and that it should probably integrate the overall sector support (and not just higher education). country context and available financial envelopes would need also need to be considered..
- On **benchmarking**, it would be good to follow up what was is discussed under the UNESCO-led SDG 4 steering committee and continue contributing to the work and find regional benchmarks.
- On **coordination**, she acknowledged that while many efforts are already taking place, there could be improvements at country level, involving local actors and governments and the HEIs.
- On **jointly funded programmes**, she considered it a good recommendation but realised that there are certain challenges linked to its implementation, particularly in view of the global scope.
- On intra-regional mobility, **intra-regional cooperation** goes beyond mobility in creating networks and finding synergies. However, the mobility scheme is an opportunity to promote regional integration and where HE can play an important role in bringing the actors together.
- Regarding **inclusiveness**, there is a lot of room for improvement and reflection is needed to see how the most marginalised can be reached, not only individuals but also disadvantaged institutions. It is important to promote inclusiveness beyond HE and make it a core part of our overall support to the strengthening of national education systems, so that they are inclusive at all levels.
- On the **dual course**, it should be seen as a concept of enhancing the employability and working more with the private sector to make sure that the acquired skills match the needed skills of the labour market. A need to have more dialogue with the private sector was noted.
- Finally the need to **strengthen the links between HE, research and innovation** was noted. She explained that there have been many efforts to reinforce the interface between Erasmus+ and Horizon 2020. She acknowledged that overall, there is a need to look at the added value of the co-operation to make sure to not duplicate programmes and find new solutions under the existing ones.



**Seminar on the results of the evaluation of the
EU development co-operation support to Higher Education in
partner countries (2007-2014)**

**Venue: BLOOM Hotel, Rue Royale 250,
1210 Saint-Josse-ten-Noode, Belgium.**

Monday 18th December 2017, 9:30 – 13:30

Agenda

9:30 - 10:00	Registration and welcome coffee
10:00 – 10:10	Welcome – Anders HENRIKSSON, <i>Principal Advisor, DG DEVCO</i>
10:20 - 11:00	Evaluation of the EU support to HE: Conclusions Presentation by Jörn DOSCH, <i>Evaluation Team Leader</i>
11:00 – 12:00	Discussion
12:00 – 12:15	Coffee break
12:15 - 12:30	Evaluation of the EU support to HE: Recommendations Presentation by Jörn DOSCH, <i>Evaluation Team Leader</i>
12:30 – 12:45	Comments of the EU Services – DEVCO, EAC, RTD, NEAR and EEAS.
12:45 - 13:15	Discussion
13:15 – 13:30	Concluding remarks – Aida LIHA MATEJICEK, <i>Head of Unit DEVCO B4, People and Peace</i>



Evaluation of the EU Development Co-operation Support to Higher Education in Partner Countries (2007-2014)

Dissemination Seminar
Brussels, 18 December 2017

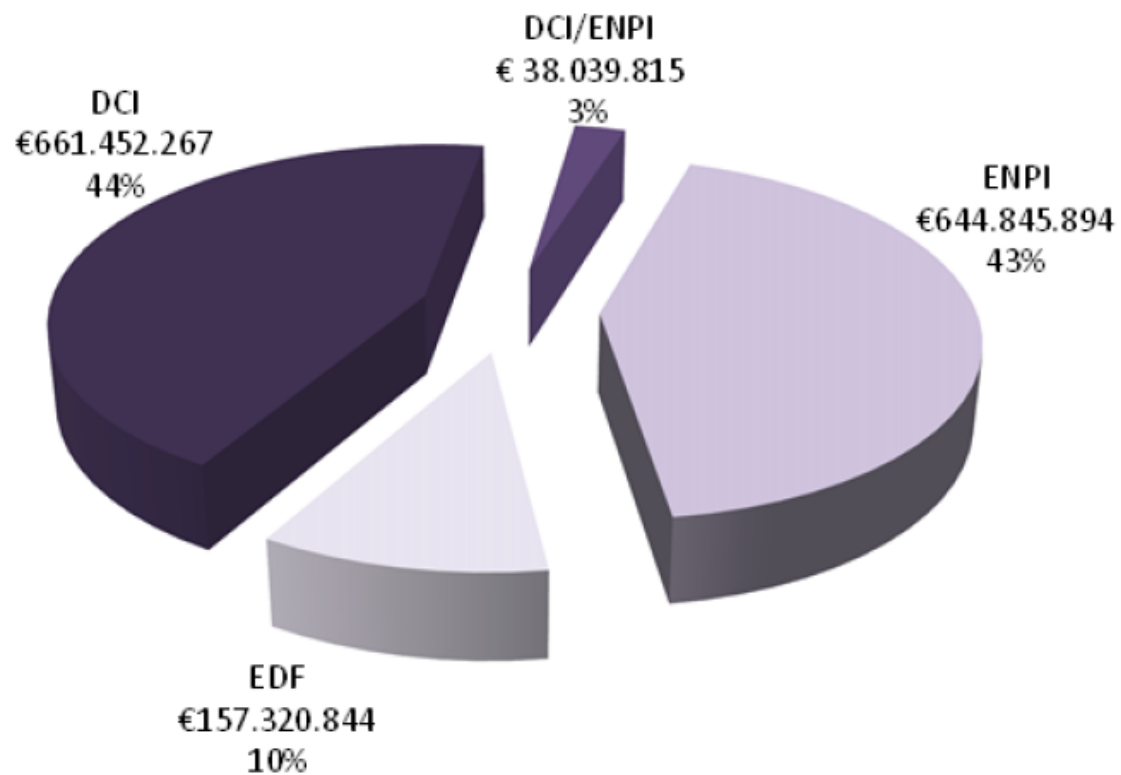
- 1. Purpose and methodology**
- 2. Conclusions**
- 3. Recommendations**

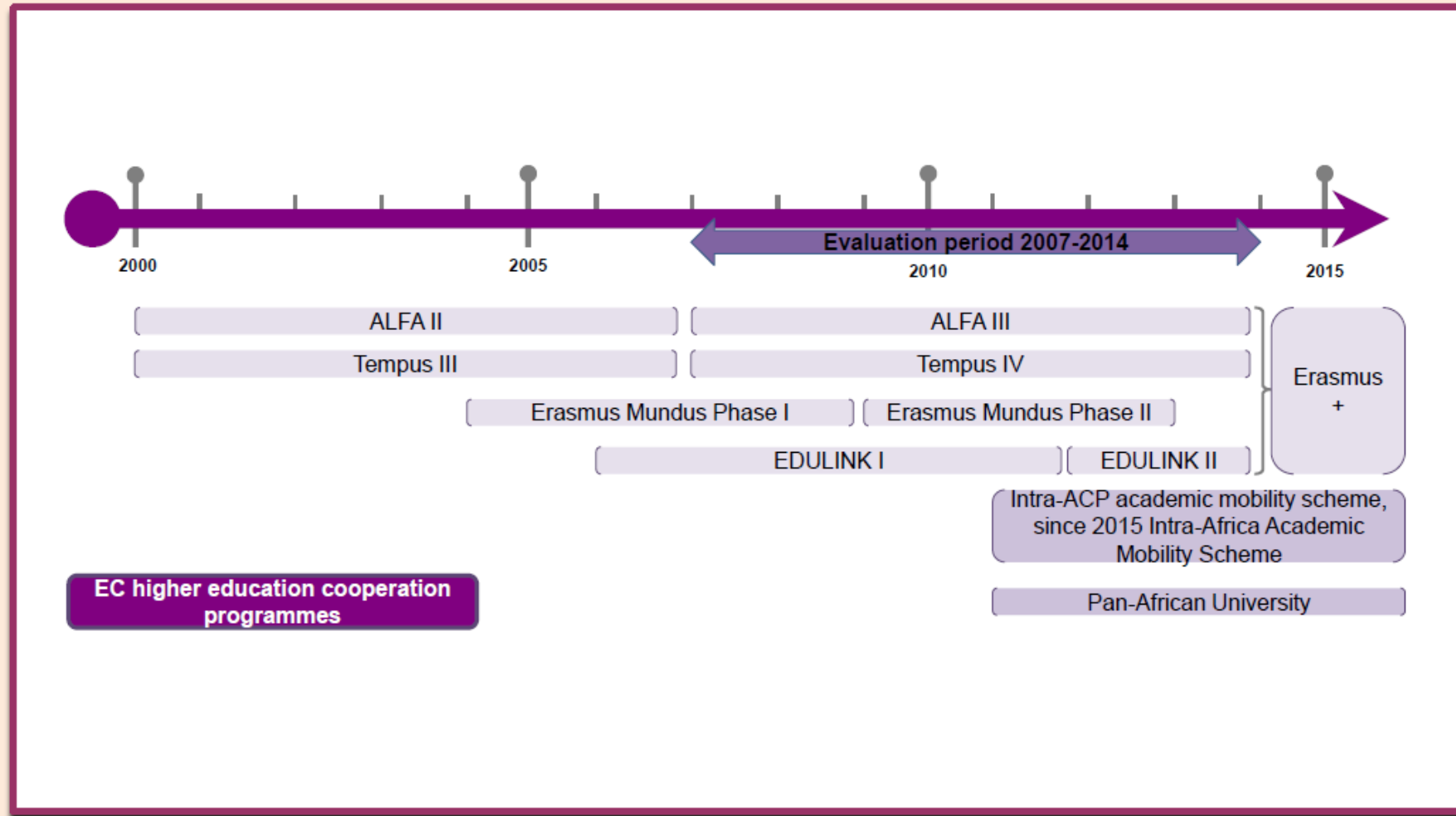
I – Purpose and methodology

- **Thematic evaluation, 2007-2014**
- **Objective 1:** independent assessment;
- **Objective 2:** identifying key lessons and forward-looking recommendations
- **Coverage:** activities in the HE sector supported by the EU



Evaluation - Instruments and amounts





Systematic analysis at overall level

- *General literature review, analysis of EU policies and guiding documents, interviews at HQ.*

Systematic analysis for a wide sample of 45 countries

- *Survey to co-ordinating HEIs, tracer study (sample), focused interviews with selected EUD staff and staff of programme offices, EAMR and CSP/RSP analysis.*

Selection of interventions, covering 13 case studies (10 programme and 3 country studies)

- *Review of project documentation, thematic, country and regional level evaluations, other documentation.*

Field visits to a selection of 8 countries

- *Interviews, direct observation, group discussions, review of additional documents*

- No replacement for programme evaluations
- Access to information unequal for programmes
- HEIs in EU excluded
- Excludes projects targeting DG-ELARG countries and financed by the IPA and ICI



II – Conclusions

- **Cluster 1** – Policy and strategic focus
- **Cluster 2** – Achieving results
- **Cluster 3** – Co-ordination and synergies



Conclusion 1: EU support to HE lacked a clear overall strategic approach outlining the pathways to expected development effects

- No clear and strong rationale and assumptions
- how to achieve the expected impacts (sustainable and inclusive socio-economic development, poverty reduction)?

Conclusion 2: The strategy of supporting HE mainly through projects under regional and global programmes was effective

- Programme approach appropriate
- placed HEI at the centre
- strong sense of identification with projects
- Reforms within HEIs effectively implemented.
- Processes spilled over to the national level
- Joint EU-ACP efforts fostered regional ownership

Conclusion 3: EU support to HE improved the framework conditions for enhanced teaching and learning

- Improved enabling conditions for better quality teaching and learning in all regions
- Improvements most visible in countries where EU-funded projects promoted the Bologna Process
- Results also countries that followed other guidelines

Conclusion 4: EU support to HE generated employability effects

- Contributed to improved employment opportunities and prospects for graduates
- Participation in mobility programmes prepared students for the labour market
- But impossible to assess the overall impact in quantitative terms

Conclusion 5: EU support to HE did only make a limited contribution to increasing inclusiveness

- Promoted inclusiveness from a gender perspective
- Some promotion of other under-represented, disadvantaged groups
- Major mobility programmes only partly succeeded in achieving equitable participation
- Only limited progress in promoting better access to higher education for these groups in general.

Conclusion 6: EU support has strengthened intra-regional co-operation

- Network-building among HEIs, intra-regional mobilities and government-driven harmonisation fostered inter-and intra-regional co-operation
- Erasmus+ Capacity Building action has promoted co-operation between different regions, but not equally enhanced intra-regional co-operation for partner countries.

Conclusion 7: EU support to HE produced some linkages with the EU's assistance to research and innovation, but synergies could have been higher

- EU approaches to HE and research & innovation were complementary and created some synergies.
- Formal, institutionalised attempts to connect the major programmes targeted at universities are very limited

Conclusion 8: Formal co-ordination of the EU's and Member States' support to HE exists at the high political level, but is largely absent at partner country and regional levels

- EU support to HE and major programmes of MS have complemented each other.
- Effective EU-MS consultation on Erasmus+
- Formal co-ordination mechanism in partner countries and regions not established.

III – Recommendations

R1: Formulate the overall strategic approach to the support of HE in the EU's development co-operation relations

- Elaborate a strategy that is clear with regard to “what” and “how”, in terms of achieving overarching development objectives.
- Strategic approach should address the main shortcomings of the previous programming period.

R2: Deepen the alignment with partner countries' policies and priorities in HE through jointly-funded academic mobility programmes

- EU's commitment to alignment is undisputed and clearly visible
- but should be strengthened further through joint EU and partner country initiatives.
- Explore the possibility of academic mobility programmes jointly funded by a partner country and the EU
- e.g. double degree study courses

R3: Realign the support to HE with the objective of strengthening intra-regional co-operation

- Erasmus+ provides a framework for intra-regional and inter-regional co-operation
- the latter is more pronounced than the former
- Explore the possibility of replicating the Intra-Africa Academic Mobility Scheme in other regions
- or introducing similar regional mobility programmes outside the scope of Erasmus+.

R4: Develop and implement an approach towards strengthening inclusiveness

- Directly addresses SDG 4 and EU commitment of “leaving no one behind” in development co-operation.
- Develop a clear concept of inclusiveness
- DG EAC and EACEA should monitor the performance of Erasmus+ and other EU support to partner countries against clear performance targets for inclusiveness

R 5: Create “dual” study courses oriented to the labour market

- Encourage the creation of “dual” degree courses
- Dual programmes have a stronger vocational approach than traditional academic study courses, and combine a university course with practical training.
- Unlike in the case of part-time courses, the employment and/or training element in a dual programme is an integral part of the course.

R 6: Expand formal mechanisms to facilitate the co-ordination of EU and Member States support to HE

- Regular dialogue mechanism with MS to increase synergies
- facilitate joint programming
- Include HE sub-sector in formal co-operation and co-ordination agenda of the EU Delegations and Member States

R 7: Strengthen the links between support to HE and support to research and innovation

- EU support to HE, in particular to better quality teaching and learning, should be continued
- further enhanced through stronger links with support to research and innovation provided by DG RTD.
- Develop a more integrated approach that treats learning & teaching and research in a holistic way
- and allows for more cross-fertilisation between the two areas.

Thank you!