Synopsis of the EDULINK I programme

Nadine Burquel
December 2013
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### Glossary of Terms

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<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>ACP</td>
<td>African, Caribbean, and Pacific Group of States</td>
</tr>
<tr>
<td>ADPC</td>
<td>The African Diaspora Policy Centre</td>
</tr>
<tr>
<td>AFRISA</td>
<td>Strategic Animal Resources and Development</td>
</tr>
<tr>
<td>ANECA</td>
<td>National Agency for Quality Assessment and Accreditation of Spain</td>
</tr>
<tr>
<td>AUF</td>
<td>Association des Universités de la Francophonie</td>
</tr>
<tr>
<td>BVE</td>
<td>Blended Vocational-Entrepreneurial</td>
</tr>
<tr>
<td>CARPIMS</td>
<td>Caribbean Pacific Island Mobility Scheme</td>
</tr>
<tr>
<td>CIMO</td>
<td>Centre for International Mobility</td>
</tr>
<tr>
<td>CIUUF</td>
<td>Conseil interuniversitaire de la Communauté française</td>
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<tr>
<td>DAAD</td>
<td>German Academic Exchange Service</td>
</tr>
<tr>
<td>DFID</td>
<td>Department for International Development</td>
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<tr>
<td>DRC</td>
<td>Democratic Republic of the Congo</td>
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<tr>
<td>EC</td>
<td>European Commission</td>
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<tr>
<td>ECOWAS</td>
<td>Economic Community of West African States</td>
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<tr>
<td>ECTS</td>
<td>European Credit Transfer and Accumulation System</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for all</td>
</tr>
<tr>
<td>EFMD</td>
<td>European Foundation for Management Development</td>
</tr>
<tr>
<td>EFQM</td>
<td>European Foundation for Quality Management</td>
</tr>
<tr>
<td>ESD</td>
<td>Education for Sustainable Development</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>FAO</td>
<td>Food and Agriculture Organization of the United Nations</td>
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<tr>
<td>GAI</td>
<td>German Academic Institute</td>
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<tr>
<td>GO’s</td>
<td>Grassroots organizations</td>
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<td>HEIs</td>
<td>Higher Education Institutions</td>
</tr>
<tr>
<td>HENNA</td>
<td>Network for Applied Human Nutrition</td>
</tr>
<tr>
<td>IASFM</td>
<td>International Association for the Study of Forced Migration</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technologies</td>
</tr>
<tr>
<td>ISCED</td>
<td>Higher Institute of Education Sciences (Angola)</td>
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<tr>
<td>ISET</td>
<td>Higher Institute of Education and Technology (Mozambique)</td>
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<tr>
<td>ISM</td>
<td>Integrated Sanitation Management</td>
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<tr>
<td>IST</td>
<td>In-Service Training</td>
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<tr>
<td>IT</td>
<td>Information Technology</td>
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<tr>
<td>IUCEA</td>
<td>Inter-University Council of East Africa</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>NARES</td>
<td>National Agricultural Research Systems</td>
</tr>
<tr>
<td>NEPAD</td>
<td>New Partnership for Africa’s Development</td>
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<tr>
<td>NGO’s</td>
<td>Non-governmental organizations</td>
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<tr>
<td>NUFFIC</td>
<td>Netherlands organization for international cooperation in higher education</td>
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<tr>
<td>OECD</td>
<td>Organisation for Economic Co-operation and Development</td>
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<td>OVI</td>
<td>Objectively Verifiable Indicators</td>
</tr>
<tr>
<td>PASGR</td>
<td>Partnership for African Social and Governance Research</td>
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<td>PHEA</td>
<td>Partnership for Higher Education in Africa</td>
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<tr>
<td>PIC’s</td>
<td>Pacific Island Countries</td>
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<td>RUFORUM</td>
<td>Regional Universities Forum for Capacity Building in Agriculture</td>
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<tr>
<td>SADC</td>
<td>Southern African Development Community</td>
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<tr>
<td>SME’s</td>
<td>Small and medium-sized enterprises</td>
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<tr>
<td>UNDESD</td>
<td>Decade of Education for Sustainable Development by the United Nations</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
</tr>
<tr>
<td>Acronym</td>
<td>Full Name</td>
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<tr>
<td>UNFPA</td>
<td>United Nations Population Fund</td>
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<tr>
<td>UNHCR</td>
<td>United Nations High Commissioner for Refugees</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children's Fund</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Develop</td>
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<tr>
<td>WHO</td>
<td>World Health Organization</td>
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<tr>
<td>WONC</td>
<td>World Organisation of Family Medicine – African Region</td>
</tr>
<tr>
<td>WTO</td>
<td>World Trade Organisation</td>
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<tr>
<td>ZEVA</td>
<td>Central Evaluation and Accreditation Agency</td>
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</table>
PREFACE - EDULINK

This report is the outcome of an assignment commissioned by the EDULINK PMU to investigate the outputs of the EDULINK I programme.

More specifically the objectives- was to carry out a review of the results achieved by the 66 funded EDULINK I projects in relation to the seven strategic objectives of the programme. It was intended that the study should focus on the specific programme outputs with a view to consolidate information and to analyse results achieved against targets, both from a quantitative and qualitative point of view.

The results achieved were to be summarised by thematic area and by geographic region. The terms of references required to highlight key findings and to propose a number of recommendations for professionals involved in higher education programme design, management and implementation in ACP regions.

The assignment started with a briefing meeting with the EDULINK PMU in Brussels. It was followed by an extensive data analysis exercise. No field mission was foreseen.

The consultant was provided with the OVI questionnaires submitted by the EDULINK projects, the project final reports and a number of additional sources of information such as the EDULINK Financing Agreements and Logical Framework, the EDULINK midterm Evaluation Report and the list of projects by country, region and by partner.

The EDULINK website provided a valuable source of information on the 66 projects. Desk research on broader issues linked to EU policy and international developments with ACP countries was also carried out to provide a more informed analysis and a better contextualization of the projects’ outcomes.

The assignment concluded with a debriefing session following the production of a final report on the results of the exercise and its submission to the EDULINK PMU.

Disclaimer

This report has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of the EDULINK Programme Management Unit and can in no way be taken to reflect the views of the European Union.
1. INTRODUCTION – THE EDULINK I PROGRAMME

The EDULINK I programme was launched by the European Commission in 2006 to improve the effectiveness, management and impact of the ACP-EU\(^1\) co-operation in the field of higher education.

The Programme is rooted in the commitments made in the UN Millennium Declaration, the outcome of the Johannesburg World Summit on Sustainable Development and the Framework for Action on Education for Sustainable Development in ACP States\(^2\).

The overall aim of the EDULINK Programme is to foster capacity building and regional integration in the field of higher education through institutional networking. EDULINK fosters to support a higher education system of quality, efficiency and relevance to the needs of the labour market, and consistent with ACP socio-economic development priorities. More specifically the purpose is to strengthen the capacity of Higher Education Institutions (HEIs) in the African, Caribbean and Pacific group of States, at the institutional level and the administrative/academic level.

From the start, it was expected that the programme would achieve the following results around seven strategic areas:

- Enhanced contribution to national and regional policies; implementation plans for regional co-operation in higher education;
- Increased inter-institutional networking between HEIs in the ACP regions and in the EU;
- Creation of better regional conditions for effective networking of higher education centres in research, and science and technology innovation;
- Enhanced management and financial administration capacity of HEIs;
- ACP HEIs to become regional and/or international poles of attraction;
- Creation of a suitable institutional framework to pursue academic excellence in higher education;
- ACP countries are to reinforce their strategic expertise in fields linked to the socio-economic development of the country and region.

A review of the seven years of the programme has demonstrated that significant results have been achieved in the seven strategic areas through a wide range of different activities in education and research, through the richness of new approaches, and above

\(^1\) African, Caribbean and Pacific Group of States
all the significant commitment of the project partners in the EU and the three ACP regions.

The programme has supported 66 projects under three main strands of activities:

- Institutional capacity building – policy, management, planning, administrative capacity at national and regional levels
- Institutional cooperation to maximise academic quality and relevance in regional context - Joint curriculum development, curriculum upgrades, postgraduate student training and teacher training and exchanges
- Capacity building in research and technology to allow HEIs to improve academic and teaching excellence in priority sectors for local socio-economic developments

The 66 projects were selected under three Calls for proposals in 2006 (11 projects selected), in 2007 (21 projects) and in 2008 (34 projects selected). The list of all the projects funded is provided in Annex 2.

Overall the projects represent the participation of 52 ACP and 12 EU countries. EU HEIs have taken the leadership in 46 projects while ACP HEIs have done so in 20 projects. 125 ACP HEIs have been involved as project partners and 28 EU HEIs.

Since 2006, the scope of EDULINK has evolved in the context of constant changes in the higher education sector and the introduction of new EC initiatives such as the ACP Science and Technology Programme, Erasmus Mundus and the Intra-ACP Mobility Scheme.

2. EXECUTIVE SUMMARY

Our investigation focused on the collective achievements of the 66 funded projects in responding to the seven strategic priorities of the EDULINK programme. The projects have demonstrated a wide range of successful examples to build institutional and regional capacity in challenging contexts. Examples include inter-institutional networking (within and outside the higher education sector), institutional transformations, curriculum reforms, research advancement and outreach to the local and international community.

The EDULINK programme has been developed in the context of relations between the EU and ACP countries to facilitate mutually beneficial cooperation between higher education systems in Europe and the ACP regions. These have been formalized in strategic partnerships between the EU and Africa, the EU and the Pacific and the EU and ACP countries.

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3 "In its 1st phase 2006 – 2012, the EDULINK Programme has been financed under the 9th EDF Intra-ACP envelope. During this period, 3 Calls for Proposals have been launched: in October 2006 with a budget of € 5,000,000, in June 2007 with a budget of € 9,000,000 and in April 2008 with a budget of € 16,000,000. The 3 calls have resulted in the selection of 66 projects, of which 16 are still ongoing." In: [http://www.acp-edulink.eu/content/about-edulink-0](http://www.acp-edulink.eu/content/about-edulink-0) (accessed: September 2013)

4 The first call for proposals of the ACP Science and Technology Programme was in 2008

5 The Erasmus Mundus programme decision entered into force in 2004

6 The first call for proposals under the intra – ACP academic mobility scheme was launched on 31 December 2010
the Caribbean with the purpose to support good political relationships from all sides and promote among others peace, democratic governance, human rights, and sustainable economic development.

The EDULINK programme represents an investment in the human capital development and the infrastructure of HEIs and their stakeholders in the ACP regions with the aim to make a difference and a strong impact on socio-economic developments. The programme has contributed to genuine mutual learning for both the European and ACP sides on what works (and what does not). It has reinforced the critical need to design activities which are in clear response to local needs, contexts, culture and ways of operating without which they fail to achieve the expected outcomes and are not sustainable in the long term.

Beyond the broad objectives, the general strands of activities and the rules of eligibility for the programme, there have been no strong indications on particular required focus of activity. Therefore the 66 projects demonstrate a rich diversity of activities in education (gaining acceptance of new fields of study, designing new curricula or upgrading existing ones, introducing new forms of practical learning and e-learning) and in research (developing research agendas, upgrading research infrastructure, student support, PhD supervision, creating centres of excellence). The topics addressed by the 66 projects have been clustered under ten thematic areas on the EDULINK website. These ten thematic areas are:

- Capacity Development
- Environment
- Agriculture
- Teacher Training
- Demography
- Gender and Migration
- Health
- ICT
- Regional Integration
- Science & Research

EDULINK has made possible the access and engagement of a broad range of HEIs in ACP countries in international networks related to fields of socio-economic importance for the regions, allowing them to gain expertise to shape regional developments, first with the assistance of European partners, then gradually gaining confidence and taking ownership of their own developments in shaping their own agenda.

Old historical and cultural ties are still very much present in the project partnerships. European HEIs and academics have always kept in close contacts. On the ACP side HEIs

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8 http://acp-edulink.eu/node/90 (accessed: September 2013)
from East Africa have been particular active in EDULINK as well as a number of countries from West Africa.

On the European side, the projects show a strong participation of Belgian universities (mainly in Central Africa), British HEIs in English-speaking Africa, the Caribbean and the Pacific, French HEIs mainly in the West and Central Africa, German HEIs in East Africa, Italian HEIs (East Africa), Portuguese universities with the Lusophone countries. We have also encountered many examples where the projects have taken a broad geographical approach. Very few Scandinavian HEIs have been active in EDULINK with very limited exceptions in Finland, Denmark and one case in Sweden. We have not encountered any HEIs from the new EU Member States nor from Ireland.

The EDULINK projects provide many examples of tremendous commitment from partners to go beyond the status-quo and improve local situations in ACP countries in a structured and sustainable way. EDULINK partnerships have demonstrated flexibility and agility to deal with ever changing and in some cases highly unstable environments be it from the political point of view, geographical point of view, unstable university leadership, high staff turnover and complex local living conditions.

Section 3 explains about the methodology which was used to collect quantitative and qualitative data to support our study. We reviewed the OVI* questionnaires completed by 45 out of the 66 EDULINK projects in 2012. These OVI focused on three main thematic areas, i.e. beneficiaries (students, staff, external professionals), academic outcomes (new courses, degrees, research) and institutional networking (new units, quality assurance) and a number of sub-indicators for each. The purpose of the OVI questionnaires was to collect quantitative information on the projects’ performance.

We reviewed the project documentation received for the 66 projects, analysing the description of planned objectives and activities and comparing with the actual achievements as reported in their final report. The project achievements are presented in Section 4. We first reviewed the programme achievements in quantitative terms in terms of reaching out to HEIs, individual people and in delivering on new education programmes and research. We then reviewed the seven strategic objectives of the programme and demonstrate the projects’ contributions. We illustrate these with a number of examples selected for a particular dimension they have addressed, bearing in mind that many projects have actually addressed most if not all seven priorities.

Section 5 focuses on our common findings, thematic findings and problem areas. Section 6 provides a number of recommendations for future developments.

3. PURPOSE OF THE STUDY AND METHODOLOGY

3.1. Purpose

The specific purpose of the study was to analyse the programme outputs based on:
- An assessment of the specific products and services which have emerged from the 66 selected projects
- The identification of results and potential impacts in terms of their contribution to strengthen capacity in ACP countries and higher education institutions and in developing excellence in higher education in response to the socio-economic needs of the regions

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*Objectively Verified Indicators questionnaires
The overall task of the analysis was to translate individual project results into an understanding of the consolidated results of the programme and to assess the extent to which the programme had reached its objectives.

For this purpose the following tasks were required in order to produce a report of our analysis, study findings and recommendations:

- Review of the project documentation for the 66 selected EUDLINK initiatives
- Consolidation and quantitative analysis of the OVI questionnaires\(^\text{10}\) submitted to the EDULINK PMU
- Quantitative and qualitative analysis of results achieved against targets
- Qualitative analysis of results by theme and geographic area
- Qualitative analysis of the potential impact of the programme on beneficiary sectors

The sources of information were the EDULINK website\(^\text{11}\) (with the individual projects descriptions structured around ten thematic areas), the OVI questionnaires and the project final reports.

### 3.2. Methodology

Our methodology to assess the results of the 66 selected projects focused first on the consolidation and analysis of the information provided in the OVI\(^\text{12}\) questionnaires. This provided a quantitative overview of the project outcomes and formed the basis of our report on the programme achievements in (quantitative) terms of the benefits to individual beneficiaries, of the academic outcomes and of the overall strengthening and networking.

In a second stage we reviewed the project final reports, the project descriptions on the EDULINK website and related the stated targets to the outcomes and achievements described in the final reports.

The seven strategic objectives defined for the EDULINK programme as outlined in the introduction provided our framework of analysis under which we structured our findings in terms of:

- The overall results of the EDULINK programme in building capacity in the ACP regions
- The thematic and region-specific results

The region-specific findings have been provided for the three main regions of the EDULINK programmes in Africa, the Caribbean and the Pacific and, when relevant, with additional specificities for sub-regions in Africa (e.g. East, West or Central Africa).

Additional specific searches were undertaken to add value to our findings, using specific areas and existing sources of information.

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\(^{10}\) Questionnaires structured around three areas of objectively verifiable indicators, i.e. (1) Individual direct beneficiaries, (2) Academic outcomes and (3) Institutional strengthening and networking

\(^{11}\) [http://ACP-EDULINK.eu/node/23](http://ACP-EDULINK.eu/node/23) (accessed: September 2013)

\(^{12}\) Objectively Verifiable Indicators
We reviewed the problems and challenges outlined by the 66 projects in terms of the project management and delivering the planned work programme. The information gathered served to formulate a number of recommendations.

Not all projects filled in an OVI questionnaire. The quantitative data provided partial results based on 2/3 of the projects (we received 45 OVI questionnaires). We have extrapolated the results (section 5.1.) to provide a picture of overall achievements, taking into consideration the projects’ average performance in order to calculate an estimate of the overall results.

We have taken a broad definition to review the achievements of the 66 selected projects accepting that training exercises can take multiple forms from long term degree programmes (Bachelor, master, PhD) to short term courses, workshops.

4. THE PROGRAMME ACHIEVEMENTS – OUR FINDINGS

4.1. Geographical distribution

The following charts show the thematic and regional distribution of the 66 projects. For the African region we used the UN geoscheme\(^\text{13}\): We considered Mauritius, Madagascar, Comoros and Seychelles as Eastern Africa, Cape Verde as Western Africa and Sao Tomé and Principe as Central Africa. Timor Leste was considered as Pacific as it has been affiliated with the Pacific region.\(^\text{14}\)

In the case of Africa one can clearly see the active role played by HEIs in the East and West regions of Africa in almost all thematic areas. The Caribbean region has focused on projects related to the environment, capacity development, agriculture. In the case of the Pacific, capacity development, ICT, regional integration and environment come first. There is very low or non-existent participation in other thematic areas.

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\(^{14}\) Timor Leste became an ACP Member-State in 2003, shortly after its independence [http://www.acp.int/node/7](http://www.acp.int/node/7) (accessed: September 2013)
The next set of charts provides information on the achieved projects per ACP region. Some consortia developed activities not only in one geographic area but in two or three different regions.

For this reason the figures show the areas where the projects have implemented their activities by regions or by group of regions. In general one can see that a vast proportion of projects has been implemented in Africa (75%). Some projects were implemented only in the Pacific region (yet these projects were not in the 45 available OVI questionnaires). The participation of the Pacific region was only seen in multiregional projects.
4.2. Beneficiaries, academic outcomes and institutional strengthening

In this section we provide an analysis of our findings based on a detailed review of the 45 submitted OVI questionnaires under the three main thematic areas investigated, i.e. individual beneficiaries, academic outcomes and institutional strengthening. The full questionnaire template is provided in Annex 1.

4.2.1. Individual beneficiaries

The EDULINK I programme has benefited a wide range of individual beneficiaries from individual students, teachers, academic or administrative staff to professionals in the sectors addressed (health, education, environment, nutrition, tourism).

Students have been trained in a many different ways from short courses, workshops to full degree programmes (at the master, PhD or postgraduate level).

Overall 5 470 students were trained, compared to original plans to train 2 860 students, which represents an increase of 91 %.

The achieved number of students graduated in the project study programmes is only slightly lower than the planned number, notwithstanding the fact that the graduation of many students did in many cases take place beyond the project timeframe.

A limited number of international student exchanges was organised which is not surprising since EDULINK is not a mobility programme similar to some parts of the Erasmus or Tempus programmes.15 The issue of lack of finances was often mentioned as a major constraint to organise exchanges, even when these had been originally planned.

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A high number of teachers was trained (127% more than planned) through the programme in a wide range of areas such as from teacher training, geodesy, agriculture, health, migration issues, economics, mathematics, IT. These high numbers can be explained since staff retraining was a major focus in many projects, if not the only one in some (e.g. teaching training projects).

There is an 81% increase related to the training of administrative staff.

The projects were active in trying to identify additional opportunities for the international exchanges of university staff. Beyond the pure exchanges academic staff have also benefited from attendance to international conferences, project missions, academic meetings and meeting with local stakeholders.

EDULINK projects have also impacted additional beneficiaries which it is not possible to quantify overall. These include policy-makers, primary school teachers and students or the private sector.

### 4.2.2. Academic outcomes

The figures under "Planned vs. achieved academic outcomes" show that the achieved academic outcomes are in general higher than original plans.

A wide range of modules, entire curricula and degree programmes have been developed and delivered in the context of the 66 EDULINK selected projects. Most projects have started with a few courses, modules which have been turned into full education programmes at the master, doctoral or postgraduate level.

The achieved number of new modules/courses developed with relevant training material and the number of new modules/courses implemented is nearly twice higher than the planned number.

However the number of HEIs having the new curriculum accredited by the relevant authorities and having implemented the new curriculum is lower than the original plans. Several final reports referred to the difficulties with accreditation either at the level of their institution or in their country. New programmes do not receive sufficient support from the university leadership or are stopped somewhere in the process to obtain internal acceptance on new fields and programmes.
The number of publications directly resulting from the project was higher than originally planned. The final reports referred to the numerous different types of publications produced such as books, articles for scholarly publications, conference papers.

4.2.3. Institutional strengthening/networks

The figures under “Planned vs. achieved Institutional Strengthening and Networking” indicate that the achieved results are in general nearly as high as the planned number.

<table>
<thead>
<tr>
<th></th>
<th>TOTAL PLANNED</th>
<th>TOTAL ACHIEVED</th>
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<tbody>
<tr>
<td>New offices</td>
<td>94</td>
<td>92</td>
</tr>
<tr>
<td>HEI with new</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>administrative</td>
<td>32</td>
<td>29</td>
</tr>
<tr>
<td>management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEI with new</td>
<td>39</td>
<td>174</td>
</tr>
<tr>
<td>Quality</td>
<td>61</td>
<td>64</td>
</tr>
<tr>
<td>Assurance systems</td>
<td></td>
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<tr>
<td>Collaborative</td>
<td></td>
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<tr>
<td>research projects</td>
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<tr>
<td>carried out by</td>
<td></td>
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<tr>
<td>the consortium</td>
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<td></td>
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<tr>
<td>HEI using a new</td>
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<tr>
<td>Intranet platform</td>
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The sub-indicator “Collaborative research projects carried out by the consortium” is particularly high with “achieved results” more than four times higher than the planned figures.

The projects have contributed to develop new administrative and management procedures. Some projects have addressed these issues thoroughly while others have not considered it very relevant for their work.

Only very few projects introduced new quality assurance systems. Very few HEIs have been using a new intranet platform within the projects.

In addition to the required indicators in the OVI questionnaires, the projects reported on additional beneficiaries, academic outcomes and institutional strengthening and networking as follows:

- **Beneficiaries**
  - Meetings with local stakeholders and communities
  - Policy makers (GOs/NGOs)
  - Primary school students (direct and indirect benefits)

- **Academic outcomes**
  - Training needs diagnosis (including skill assessment)
  - Learning resources in rural innovations
  - Support missions to teaching staff
• Resource materials - Reference books, DVS and MP3s (with audio and video modules)
• CPD modules
• Presentations in International Conferences

• Institutional strengthening and networking
  • Internet Access; websites and e-learning platforms; new computer network
  • Monitoring and Evaluation and Quality Assurance Systems
  • Network conferences; multi-stakeholder conferences
  • Newsletters

4.3. Seven strategic priorities

This section reviews how the projects have made a contribution to the seven EDULINK strategic priorities, providing regional and thematic examples from which lessons can be learnt.

4.3.1. Significant contribution to national and regional policy development, including for implementation plans related to regional co-operation in higher education

4.3.1.1. Overall contributions

EDULINK I projects have contributed to bring to the forefront many critical issues for national and regional policy development in a wide range of areas:

• Increased awareness in relevant ministries and new perceptions on issues to be addressed for the socio-economic developments of the region (inclusive education, primary health care, nutrition, agriculture, waste management, sustainable environment, geodesy)

• Contributions of expertise for the development of new policies relating to regional economic developments

• Engagement of project partner institutions and individual experts in national/regional policy debates

4.3.1.2. Thematic and regional examples

The projects show many examples in which researchers have been able to confront models of policy and practice with those adopted in other parts of the world, thus developing rich new insights and expertise into ways to advance national and regional policies into new directions.
HENNA project
Establishment of a Higher Education Network for Applied Human Nutrition between Eastern Africa and Europe

Malnutrition is a major problem in East Africa. HENNA contributed to developing better policy on food supply and on educating the population from the local communities to the regional and federal levels.

HENNA worked closely with a range of stakeholders such as the ministries of education and health in Ethiopia, Kenya, Uganda, as well as with USAID or the FAO. It established close links with international NGOs in the region (Save the Children, WHO).

The project Nutrition Task Force composed of members of partner HEIs facilitated the harmonisation of the Applied Human Nutrition Curriculum and its evaluation by national/international expert groups and related stakeholders. The Nutrition Task Force continues to advocate and foster cooperation among various stakeholders and promotes the role of nutrition in national development efforts. It evolved into a sustainable regional dialogue for continued support from international donors.

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Human Resource Development in Inclusive Education in Botswana, Swaziland, Kenya and Uganda

International agencies and governments continue to highlight the key role of inclusive education for the development of society. They recognise that “inclusive schools are the most effective way of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.” (UNESCO 1994). Education for All (EFA 2000) endorsed this commitment to good quality education for all children and reaffirmed its place in the global arena.

The five project partners cooperated closely with the ministries of education in the four ACP partner countries in the project. The project contributed to regional policies and specific actions on inclusive education.

Through awareness raising actions and a wide training programme for pre- and primary teachers the project contributed to change attitudes and perceptions on inclusive education of all stakeholders from ministries, schools to parents associations.

The project brought together a range of initiatives to expand inclusive education provision in Africa along the lines of the Education for All initiative (2000), the New Partnership for Africa's Development (NEPAD) and the Africa Decade for Persons with Disabilities (1999-2009).

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4.3.2. Wide range of inter-institutional networking between HEIs in the ACP regions and with the EU

4.3.2.1. Overall contributions

The EDULINK I programme has contributed to the following overall results:

- Development of different types of small scale ACP-EU inter-institutional networks i.e. well-defined (but fairly limited number of activities) or sophisticated networks with a clear agenda for change and multitude of different types of activities (education, research, mobility/exchanges, conferences, workshops, internships, joint research and education, consulting).

- Good interactions and exposure of ACP/EU HEIs with a wide range of non-university stakeholders (i.e. industry, ministries, governmental authorities and agencies, local communities, international NGOs locally active), through a wide range of interventions (policy dialogues, national/international conferences, field research)

- Inter-institutional networking between HEIs within ACP regions and with EU HEIs through regional/international virtual networks and virtual communities
  - For project management purposes and support between project partners
  - As platforms to engage in thematic discussions (teachers and researchers)
  - As support for curriculum development and delivery (online courses)
  - As support for research activities (cooperation of master/doctoral thesis)
  - As supporting tools for access to knowledge (virtual library, publications)

- Structuring the development of learning communities e.g. of teachers, medical staff, environmental experts, etc... and research networks in specialised fields

The table below provides examples of the players and different types of organisations we have encountered in the various projects.

<table>
<thead>
<tr>
<th>A range of non-university stakeholders, players and funders</th>
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<tbody>
<tr>
<td><strong>In ACP countries</strong></td>
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<tr>
<td>o Aga Kahn Foundation</td>
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<tr>
<td>o Association of African Universities</td>
</tr>
<tr>
<td>o Association pour la Promotion de l’élèvement au Sahel et en Savane</td>
</tr>
<tr>
<td>o Inter-University Council of East Africa</td>
</tr>
<tr>
<td>o Regional Universities Forum for Capacity Building in Agriculture (RUFORUM)</td>
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<tr>
<td>o West African College of Physicians, Surgeons</td>
</tr>
<tr>
<td>o Partnership for African Social and Governance Research (PASGR)</td>
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<tr>
<td><strong>In European and other countries – Sporadic examples of HEIs from Australia and the US.</strong></td>
</tr>
<tr>
<td>o ANECA (Spanish Quality Assurance Agency)</td>
</tr>
<tr>
<td>o Association des Universités de la Francophonie (AUF)</td>
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</tbody>
</table>
Coimbra University Network
- Foundations from Europe (Gulbekian) and the US (Bill Gates); Partnership for Higher Education in Africa (PHEA), an initiative from American Foundations (Carnegie Corporation in New York, the Ford Foundation, the Mac Arthur Foundation, the Rockefeller Foundation, the Hewlett Foundation, the Andrew Wellon and the Kresge Foundation)
- German Accreditation Council and a German Accreditation body (ZEVA)
- National agencies, i.e. Danish National Space Agency (DK), Federal Food Security Agency (BE), Federal Drug Agency (pharmaceutical products) (BE)
- National internationalisation agencies, e.g. British Council (United Kingdom), CIMO (Finland), DAAD (Germany), NUFFIC (The Netherlands)
- Rectors'Conferences in European universities e.g. CIUF (Belgium) and VLIR-Flemish University Council for scholarship programmes
- Tropical Health and Education Trust (UK)

4.3.2.2. Thematic and regional examples

The examples below illustrate ways in which projects have been promoting inter-institutional networking.

**The PRIMAFAMED project**
**Primary Health Care - Family Medicine Education Network**

African countries are facing major challenges to increase access to quality primary health care due to the lack of adequately educated and community oriented general practitioners.

The PRIMAFAMED project has facilitated strong inter-institutional networking between the family medicine departments of the 10 African HEIs in the project. It used an original bottom-up approach to upgrade academic departments based on a scaling system to assess their current state (scale 1 to 4), then addressed the most appropriate upgrading measures. The departments provide the institutional base for the development of the family medicine training programmes, i.e. a core curriculum and flexible modules. These programmes and the training of health care workers were developed on the basis of a thorough needs assessment in family medicine in Africa. Family medicine is still not accepted as a specialization in the Ministry of Health in several African countries.
A new publication for family medicine scholarly articles was also established (the African Journal for Primary Health Care and Family Medicine). The project established synergies with a wide range of other networks/initiatives such as the WONCA-Africa events (World Organisation of Family Medicine – African Region), the "15by2015"-campaign17, inviting donors to invest 15% into the strengthening of local primary health care and the WHA62.12 Resolution: "Primary health care, including health systems"18.

The European partner (Gent University) initiated several new projects with African partners with regional funding (Belgium). It created in-house side the Primafamed Centre as an international place of expertise which obtained international recognition from WHO.

The project established connections in Europe with the idea to launch a Northern platform to continue to support the Primafamed network. The Global Health through Education Training and Service and the Network Towards Unity for Health will help with their expertise. The expertise of the Flemish Interuniversity Training Programme in Family Medicine will be included. Each partner university has a wide range of links with other HEIs in Europe and the US.

**SideCap**

**Staff improvement in distance education for Caribbean, African and Pacific Universities**

The project is an interesting example of inter-institutional networking between 4 HEIs in three ACP regions. Distance education has the potential to improve access to higher education and reach out to more remote areas.

The project has organised large scale staff re-training in new pedagogical developments with the use of IT, the development of online course material and the creation of more flexible open learning environments and the use of open educational resources and overall quality assurance of distance education. There was a need to educate teachers in the reuse of material from open sources as this was at first perceived in a very negative way. Therefore material from well-known open sources such as the Open University or MIT was preferred as coming from reputable organisations.

All these activities have provided support to enhance the quality of teaching and student support in online environments. These were cascaded to a wide range of other non-project staff in the participating HEIs.

The online platform provided a platform for exchanges of ideas, posting of materials, background reports and international resources. Sidecap experienced the same challenges as other projects due to the lack of good IT infrastructures in ACP countries and the need to change plans in order to adapt to what could work locally (i.e. internet connections are not always reliable; free or very cheap, low maintenance and user-friendly IT solutions need to be selected). SideCap established a network of researchers in distance education.

18 See [http://www.who.int/hrh/resources/A62_12_EN.pdf](http://www.who.int/hrh/resources/A62_12_EN.pdf) (accessed: September 2013)
4.3.3. Development of improved regional conditions for effective networking of higher education centres in research, and science and technology innovation;

4.3.3.1. Overall contributions

The 66 projects demonstrate the improvement of regional conditions for effective regional cooperation in research, science and technological innovation:

- Regional networks of expertise/policy-making and academic researchers' networks
- Strengthening or setting up of national/regional infrastructures (equipment, laboratories)
- Concentration of regional expertise through the development of joint education (regional master or PhD programmes delivered by a consortium of regional players), delivering better prepared graduates who can put their own expertise to the economic developments of their regions, joint research and the joint provision of services to the community

4.3.3.2. Thematic and regional examples

The EDULINK seed funding has supported numerous initiatives to develop highly specialized expertise in key priority areas for the partner regions. EDULINK has supported the acquisition of equipment not as stand-alone but in integrated arrangements and structured capacity building projects, accompanying local staff in the implementation phase then transferring ownership and management to local staff in partner regions.

<table>
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<tr>
<th>The ERESA project</th>
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<tr>
<td>Enhancing Research Capacity and Skills in Eastern and Southern Africa</td>
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</table>

Great efforts are made in Africa to revitalise agriculture to support economic recovery and to help achieve the Millennium Development Goals by 2015. However, innovation and research capabilities are too limited since research management and training requires further developments.

The ERESA project (Enhancing Research Capacity and Skills in Eastern and Southern Africa) has pooled together a number of member universities from the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) to build capacity for agricultural research.

The project has produced a wide range of research training courses for graduate students (data collection, field work, research methods, research skills) and teachers (research skills, supervision of thesis from conceptual development to completion, supervision of student field work). Since 2009 the RUFOROM Annual General Assembly meetings (Vice-Chancellors, deans, other key stakeholders) have repeatedly discussed on their agenda the issue of adequate funding for research training. As such the Forum is acting as a catalyst to improve research conditions in the region.
The ERESA e-learning platform has become instrumental in agricultural research capacity building in the region, serving to share lessons, experiences and online courses. E-learning and other normal courses have been rolled out on a wide scale, within and beyond the partnership.

Staff from partner national agricultural research systems (NARES) has been involved in providing support in the course delivery. Co-funding was also obtained by the Technical Centre for Agricultural and Rural Cooperation.

### Prepare PhD-Promoting Excellence in PhD Research Programmes in East Africa

Through the project "Prepare PhD-Promoting Excellence in PhD Research Programmes in East Africa" three HEIs in Uganda, Tanzania and Kenya built regional capacity to support research in the region through structural support tools.

One example is the shift from a manual to an online student tracking system to assess their progress in a user-friendly way. This system is used by various colleges and schools in cooperation with the Directorate of Research and Graduate Training.

The project developed a series of crosscutting regional PhD courses among others on proposal writing, research methodology, scientific writing, information management and qualitative data collection/analysis. It developed regional supervision training courses and material (thus “professionalising” the research supervision function across HEIs in the region), facilitating the creation of a PhD student association in the region and a PhD student handbook.

The project has created a strong basis for the lead partner at the Faculty of Life Sciences at the University of Copenhagen to start a new initiative funded by the Danish Government for developing countries.

### 4.3.4. Enhanced management and financial administration capacity in ACP HEIs

#### 4.3.4.1. Overall contributions

The projects have helped to strengthen the managerial and financial capacity of HEIs in ACP regions in the following way:

- **Increasing awareness on the need to shift from purely administrative financial management to strategic financial management and to adopt robust financial approaches**

- **Emerging ideas on approaches to enhance or develop strong central administrative services and strong financial support services with the support of highly professional staff, yet being aware of the limitations due to high staff turnover and low salaries in most ACP regions**
• Many examples of short term trainings provided to ACP partner countries staff on the overall rules, regulations, reporting rules and good practices for EU/international project management

• Sporadic examples of internal quality assurance and the development of an internal quality culture

4.3.4.2. Thematic and regional examples

We have found one project focusing entirely on the issue of financial sustainability. Our second example refers to the issue of quality management.

<table>
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<tr>
<th>Capacity Building for the Financial Sustainability of ACP HEIs</th>
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<tr>
<td>The “Capacity Building for the Financial Sustainability of ACP HEIs” was an initiative of 7 HEIs in the Caribbean region covering the countries of Guyana, Suriname, Trinidad and Tobago, Jamaica, Mauritius, Barbados, Fiji, Belize. The purpose was to investigate new financial approaches for partner HEIs to make them less dependent from public funding and fees and diversify the funding base.</td>
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<td>The project raised awareness in conferences and events for a wide range of organisations. It produced a number of training modules focusing on Resource Generation and Entrepreneurialism in Higher Education, Philanthropy and Resource Mobilization in Higher Education, Commercialisation of Research and its contribution to the knowledge economy, business Development in a university context, securing External Funding for Research.</td>
</tr>
<tr>
<td>The modules were delivered to a wide range of university staff from senior management involved in developing and deploying strategic plans, financial staff, project support staff, staff engaged in the commercialisation of research generated by HEIs; academic staff, staff from alumni offices responsible for fundraising.</td>
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<th>Sustainable Quality Culture in East African Institutions through Centralised Units</th>
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<tr>
<td>In Kenya, Tanzania and Uganda, national accreditation bodies, Educational Councils and universities lack the capacity to implement quality assurance schemes.</td>
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<tr>
<td>The project “Sustainable Quality Culture in East African Institutions through Centralised Units” facilitated regional cooperation in academic quality assurance between partner HEIs. It helped to build capacity in developing a quality culture in HEIs, bringing on board the university senior decision-makers (Presidents/vice-Presidents and quality directors) to share experiences on quality implementation.</td>
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<tr>
<td>Staff were trained in different ways in workshops and through one programme in which they observed the daily work of a quality office in the European partner university.</td>
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Workshops focused on the EFQM Excellence model, on the work of the Spanish national quality agency, ANECA, on ways to develop strategic plans in quality assurance and implement it and on how to assess academic programmes, university services, how to manage a quality office.

Following the training programme several assessments were conducted in the three African HEIs to put into practice what had been learnt. These focused on two programme assessment and on an additional assessment at institutional level. Quality units were created in the three East African universities.

The partnership was supported by the expertise of the University of Alicante in Spain and the German Accreditation Council. IT equipment was purchased and information systems implemented for data gathering related to quality needs. A quality handbook was drafted to support staff with guidelines, procedures and examples.

4.3.5. ACP HEIs as to regional and/international poles of attraction;

4.3.5.1 Overall contributions

The EDULINK I programme has contributed to the following overall results:

- Enhanced capacity of ACP HEIs to be seen as attractive regional drivers for developments (attracting by students, academics or private companies all looking for quality education and research)
- Enhanced opportunities for collaboration with international organisations (donors, NGOs) and attracting more resources to the region
- Increased linkages and engagement with local/regional communities raising awareness on critical issues linked to health, education, agriculture and opportunities for local improvements and engagement; enhancing access to education and health

4.3.5.2. Thematic and regional examples

This section provides some examples of projects which have contributed to develop strong regional expertise.

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**STARND project (Strengthening Training and Regional Networks in Demography)**

In the Southern African Development Community (SADC) demographic departments in the regional higher education institutions need to develop demography education and expertise, which is up-to-date and relevant to local needs. Societal problems such as urban population, women fertility, adult obesity and child malnutrition have a great impact on socio-economic developments.

The STARND project (Strengthening Training and Regional Networks in Demography) has contributed to develop significant expertise for the region adopting development strategies for the partner institutions, backed by adequate action plans in terms of research, "research-led" education and human resource policies (staff recruitment, retention and training).

Curricula have been updated (among other with additional funding from UNFPA and the Hewlett Foundation) and new teaching material developed. A research network group was set up which was facilitated through a series of meetings and colloquia. International agencies present in the region have been associated to the project (e.g. the UNFPA representative in Namibia). The dissemination of the project outcomes has been done on a country by country basis, having a multiplying effect in HEIs and outside.

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**The EA3CLAT**  
**East African Academic Alliance for Curricula in Logistics and Tourism**

Tourism and physical infrastructure are strong drivers for economic development in East Africa. The EA3CLAT (East African Academic Alliance for Curricula in Logistics and Tourism) has contributed to develop a regional pole of expertise for students, academics and the tourist industry in tackling responsible tourism and avoid excessive exploitation of vulnerable resources.

The EA3CLAT Alliance has developed a broad portfolio of courses and modules for new curricula in logistics and tourism to address the most commonly mentioned gaps such as customer relations, communication, computer literacy, marketing or management. The project discussed the possibility to adopt an international credit transfer system similar to the EU ECTS guidelines which would ease student mobility between regional HEIs and with EU HEIs. Under the Inter-University Council of East Africa (IUCEA) all public universities have mutual credit recognition.

Project partners worked on the conceptualisation of an industrial student internship scheme in Germany or in other EU countries, cooperating with GAI (German Academic Institute which has wide experience with internship programmes) and with a partner company in Uganda (Transnet Ltd).
4.3.6. Creation of a suitable institutional framework to pursue academic excellence in higher education

4.3.6.1. Overall contributions

The EDULINK I programme has contributed to the following overall results:

- Contributions to developing a dynamic Teaching and Learning Policy
  - Contributions to harmonizing curricula at institutional/regional level in ACP countries; experimenting with the use of the Bologna architecture and tools (e.g. ECTS, Diploma Supplement) for curriculum design to facilitate mobility with universities in the region and at the international level
  - Development of joint short courses and degree programmes (e.g. bachelors, masters) in a wide range of sometimes highly specialised areas (forensic sciences, animal food processing, nutrition, primary health care, waste management, biodiversity)
  - Delivery of flexible forms of learning, in particular for professional education
  - Development of new curricula or strengthening of existing ones;
  - Enhancing HEIs’ teaching capacity, i.e. training teachers in new innovative flexible teaching and learning approaches (elearning, problem-based learning; field and practical work) for better adequacy with the labour market needs; Facilitating access to academic networks of teachers (local/international)
  - Improving the quality of the education through improved delivery (upgrading textbooks, providing international literature)
  - Developing the international orientation of the programme (providing elements of the concept of “internationalisation at home”, with local access to international resources, i.e. faculty, publications)

- Contributions to the shaping of research agendas and the transfer of research expertise to society, based on local needs
  - Strengthening knowledge management skills to translate research outcomes into expertise for the society
  - Building academic networks to overcome the isolation in scientific and teaching activities of African universities
  - Innovating in research approaches for students – supporting new approaches for field observation work, work with local communities, use of sophisticated new equipment
  - Reviewing the thesis supervision process; more structured approaches; working across the partnership and with EU partners for the preparation of the thesis towards its full completion (making extensive use of virtual environments to assess progress and for consulting, advice)
  - Creating access to online research resources; initiating new “tools” with a multiplying effect – A new African journal for the academic community on primary health care
  - Developing schemes for scholarship programmes for African researchers
4.3.6.2. Thematic and regional examples

**AUDIS: African Universities International Dimension Strengthening**

The AUDIS project (African Universities International Dimension Strengthening) had the original approach to launch a Call for project proposals in the partnership (15 project partners, among which 12 in the African region, i.e. Angola, Benin, Burkina Faso, Cabo Verde, Ethiopia, Mozambique, RDC (2), Sénégal, Tanzania, Togo, Zimbabwe).

Four projects were selected for their potential to strengthen the international dimension of higher education in Africa. These were a project on postgraduate programmes in Zimbabwe (how to build academic networks and overcome isolation in scientific and teaching activities), a workshop programme on strategic planning for International relations Offices in African universities (how to design appropriate international strategies not driven by foreign aid processes), a third project which created mini language labs with low cost and open source material in the partner universities in Benin, Togo, Burkina Faso, Senegal and Cap Vert (to give a regional answer to the problem of the lack of mainly English knowledge among international relations staff) and finally a project for a publication on higher education in Ethiopia.

All activities aimed to strengthen the confidence of partner HEIs and staff and to empower them to take ownership for their international developments and drive their own African agenda, using only European partners as supporters and back-stoppers. The network of project partners became strong and deeper, leading to bilateral agreements between HEIs. All European partner members of the ACP Task Force in the Coimbra Network (project partner) launched and financially supported a short stay scholarship programme for African Researchers.

**The ICT4D project**

**Consortium of African and European Higher Education Institutions**

There is a lack of capacity in African countries to use ICT resources to address local socio-economic needs. This makes the region vulnerable in global economy. The ICT4D project (Consortium of African and European Higher Education Institutions) encouraged a global conversation on poverty alleviation through the use of ICT by bringing on board local and European/international players through a range of research, education and awareness activities. The project worked with HEIs in Mozambique, Kenya, Tanzania, Ghana and Senegal.

ICT4D results were widely disseminated through keynote addresses in international conferences and events in the region. Intensive online collaboration between African and European partners had a crucial role in boosting networking and upgrading teaching modules throughout the course of the project. This helped build the research capacities of partners (by enabling knowledge sharing), and increase the academic quality of partner institutions (through the curriculum development component of the online interaction).
Extensive networking between university staff and student exchanges through face-to-face workshops and a virtual collaboration platform resulted in an inter-institutional research agenda and the creation of regionally relevant curricula in Information and Communication Technology for Development in Eastern, Western and Southern Africa. Member expertise was provided in policy advice to the Ministry of Science and Technology in Mozambique.

As a spinoff effect of the project the University of Education in Winneba became the recipient of a 3 USD million grant from PHEA (Partnership for Higher Education in Africa), a joint project of American Foundations, i.e. Carnegie Corporation in New York, the Ford Foundation, the Mac Arthur Foundation, the Rockefeller Foundation, the Hewlett Foundation, the Andrew Wellon and the Kresge Foundation. It linked to the Finnish University Partnership for International Development (and Finnish funding through CIMO, the Finnish development agency). It established contacts with the Danish Ministry of education and DFID in the United Kingdom.

4.3.7. ACP countries are to reinforce their strategic expertise in fields linked to the socio-economic development of the country/region.

4.3.7.1. Overall contributions

The EDULINK I programme has contributed to the following overall results:

- Creation of centres of expertise with an outreach to the community and expertise in other parts of the world

- Enhancement and/or development of knowledge in specialised areas through research (with regional/international teams), close work with local communities (observation, field work), cooperation with international organisations located in the country/region, international exchanges with European partner universities

- Development of learning communities and academic networks e.g. of teachers and researchers at national, regional and international level

- Development of academic integration by working across faculties in the same university (e.g. developing multidisciplinary programmes) or across institutions (combining the expertise of several partner institutions)

4.3.7.2. Thematic and regional examples

Strategic expertise has been developed in a wide range of fields linked to agriculture, the environment, health. A few cases have been selected.
The Biodiversity project (Development of an MSc in Biodiversity Conservation and Sustainable Development for the Caribbean) developed a regional MSc in Biodiversity Conservation and Sustainable Development across three universities in the Caribbean as well as a number of professional development programmes for regional professionals involved in the implementation of the Convention in Biological Diversity and other UN conventions relevant to sustainable development.

The project developed a network of academics, professionals, HEIs and other international agencies in the Caribbean and was involved in a number of international events (e.g. an international conference on climate change).

The project acted as a catalyst to develop new MSc programmes in the partner universities. Proposals were drafted to develop closer links between the HEIs through the Caribbean Pacific Island Mobility Scheme (CARPIMS).

Responding to an invitation by the ministry of housing and the environment the lead partner (University of West Indies) collaborated in the hosting of a large biodiversity symposium (2010) for the International Year of Biodiversity. This provides an opportunity for students to present their work and network with potential employers. The event was followed by another conference (2012) for the International Year of Forests which was co-hosted with the Trinidad and Tobago Forestry Division.

The VASES-MAPPES project: Vocationalisation of Animal Sector Education: MSc Animal Product Processing, Entrepreneurship & Safety

Livestock and animal products play a key role in alleviating poverty. The African and Caribbean global market shares in the sector have dropped significantly since many of the products fail to meet international standards. The regions are also seen as bringing many animal diseases which pose a risk to public health and global trade.

Focusing on the African and Caribbean regions (Uganda, Rwanda, Grenada), the VASES-MAPPES project (Vocationalisation of Animal Sector Education) produced a new joint international Master’s programme "Vocationalisation of Animal Sector Education: MSc Animal Product Processing, Entrepreneurship & Safety" building on the expertise of its partner HEIs. Its purpose is to deliver better knowledge and skills (e.g. entrepreneurship, trade and safety) to academic staff, graduates (producing "all round specialists") and policy makers in order to further professionalise the animal sector education.

At the same time academic staff (academic affairs departments; higher education councils) and policy-makers (Ministries of Education, Agriculture and Animal Industry) worked on a policy framework for wide scale vocationalising of the animal sector. The framework was adapted to national strategies to alleviate poverty, while taking into account globalisation and WTO standards.
Critical was to raise awareness, change attitudes and stakeholders perceptions with the ultimate aim to transform the animal sector into a vibrant and relevant animal industry. This was done through inter-ministerial and stakeholders' conferences, action learning workshops and exchange of information.

5. KEY FINDINGS

5.1. Common findings

A wide range of beneficiaries

The quantitative analysis of the OVIs demonstrates that a wide range of stakeholders benefited from the EDULINK programme such as students, teachers, administrative staff and external professionals.

The extrapolated results show that overall the programme contributed to training just above 8 000 students and 3 299 teaching staff. 607 staff were involved in international exchanges.

![Achieved Results](chart.png)

Significant academic outcomes

The 66 EDULINK projects produced a wide range of academic outcomes from short to long term degrees and a whole range of different types of scientific and other types of publications.

The extrapolated results indicate that overall the programme contributed to producing 148 new curricula, 1 050 new modules/courses (supported by relevant training material) and some 748 publications.
Catalysts for change

The EDULINK projects have acted as strong catalysts for change, in most cases through bottom up approaches of academics and the commitment of individuals to push for transformations.

These approaches have led to changes at institutional levels in individual HEIs, leading them to rethink ways of operating including management and financial procedures, creating new centres of excellence to support research or to develop new education programmes in specialised areas.

Good contributions to regional policy developments

The programme has made good contributions to new policy developments in the three regions by providing expertise to feed in national debates and by raising awareness on new ways to tackle problems.

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.

Good level of institutional strengthening and networking

There are many examples of inter-institutional networking between EU and ACP partner HEIs and within each region and sub-region in each ACP region. These demonstrate how HEIs have been connected with a wide range of regional and international networks through a whole range of activities from education, research, services to society and policy developments.

The projects have enabled HEIs in ACP countries to reach out to a wide range of HEIs in European countries, within and beyond the partnerships, with sporadic cases in the US and Australia. They have also reached out to international organisations active in ACP regions, Foundations (US, Portugal, France), national organisations in Europe supporting international programmes (DAAD, British Council, NUFFIC, CIMO) as well as to a broad range of other organisations in Europe (Research Centres, specialized national bodies).
With a few exceptions in which the partnerships did not work well for a number of reasons (although they still produced a limited number of achievements), overall the EDULINK I projects comment on the rich learning experience in the partnerships and the strong commitment required from all partners.

**Strengthening of regional conditions for research, science and technology innovation**

The projects demonstrate good examples of regional synergies to improve conditions for research and innovation through regional policy development, regional networks of expertise, regional infrastructure, concentration or regional talents and international funding.

The range of EDULINK projects have demonstrated the potential to use the programme as a catalyst to develop better regional conditions through infrastructure, funding and human capital to support better research developments. Some groups of countries and regions in Africa are emerging as active players in setting strong grounds for the development of research and innovation.

**Strengthening local confidence and local relevance**

The projects have shown how local confidence in ACP countries has been growing through the project intervention. ACP HEIs have become real actors for change in their regions, multiplying their participation in a wide range of initiatives which is in itself an indicator of institutional capacity to respond to opportunities, engaging with the regional environment and with the international community. One university is mentioned 19 times as project partner in Africa. Several universities appear from 4 to 7 times in various project partnerships. Several projects refer to their interactions with other EDULINK projects.

The projects show a whole range of approaches to ensure local relevance and outreach to local communities with needs'assessment exercises, fieldwork and close cooperation with policy-makers in a wide range of ministries related to education, health, environment. They are demonstrating a rich sample of actions to make their work highly visible in the community through conferences, workshops with multiple stakeholders, interventions in the press or in the local TVs.

**Enhanced partnership management and financial management**

Many EU partners have gone beyond the provision of simple information on EU procedures to their ACP partners. They provided extensive training to partner country universities on EU/international project management, thus transferring significant knowledge and capacity to local partners.

A number of projects have also designed specific courses on proposal/bid writing or research proposal writing.

**5.2. Findings by thematic area**

The thematic areas of the projects vary significantly between ACP regions which is not surprising in itself since these respond to different local needs. The three regions are of very different sizes so it is not surprising either to find a much larger proportion of projects in Africa than in the Caribbean and in the Pacific, and addressing different regional concerns.
In Africa we have examples from the 10 EDULINK thematic areas. In the Caribbean we have examples from the 8 EDULINK thematic areas; In the Pacific from the 5 EDULINK thematic areas.

If we single out the 10 thematic areas we notice that the EDULINK programme has contributed to some capacity development, institutional governance and management reforms in African HEIs yet to a much more limited extent than the contribution made to raising capacity in education and research in relation to individual disciplines such as medicine, environment, agriculture, economics.

In the Caribbean we have encountered one project focusing on the financial sustainability of HEIs and one on the improvement of internationalisation strategies. In the Africa region EDULINK supported a project focusing on ways to address the challenges of globalization, one in the area of internationalization, quality culture and change management. Two projects were supported on the developments of networks (tourism and applied statistics) and one initiative to develop doctoral training.

In the field of the environment 9 projects were supported by EDULINK. We have encountered a whole range of innovative projects to support the development of new curricula in partnership with a wide range of local stakeholders, contributing to policy-making and work in the local community in Africa, the Caribbean and the Pacific. In Africa and the Caribbean two projects have focused on sustainable biodiversity. Dryland problems are particularly acute in some countries and needs to be managed. The management of waste is also critical in Africa in terms of policy-making and educating the local population. The related area of integrated sanitation management was addressed in another project. Coral reef is of critical importance for the tourist and fishing industry in the Caribbean and needs to be managed adequately working with the professionals in the sector. In sub-Saharan Africa the question of renewable energy has been addressed with the use of solar and biofuel energies in Ghana and Burkina Faso. In East Africa tourism offers major opportunities for economic developments, yet has to be addressed in a sustainable way to avoid degradation of the environment, which EDULINK has endeavoured to achieve through training and close work with the tourist industry.

EDULINK has supported 12 projects in the field of agriculture in Africa and the Caribbean. Several have focused on the industry, looking more specifically to increase the potential of the animal and agriculture sectors (agri-food, organic agriculture) and to support development in the African countries with better training of graduates and closer work with professionals in the sector and with policy-makers. This is needed to advocate for better agricultural policies to support local developments in countries where the population is still so very dependent on agriculture for its basic subsistence. A project has focused on the development of strong rural systems as frameworks in which the sector can thrive. The veterinary sector has also been addressed as well as professional agriculture training. Expertise was developed in the knowledge and management of animal diseases which are critical for the overall development of the sector. The sector requires training of graduates, professionals and research to advance in new areas, hence promoting excellence in the PhD programmes and the preparation of the next generation of researchers and specialists. Finally we have encountered one project dealing more specifically with forestry.

The five teacher training projects have focused on African countries with one exception of a project with Lusophone countries (for the retraining of teachers). Special dimensions of teaching training have been addressed through these projects from
learning disabilities to inclusive education and equipping teachers with up to date knowledge and e-learning skills.

Teachers have often been recruited without the adequate qualifications due to a shortage of teachers and resources and countries’ eagerness to address the issue of education for all in a very short time. Therefore continuing professional development is of critical importance.

The three projects in demography, among which one in the Caribbean and two in Africa, have all contributed research expertise and training to teachers, researchers and professionals working on demographic and population issues. They have contributed to policy discussions and policy formulation. One project was funded under the gender and migration thematic area. It focused specifically on the issue of women in situations of forced migration in some parts of Africa, contributing to bringing important recommendations to policy-makers on how to tackle these difficult situations.

Since the challenges for public health are so acute in ACP countries it is not surprising that EDULINK funded 11 projects in Africa. The projects in the health sector cover a wide range of areas from primary health care, family medicine to nutrition. The key contribution of the programme was the interaction between researchers and teachers in EU and ACP countries and within ACP regions to address the local challenges. This interaction has facilitated access to new knowledge in specialized fields and access to international medical networks and research work, contributing to reduce the isolation of academics so typical in some African countries. EDULINK projects provided access to international publications and highly specialized new equipment. Close work with the community contributed to the improvement in the provision of health services. The 11 networks all contributed to advance discussions on health systems at national/regional levels.

Three projects were funded in the field of ICT, i.e. one in Lusophone country, one in Africa and one covering all three ACP countries (an initiative from the Open University UK to introduce wide e-learning approaches and the use of open education resources in 3 HEIs in three ACP countries). As is highlighted in several sections of this report, many successful approaches of e-learning platforms and the further development of ICT in HEIs in ACP countries have been developed in the 66 projects, not only under this thematic area. Yet there have been many challenges to their implementation due to different cultures, technical issues and a lack of institutional support.

EDULINK supported two networks focusing on regional integration, one with African HEIs and one with African, Caribbean and Pacific HEIs. Their purpose was to advance research, provide training to professionals in the sector and expertise in policy developments. If ACP States are to become strong actors in the global economy, close regional cooperation of policy-makers and relevant national and regional organisations are essential, including coordinated actions to address common challenges in education for sustainable development and trade.

Eight projects were funded under the thematic area Science and Research. These can be divided in two clusters, i.e. one with projects focusing on building research capacity, networks of excellence and enhancing research methodologies and skills while the other focused on highly specialized areas such as forensic awareness and science, geographic information, geodesy and social sciences.
5.3. Problem areas

Low level of Research

The quality of research is very low in universities in ACP countries. Research is underdeveloped, underfunded, understaffed (due to brain drain) and lacks direction.

There is a proliferation of small research projects which do not lead to significant impact to address critical problems in a sustainable way.

EDULINK projects have made a good contribution in helping to developed structured approaches to build local expertise, local research teams and in supporting future researchers by connecting them to international research groups in their disciplines. Many projects also demonstrate how access to international publications and other sources of expertise has been enhanced.

PhD training is carried out in a very traditional way. It is too limited, resulting in an enormous lack of young researchers to support current and future research developments.

New forms of PhD training have been developed by EDULINK projects with a particular focus on enhancing the quality of the PhD supervision by local and international academics. A number of doctoral schools have been created to support PhD training.

Traditional Teaching and Learning

In most universities in ACP countries the pedagogy is based on traditional lectures delivered by academic staff. There is little student-centered active learning and little focus on skill acquisition (communication, entrepreneurship, teamwork).

The education does not sufficiently rely on latest developments in research and is often out of date thus preventing students from acquiring the best knowledge in the field.

The analysis of the 66 EDULINK projects has demonstrated that a whole range of approaches are tried out to shift from this traditional approach to much more dynamic, interactive and learned-center approaches focusing on practical work, knowledge and skill development with updated course material, recent literature and research.

Significant Brain Drain

ACP countries suffer from significant brain drain. Many professionals (e.g. in the health sector) and high level academics leave their country for better working conditions abroad, thus depriving the countries from significant talent and expertise to drive socio-economic changes.

Universities suffer from significant staff turnover which is making it very difficult to develop strong sustainable frameworks that will rely on the expertise of the staff. This can be seen at the level ICT experts, legal staff, HR or finance specialists.

EDULINK projects have made a significant contribution to improve local working conditions (training of local staff, provision of equipment), providing opportunities for staff to stay in their country, yet have opportunities for professional development and access to international networks of expertise.
Too little attention to the gender issue

The 66 projects report on the proportion of women in the various courses or long programmes, demonstrating how they are trying to have a good woman representation, but with a few exceptions, too little attention is given to the gender issue.

The proportion of women with access to education is low in most programmes with the exception of teacher training. Female student exchanges do exist but are rare. Some women have been very active in the EDULINK projects yet their number are still very limited.

Lack of suitable institutional and organisational frameworks

Many universities are still characterised by a multitude of loosely connected units both in the central administration and in the faculties/schools. These operate on their own with too little supervision and with limited connections to overall institutional goals. There is a lack of strong senior level support, of institutional strategy, policy (human resources, finances, teaching and learning, research, digital agenda) and structures to support the various initiatives in education and research.

The majority of projects are bottom up initiatives of academics in departments/faculties to develop expertise in specific fields through curriculum reforms and the development of the research capacity.

Since this is the case, it is not surprising that this dimension has not been addressed in a more explicit way in the various EDULINK projects. The majority are about curriculum reforms, updating, development or enhancing the research capacity with only a few focusing on governance and structural issues; yet all touch upon the governance issues.

Lack of financial sustainability in universities

Beyond project related financial issues, the 66 EDULINK projects made little reference to financial issues, except to indicate that there is a shortage of funding in many areas of university life preventing the institution from driving new developments, or simply from functioning properly on a daily basis.

Little attention seems to be paid to define clear indicators of the overall financial situation of individual institutions and to identify concrete ways in which universities could generate new income.

Poor ICT infrastructures at national and institutional level

HEIs in ACP countries are in the majority of cases not sufficiently equipped to engage into the Digital Age.

We have encountered many examples in which the projects have delivered IT equipment, launched IT platforms and e-learning course provisions. Yet in most cases the projects encountered a whole range of problems linked to technical issues (the lack of proper electricity supply, low or absent internet connectivity) and the lack of sufficiently trained IT experts in ACP HEIs.
EU/international approaches do not work in local contexts as long as these issues are not addressed and if they are not tailored to local situations with their current constraints.

**Low Quality Assurance and accreditation**

Internal quality assurance is usually organised in HEIs as a response to external quality demands from the ministries of education and quality assurance agencies.

The 66 projects did not refer much to national quality arrangements therefore we can only conclude that these must be absent in most countries or not perceived as important by the projects. There are few systematic approaches in ACP universities to measure institutional quality, the quality of education and research.

The question of programme accreditation at national level was touched upon to highlight that it was problematic in a large number of countries.

Credit recognition among groups of countries within a region is only just emerging, often supported by regional groups of universities (e.g. African Council for Higher Education). Yet in most cases it is problematic.

**Fragile Sustainability**

Critical is the sustainability of the many EDULINK initiatives and the further use of numerous educational products (courses, modules, workshops, degree programmes), research products (expertise, publications, field work, data bases, services), networks and communities of learning developed by the projects. Some projects have worked on mechanisms for their continuation with the same, extended or reduced partnerships while others have failed to address the issue.

The projects reported on the many challenges linked to the difficulties of working in unstable conditions due to political turbulences, natural disasters or suspension of activities in HEIs (e.g. due to a change in the university leadership). These required agility and flexibility to review work programmes and timetables on a regular basis, reshape activities and cancel others due to lack of participants, of interest or funding.

**6. Recommendations**

This section offers a number of recommendations addressed to the EDULINK programme, individual HEIs and countries in the ACP regions. A wealth of expertise has been gained in the 66 funded EDULINK projects which needs to be consolidated and further developed.

- **National governments must define strong Research Agendas on critical areas for socio-economic developments and support these with adequate funding**

Research must be supported in a range of specific areas related to health, education, demographic issues and environmental protection in a way that responds to local needs.

The creation of **joint doctoral schools** should be encouraged to provide a structural environment in which a range of research activities can be developed.
Discipline networks of researchers must receive strong support since they are major vehicles to acquire knowledge from global sources and to identify solutions for local problems. Such networks should be formalised in permanent structures either the regional or sub-regional level. They should build on existing informal networks. Research infrastructure needs to be improved and (financially) supported.

EDULINK has made a major contribution to new policy developments in the three regions by supplying expertise to feed in national debates, participation in these debates and awareness raising on new ways to tackle problems. A major contribution has been made at sectoral level in countries and regions working with relevant ministries to advance policies in the health sector, agriculture, education.

HENNA (Establishment of a Higher Education Network for Applied Human Nutrition between Eastern Africa and Europe) contributed to developing better policy on food supply and on educating the population from the local communities to the regional and federal levels

- Universities must innovate in Teaching and Learning

Traditional approach to teaching and learning must be transformed. The educational process must focus on more interactive and learned-center approaches with practical work, knowledge and skill development. These approaches should be further encouraged by the EDULINK programme and by ACP countries and developed on a wide scale as they increase students’ entrepreneurial attitues and employability prospects, hopefully in their own region.

Universities must use updated course material, recent literature and research. The use of low costs, free Open Sources and Open Educational Resources is highly recommended. The EDULINK project Side-Cap is an excellent model of an open learning approach. The project organised large scale staff re-training in new pedagogical developments with the use of IT, the development of online course material and the creation of more flexible open learning environments and the use of open educational resources and overall quality assurance of distance education.

E-learning approaches and flexible learning must be developed in universities and developed with the appropriate IT infrastructures.

- National governments and universities must make use of the academic diaspora

National governments must develop policies to create possibilities for the diaspora either to return to their home countries or to contribute to their home country without necessarily returning permanently to their home.

Individual academics in ACP universities must be encouraged to actively seek connections with peers who have left ACP countries for other parts of the world.

They should be encouraged to take advantage of the many opportunities for collaboration offered in EU initiatives like the EDULINK programme, the EU Erasmus Mundus programme or the Intra-ACP Nyerere Mobility Programme.21

EDULINK has provided opportunities for ACP universities to connect to universities in many parts of Europe and to cooperate with ACP academics working abroad. In a number of cases these academics have been the initiator of the EDULINK project.

- **Universities must develop a Gender Agenda**

Some special (EDULINK or other) programme initiatives could focus entirely on women shaping and leading initiatives, bringing their existing expertise on board (or developing it further), while cooperating with women in other parts of the world (women in university leadership positions and in academia). This would serve as a strong mechanism to influence policy in ACP regions where the issue is not sufficiently addressed and to take concrete action on the ground.

**Special actions for women** in the field of ICT could be initiated. Women traditionally play a strong role in local communities and could also be brought a lot more on board to drive agricultural innovation or new approaches in the health sector.

The EDULINK projects have tried to address the issue yet with the exception of teacher training women are in many cases underrepresented in education.

- **Universities must develop strong institutional strategy and strong internal organisational capacity**

There are many bottom up approaches of academics in the EDULINK programme. There is a proliferation of international aid projects in ACP countries from a wide range of countries and international organisations, which sometimes give the impression of a highly fragmented approach and an inefficient use of (international) resources.

Universities must work on strategic directions under which all their education and research activities can be placed. They must resource these adequately, in a way that will work in their own specific regional and national context. EDULINK has many examples where academics have worked with senior leadership to advance new areas.

Universities must develop strong internal organisational capacity to support a clearly defined institutional mission and strategic directions. This requires adequate human and physical resources and an adequate balance between the provision of professional services in the central administration and services in faculties/schools. All forms of duplication and a multiplication of arrangements through smaller decentralised units should be avoided.

Many EDULINK projects have worked in this direction, but University decision-makers must be further assisted to acquire strong leadership and management skills.

- **ACP universities must adopt robust financial management**

Universities must ensure that robust financial management of income and expenditure are in place both to manage EU/international funding and all other financial aspects of their activities.

(accessed: September 2013)
They should have solid central accounting systems to track all items of income and expenditure, mechanisms to monitor the institution’s financial situation and measures to manage potential future financial risks of institutions.

Financial autonomy may still be far from reality in ACP countries, yet the scarcity of financial resources and the way to generate income from non-public sources, not only through aid programmes but also through education and research activities should be reflected upon in order to explore new potential areas for development in local contexts.

Only a few EDULINK projects have clearly focused on these issues. The project “Capacity Building for the Financial Sustainability of ACP HEIs” has produced a number of training modules focusing on Resource Generation and Entrepreneurialism in Higher Education, Philanthropy and Resource Mobilization in Higher Education, Commercialisation of Research.

ACP Universities must drive economic developments with a wide range of external stakeholders at the regional and national level.

Universities must be connected regionally and internationally without which they will not survive in the long term.

Regional stakeholders need to be brought together in permanent or semi-permanent structured relationships and arrangements (like a regional forum, regional associations or permanent and influencing working groups/think tank groups).

Multi-stakeholder approaches must be developed to shape relevant regional/national strategy and build capacity based on regional expertise, concrete needs (e.g. to support the economic, community and social infrastructure), regional profiles (local contexts, governmental policies, economic environment, local infrastructure for education, health, transport).

The triple helix’ approach\(^\text{22}\) should be investigated for the interesting representation it provides of interactions between universities, business and government to engage in economic development and academic research (knowledge exchange as the multi-layer transfer of ideas, expertise and skills to support the development of innovative products, services and policies).

OECD\(^\text{23}\) and EU\(^\text{24}\) reports should be disseminated for ideas on practices to build capacity in universities in order to reach out to business, the community and public authorities, and to reach in to universities in order to build robust partnerships between all parties. The toolkit developed under the three-year (2009-2012) EU-Drivers European drivers for a regional innovation platform also offers practical tips on ways to address the obstacles for effective regional partnerships\(^\text{25}\).

\(^{22}\) [http://triplehelix.stanford.edu/3helix_concept](http://triplehelix.stanford.edu/3helix_concept) (accessed: September 2013)


This regional and international networking strategy has been the core of many EDULINK projects. The ERESA project (Enhancing Research Capacity and Skills in Eastern and Southern Africa) has pooled together a number of member universities from the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) to build capacity for agricultural research.

Tourism and physical infrastructure are strong drivers for economic development in East Africa. The EA3CLAT (East African Academic Alliance for Curricula in Logistics and Tourism) has contributed to develop a regional pole of expertise for students, academics and the tourist industry in tackling responsible tourism and avoid excessive exploitation of vulnerable resources.

- National ACP Governments must give high priority to the implementation of a national ICT strategy and to the provision of support to individual universities for their ICT strategies

Today, the dependency on the ICT infrastructure and ICT services have the potential to serve almost every activity of the university. The Internet and other ICT tools serve to provide basic information (about the institution), to main transactional platforms (for communication with different target groups such as students, staff, external stakeholders) and to support all educational processes.

Yet with low internet connectivity and poor ICT infrastructure ACP universities are not in a position to take full advantage of the many opportunities for developments related to the use of ICT.

There is a lack of capacity in African countries to use ICT resources to address local socio-economic needs. This makes the region vulnerable in global economy.

Many EDULINK projects took great effort in developing online platforms for project management purposes, teaching and research purposes and provide access to international sources of information. The ICT4D project (Consortium of African and European Higher Education Institutions) encouraged a global conversation on poverty alleviation through the use of ICT by bringing on board local and European/international players.

It is recommended that national governments make significant investments in ICT developments and provide significant support to individual universities.

National ICT agencies could be set up specifically to assist individual universities with the development of ICT and with the training of ICT staff in universities across the countries, providing a central pool of highly qualified ICT experts which would allow for consistency in approach and cost effectiveness.

Individual universities must integrate all ICT processes into user-friendly central systems (information management systems, reporting tools, library resources, website), educational processes (teaching and learning allowing personalization, platforms for online course delivery), research processes (research planning, management, knowledge dissemination, lab operations) and general operations (students
recruitment, customer relationships, HR/payroll function, finances, estate management).

It is recommended that EDULINK provides support for projects working specifically on integrated ICT models and on the identification of good practices.

- **Universities must have solid internal Quality Assurance and accreditation**

Internal Quality Assurance must play a strong role in HEIs in ACP countries as a coherent and purposeful activity linked to the mission and strategy of the institution to deliver high quality education and research.

The purposes of internal quality assurance needs to be clearly defined and guided by the values of the institution, i.e. to what extent it is a process of control, accountability or compliance.

Internal quality systems need to be systematic and implemented across the whole of the institution in terms of policy, central support mechanisms (i.e. with a central quality unit) and appropriate mechanisms related to the tasks delegated to the faculty level.

Programme accreditation must be given high priority at the institutional and national level. International accreditation from international accreditation agencies should be investigated for the many advantages it offers for international reputation building. A successful example is the EQUIS accreditation of the business schools26 by EFMD27, its programme accreditation (EPAS) or its developmental programme towards accreditation (EDAF).

Not many EDULINK projects addressed the issue of quality management in the ACP HEIs. The project "Sustainable Quality Culture in East African Institutions through Centralised Units" facilitated regional cooperation in academic quality assurance between partner HEIs. It helped to build capacity in developing a quality culture in HEIs.

- **ACP universities must ensure robust sustainable international partnerships and EU/international project management (including financial management)**

Critical is the sustainability of the many EDULINK initiatives and the further use of numerous educational products (courses, modules, workshops, degree programmes), research products (expertise, publications, field work, data bases, services), networks and communities of learning delivered by the projects.

The next step is to go from project to mainstreaming activities and identify approaches for continuation. EDULINK projects demonstrate examples where the partnerships continue either on an informal basis, with more formal arrangements or through new project proposals to the EDULINK II programme, the 7th framework programme of the EU or other national/international bodies.

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27 EFMD is an association of business schools public and private companies which promotes management education worldwide
It is recommended to continue to encourage the development of solid partnerships which address real concrete needs for which there was a real demand.

**EDULINK** should disseminate good practices of sustainable project management and identify mechanisms for extended financial support for projects showing high potential for significant impact.

Existing courses produced in the context of a number of EDULINK projects on EU project management, regulations and financial rules could be brought together and/or redesigned by the EDULINK Secretariat. These could be placed in a user-friendly **online source of information** which could also provide access to additional resources such as templates for administrative reporting or relevant policy documentation.

EDULINK provides a wealth of examples of inter-institutional networking between EU and ACP partner HEIs and within each region and sub-region in each ACP region. These demonstrate how HEIs have been connected with a wide range of regional and international networks through a whole range of activities from education, research, services to society and policy developments.

The examples of success stories (and failures) of EDULINK multi-partnership collaboration could also be brought together and disseminated by the EDULINK Secretariat for universities to learn from.

**EU partners** need to make sure that they do not impose Northern models but adopt an attitude in which they act as facilitators to drive changes, provide assistance although leaving it to ACP HEIs to be the real drivers for sustainable change and implementation and the owners of the process. Many positive examples of such strategy have been provided in the programme.

*7 December 2013*
## EDULINK Questionnaire on Results achieved by the projects

### EDULINK Contract Nr.  
Project title:

#### Lead institution:

Number of partner institutions:  
Number of associate institutions:

### Objectively Verifiable Indicators (OVI) of Results

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<td>Individual direct beneficiaries</td>
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<tr>
<td><strong>A1</strong></td>
<td>Number of university students trained by the project</td>
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<td><strong>A2</strong></td>
<td>Number of students graduated in the project study programmes</td>
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<td><strong>A3</strong></td>
<td>Number of teaching staff trained</td>
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<tr>
<td><strong>A4</strong></td>
<td>Number of HEI administrative and technical staff trained</td>
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<tr>
<td><strong>A5</strong></td>
<td>Number of external (non HEI) professionals trained</td>
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<tr>
<td><strong>A6</strong></td>
<td>Number of students participating in international exchanges</td>
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<td>Number of HEI staff participating in international exchanges</td>
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<td>Academic outcomes</td>
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<td>Number of HEI having the new curriculum accredited by the relevant authorities</td>
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<td><strong>B4</strong></td>
<td>Number of new modules / courses developed with relevant training material</td>
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<td><strong>B5</strong></td>
<td>Number of new modules / courses implemented</td>
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## Instructions

This questionnaire is meant to assess the achievement of the project results, as planned in the Project Description and Logframe. The questionnaire is only focused on results achieved. The activities carried out and their indicators must not be included. Planned OVIs must be taken from the Project Description and the Logframe attached to your grant contract.

Achieved OVI should be reported in the project interim and final narrative reports.

Please use only quantitative indicators in the columns planned and achieved. Use the last column to describe the indicator.

If your project has indicators of result which are not included in the above list, please add new rows as relevant.

Fill-in only the OVIs applicable to your project. For the others please digit NA (Not Applicable)

For question A2, specify the qualification level of the students (BSc, MSc, PhD, etc.) in the description

In section B. Academic outcomes, specify the qualification level of the curricula and courses (BSc, MSc, PhD, etc.) in the description

In questions B4 B5, the modules or courses are those which make up the curriculum

In "B6 publications" include books, research papers, etc. Do not include promotional materials (flyers, newsletters, etc.) or project internal documents

Please send the publications in soft copy (PDF) to the PMU for their publication to the EDULINK web site

For question C1, specify the nature of the offices involved (f.i. international offices, research centres, etc.) in the description

For further clarifications or comments, please write to the EDULINK PMU.

Please complete the questionnaire and send it by email to the PMU. Include as well the completed questionnaire into the project final narrative report.

*The EDULINK PMU thanks you for your cooperation.*

1/26/2012
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<td>TA. Maryshow Community College, Grenada</td>
<td>National Institute of Education, Seychelles</td>
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<td>CARiD: Cadre africain d’élaboration de référentiels de compétences pour le secteur de la santé</td>
<td>Health</td>
<td>École des Sciences de la Santé de Kinshasa, RDC</td>
<td>Université de Kinshasa, RDC</td>
<td>Université de la Havane, Cuba</td>
<td>École Nationale de Développement sanitaire, Senegal</td>
<td>Université Libre de Bruxelles, Belgique</td>
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<td>Université de Malawi</td>
<td>Université de Greenwich, Royaume-Uni</td>
<td>Université de Malawi, Université d’Uganda</td>
<td>Université Libre de Bruxelles, Belgique</td>
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<td>Environment</td>
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<td>Approximation University, Ghana</td>
<td>Université de l’Université de Södertälje, Suède</td>
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<td>Institut de Recherche sur la Santé Publique, Bénin</td>
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<td>University of Yaoundé</td>
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<td>University of Njala, Sierra Leone</td>
<td>Wageningen University and Research Centre, The Netherlands</td>
<td>Université de Montpellier - SupAgro, France</td>
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<td>Sokoine University of Agriculture, Tanzania</td>
<td>Université de Paris 5, France</td>
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<td>SUGAFR - Strengthening University Capacity for Promoting, Facilitating and Teaching Rural Innovation Processes</td>
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<td>SUGAB - Sustainable Geographical Information Knowledge Transfer for Post Graduate Education</td>
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<td>Universidade de Coimbra, Portugal</td>
<td>Inter-university Council for East Africa, Uganda</td>
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<td>Université Catholique de Louvain, Belgium</td>
<td>National University of Tana, Tana</td>
<td>Polytechnic School of São Tomé, São Tomé &amp; Príncipe</td>
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<td>YASSID-MAPRIS: Stimulation of Animal Sector Education, MSE Animal Product Processing, Entrepreneurship &amp; Safety</td>
<td>Agriculture</td>
<td>Makerere University, Uganda</td>
<td>St. George University School of Veterinary Medicine, Grenada</td>
<td>Riga Institut de Sciences et Technologies, Latvia</td>
<td>Makerere University, Uganda</td>
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ANNEX 3

TERMS OF REFERENCE

Short Term assistance for EDULINK

Assignment: Study on EDULINK I results

Background

EDULINK is a cooperation programme in Higher Education (HE), financed by the European Union and implemented by the Secretariat of the African Caribbean and Pacific group of countries (ACP Secretariat). EDULINK objectives are to foster capacity building and regional integration in the field of higher education through institutional networking, and to support a higher education system of quality, which is relevant to the needs of the labour market and consistent with ACP socio-economic development priorities.

Since its launch in 2006, the EDULINK Programme has organised three Calls for Proposals and selected 66 projects for funding. The projects range three or four years in duration, have a budget up to € 500,000 and have five partners on average. The partners are higher education institutions from European and ACP countries. All projects (except three) have concluded their implementation period by end of 2012.

A mid-term evaluation of the Programme was conducted in 2010. The evaluation concluded that the 66 projects were highly relevant, namely in fostering capacity building and regional integration in higher education in the ACP States. In addition to addressing core areas such as health, primary education, agriculture, and environment, the EDULINK projects also promote good governance and build institutional capacity in the ACP regions.

Currently a second phase of the programme has been launched, through a new call for proposals. The evaluation is in process and is expected to be concluded by mid-2013, with the approval of about 45 new grant projects.

Before starting the new phase of the programme, it is appropriate to make a general assessment of the results achieved by the first phase, in order to consolidate knowledge and lessons learned and to allow the dissemination of the programme outputs throughout the ACP regions and Europe.

Objectives of the assignment

The objective of the assignment is to carry out a review and assessment of the results achieved by the EDULINK I projects in relation with the strategic objectives of the programme. The study must focus on the programme outputs, in terms of specific products and services that emerge from the projects already concluded.

The study must provide consolidated information, analysis and recommendations useful for all professionals involved in the design, management or evaluation of HE development actions in the ACP regions.

Tasks to be performed

This is essentially a desk study. Due to budget limitations, no field missions are foreseen.
The assignment includes: briefing and data collection; data review and analysis; debriefing and reporting.

1. Briefing and data collection

The assignment starts with a briefing in Brussels with the EDULINK PMU, to discuss the assignment in detail and provide the consultants with the documents to be reviewed. These documents include: EDULINK Financing Agreements and Logical Framework; PMU reports; EDULINK mid-term Evaluation Report; projects final reports and OVI questionnaires.

To enhance the quality of data available for the study the PMU has requested all grant beneficiaries to complete a questionnaire which links quantitative OVIs of results achieved by each project to the OVIs identified in the EDULINK financing agreement (see Annex). These questionnaires are an essential source of data for the study.

2. Data review and analysis

The assignment will continue with the review and analysis of the information, which may include:
- consolidation and analysis of OVI questionnaires (quantitative analysis);
- analysis of results achieved against targets (quantitative and qualitative);
- summary and analysis of results achieved by theme (agriculture, health, etc.) and geographic areas (qualitative);
- assessment of programme relevance, effectiveness and potential impact on the beneficiary sectors (qualitative);
- Conclusions and recommendations for HE development projects

The analysis will enable the translation of individual project results into an understanding of the overall results of EDULINK and how far the programme has achieved its stated objectives as set out in the Financing Agreement.

3. Debriefing and reporting

The review and analysis of the documentation will lead to the preparation of a draft report, which will be submitted to the PMU in Brussels. After review of the draft report by the PMU, the consultant will revise the report taking into accounts the PMU’s comments and will issue the final report.

Deliverables

The expected output is a report which must be suitable for distribution throughout the EDULINK stakeholders and publication on the programme web site. The report must contain relevant data in table and graphic formats for an easy reading. The language must be English.

Duration and location

The duration of the assignment is 20 working days, to be executed between June and July 2013. The assignment can start after the approval by the contracting authority (ACP Secretariat) of these terms of reference with the expert’s CV.
The expert is requested to meet the PMU in Brussels:
- at the start of the mission, for briefing and data collection: two days
- at the end of the mission, for debriefing and reporting: two days
Data review, analysis and preparation of report can be home-based.

Total days in Brussels: 4
Total days home-based: 16

The expert must ensure his/her own autonomy with computer and communication tools as needed.

**Expert's profile**
One Senior Expert is requested for this assignment.

**Qualifications and skills**

- Advanced university degree relevant to the assignment (social sciences preferable).
- Excellent computer skills, in particular using work-sheets
- Strong analytical skills
- Full command of planning / evaluation tools (Logical Framework)
- Excellent writing skills
- Fluency in English and French

**Professional experience**

- About 10 years of relevant work experience
- Experience in design / management / evaluation of Higher Education development programmes
- Strong experience in planning and evaluation of development programmes, using Log Frame.
- Knowledge of Higher Education sector in ACP countries is an advantage.

*For more information on EDULINK, visit: http://www.acp-edulink.eu/*