

# UDI-A External Evaluators First Report

October 2019

## 1. Introduction

The UDI-A project is an ambitious initiative of four universities from Angola and Mozambique and their European counterparts aiming at enhancing the teaching and innovation capacity of the African partners.

UDI-A has all the features of a capacity building project, including an elaborated, well-calibrated internal quality assurance system, set up and executed by project partner EFMD that has accompanied the project from its inception.

The external evaluation will take place during the six months project extension November 2019 – April 2020 and will take an outside, journalistic, perspective. This first report describes the first impressions, focus and object, method and roadmap of the external evaluation.

## 2. First impressions

UDI-A is an ambitious project of twelve organizations (partners and associated partners) in six countries in Africa and Europe, involving a large number of individuals, many of whom travel and stay abroad in the course of the project. This makes UDI-A an organizational, logistical challenge.

Fortunately, the project is very well structured, with straightforward outcomes and with responsibilities clearly assigned at the level of the Project Coordinator and the Partners. The Quality Plan Work Package provides a roadmap for both the Internal and External Evaluation.

Challenging issues in the first year relate to a turnover in the coordinating team and delays in the delivery of visas. These issues have led to the postponement of the initial staff training courses, but they have been organized anyhow with good participation of all parties concerned.

Our first impression is that, despite difficulties in organization, which are probably inherent to projects of such scope, activities do take place as planned content-wise. We will investigate quality and impact of these activities in our full reporting.

## 3. Focus and object

The external evaluation will focus on the main outcomes of the project: 1) The Four Centres for Academic Development and Innovation (CADIs), set up at the partner institutions in Angola and Mozambique and 2) Training provided to staff of the four institutions and 3) the social entrepreneurship and innovation training organised by the project.

The external evaluation is concentrating on the outcomes of the project in terms of *results* and

not so much in terms of the processes behind the results, but helpful suggestions on process will be noted and transmitted. The results to be examined are:

- The four CADIS
- Learning experience and learning gain of academic and support staff
- Selected training modules in social entrepreneurship and innovation

Our *working hypothesis* will be that in autumn 2019, the four CADIs are up and running, that the envisaged numbers of staff members have gained learning outcomes that suit their personal development and career and that social entrepreneurship and innovation courses serve the intended audiences. This working hypothesis will be tested in the coming months, up and including the closing conference in Brussels in March 2020.

The baseline for the external evaluation is the ambition laid down in the project description at application stage. Well-motivated deviations of this baseline will be taken into account. Overall the intention is not to police the project, but to gain insights in its functioning and impact and to come up with pointers for its future development.

#### 4. Method

We will use a small set of indicators and combine various sources of information to define and find what progress has been made so far, what is possibly still lacking and how things could improve and deliver added value in the remainder project and beyond. The methodology envisaged includes:

- Web search
- Interviews by Skype and phone with a sample of representative actors
- Direct talks with a number of these actors (also at the final conference)
- Documentation

As an example, the following questions, with sub-questions, will be addressed as regards the CADIs:

1. Are the CADIs operational?
2. Are the CADIs fulfilling their envisaged function as local centre and international hub?
3. What could be done to maintain and enhance the impact of the CADIs?

As an example, the following questions, each with a number of sub-questions, will be addressed as regards the CADIs:

1. Has the training effectively taken place?
2. What was the learning gain for the participants? Have they acquired the competences they need for their professional development?
3. What type of training would be most useful in the years ahead?

The team of two external evaluators will do desk research and carry out a series of interviews with direct participants and stakeholders. Desk research and interviews will aim at finding evidence, indications and illustrations of the implementation of the two main outcomes.

The main sources of desk research will be the project public website and its intranet. Interviews will be held with staff members at the Africa and European partner institutions:

Interlocutors will include per partner academics, administrators and policy official. They will be approached by phone or video link and in person when possible. The closing conference will be an important occasion for some longer interviews and fact checking.

## 5. Roadmap

### October 2019 - First report

Outlining the work to be undertaken by the external evaluators

### December 2019 - second report

Detailed description of the work: indicators, interlocutors for the interviews,

### April 2020 - Final report

The final report will include all findings, including the thing we will learn through the interviews and **Workshop** that we would like to hold during the final conference in March.

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