

UDI-A External Evaluation Report (final) 14 April 2020

Addendum 26 June 2020

1. Introduction

The External Evaluators welcome the constructive reaction from the Project Coordinator to their final report of 14 April 2020 and the positive adaptations made, notably as regards the clarity of the project communication tools. The current addendum contains **additional insights** obtained through interviews with colleagues at African and European partner institutions.

The interviewees confirm and support the **Conclusions and Recommendations** of the final report. All appreciated the experience brought by the UDI-A project, despite logistical challenges and financial constraints. Not all activities could be fully completed (also due to corona) and not all Champions & Juniors remained active enough until the end of the project.

The project successfully **introduced and reinforced** new developments like social innovation, entrepreneurship and PBL and helped to reach a new and wider range of academic and administrative colleagues at the target institutions. It succeeded in creating motivation and possibly a sustainable and replicable model for the countries concerned at regional level and abroad.

2. Additional comments

- A strength of a the UDI-A approach, with CADIs, Champions and Juniors, twinning and training in cascade, is the fact that it creates a **pool** of competent colleagues and triggers a constant **renewal of cohorts** to be trained and become trainers themselves. This renewal is necessary as not all participants will remain active and some of the most active ones will make career moves elsewhere or take up further studies abroad. There is no systematic career tracking.
- **CADIs vary** in set-up and stage of development; some are new bodies, others are created on the basis of pre-existing entities.
- **CADIs are generally well known** in their universities. Some work actively with other institutions in their country (regional poles) and even abroad, but contacts with other CADIs tend to be at level of individuals not of organisations.
- CADIs need **formal embedding and status** to become part of regular budgetary and planning cycles at institutional and national level. They need to become ‘Unidades Orgânicas’.
- Champions and Juniors need **recognition**, not only formally by the university leadership at the highest level, but also at the level of their direct superiors i.e. **Directors and Deans**. The possibility to **publish** scientific articles and policy papers also provides strong



incentives and motivation.

- The **Personal Development Plans** (PDP) did not really work well, the tool needs to be redesigned and used in a more **interactive** manner, with more targeted consultations and needs analysis as a basis for tailor-made longer-term career development.
- A buy-in of faculties and departments is important. The instalment of **departmental or faculty focal points** was very helpful in this respect. They allow more direct and diverse way to pass on the learning experiences of the project.
- Close ties with the **ministry** are important to ensure alignment with national strategies and continuation of resources.
- **Twinning** turned out to be very instrumental for launching **spin-off** activities. New project ideas have arisen for further capacity building.
- **An academic network** was created (REALP Rede de Estudos Sobre Africa da Lingua Portuguesa) and an **academic journal** is in preparation. Students successfully participated in an international **hackathon** in the medical field.
- Less money should go into physical meetings and **more money should go into principle activities** like training, capacitation, feedback loops etc. COVID-19 shows us that we can work much more online.

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