

UDI-A External Evaluators Second Report

December 2019

1. Introduction

The UDI-A project is an 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.

This second report is an update of the first report issued in October 2019 after the signing of the contract in September 2019. It will be shared with the Lead Organisation NOVA and project partner EFMD and may be adapted in the light of their comments.

This report describes our first impressions, focus and object, method and roadmap of the external evaluation. The main novelty is the annex that contains a description of work envisaged by the two external evaluators in the period January - April 2020 i.e. during the last three months of the six-month project extension.

The external evaluation will look into the main results of the project during its final phase. As a result the evaluation will have an outside, journalistic, future-oriented perspective.

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.

Challenging issues of the project relate to a turnover in the coordinating team, logistical difficulties and delays in the delivery of visas. These issues have led to the postponement of the initial staff training courses and the overall progress of the project, 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 analyse quality and impact of these activities in our final report.

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
- 2) Training provided to staff of the four institutions
- 3) The social entrepreneurship and innovation training organised by the project.

The evaluators will concentrate on the outcomes of the project in terms of **results** and not in terms of the processes behind the results, but helpful suggestions on process will be noted and transmitted.

The evaluators will analyse the results on the basis of two main themes:

- The results' relevance and effectiveness
- Their sustainable impact

Our **working hypothesis** will be that early 2020, 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 and the own presumptions of two evaluators, based on their experiences and expectations. 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 beyond the life time of the project. The methodology envisaged includes:

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

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 personal, academic and 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 three 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 may include per partner: academics, administrators and policy officials. They will be approached by phone or video link and in person when possible. The closing conference will be an important occasion for shorter and longer interviews and fact checking.

5. Reporting 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, type of 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.

Annex

Draft Description of the Work of the External Evaluators

Brussels, December 2019

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UDI-A External Evaluation

Description of the Work of the External Evaluators

January - April 2020

1. Introduction

The external evaluation will focus on the main results/outcomes of the projects:

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

Below we present a short description of the focus and object, method and roadmap of the external evaluation.

2. The four CADIS

The two evaluators will assess whether the four centres are operational in terms of **infrastructure** and **activities undertaken**:

Infrastructure

- Location, office and meeting facilities
- Equipment
- Governance
- Contact points reachable by phone, email and social media
- Accessible informative interactive web sites
- Work programmes and reports
- Sustainability plan

Activities

- Number and type of activities organised
- Number and type of participants
- Local, regional and national outreach
- Cooperation within Africa
- Cooperation with European and global partners

3. Learning experience and learning gain of academic and support staff

The two evaluators will assess the learning experiences of the staff in terms of learning activities and learning gain:

Learning activities

- Number and quality of Personal Development Plans elaborated
- Number and type of learning activities organised (self-study, online and blended learning, lectures, workshop, work placements, other)

- Number and type of participants
- Use of qualifications frameworks and learning outcomes
- Use of learning agreements
- Use of ECTS
- Learner and teacher interaction
- Assessment

Learning gain

- Added value of the learning experience for the staff in terms of personal, academic and professional development.

4. Selected training modules in social entrepreneurship and innovation

The two evaluators will assess the training modules in social entrepreneurship and innovation in the same manner as the overall learning experience and learning gains as described under point 3 above. Particular attention will be given to stakeholder involvement in the activity in the respective regions.

5. Method and timing

The two evaluators will use the items listed above as *an agenda for conversation and inquiry* and use other sources available 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 beyond the life time of the project. The methodology envisaged includes:

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

The two external evaluators will do desk research and carry out a series of interviews with direct participants and stakeholders in January - March 2020. Desk research and interviews will aim at finding evidence, indications and illustrations of the implementation of the three main outcomes.

The main sources of desk research will be the project public website and its intranet, reports from management and internal quality assurance as well as interviews with staff members at the Africa and European partner institutions:

Interlocutors may include per partner: academics, administrators, stakeholders, policy officials and stakeholders. They will be approached by phone or video link and in person when possible. The closing conference will be an important occasion for longer and shorter interviews (speed dating) and fact checking. The two evaluators propose to moderate an interactive, future-oriented, *External Evaluation Workshop* during the March 2020 Conference. Their report will be submitted in May 2020.

Indicative Timetable:

January 2020

Setting up of a list of interviewees, finalising the calendar of interviews including the method (online or physical during the final conference in March 2020)

January - March 2020

Desktop research and analysis, implementation of interviews/discussions. Conference Workshop

April - May 2020

Elaboration and finalisation of findings and drafting of the final report

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