

# Interim Evaluation of the Cooperation Programmes in Higher Education and Training between the European Union and Canada and between the European Union and the United States of America

Final report

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# Glossary of Terms

## Organisations

### *ECORYS*

ECORYS is a Dutch economic research institute and evaluator of the EU-US and EU-Canada Cooperation Programmes for the period 1999-2002. The research activities under the evaluation have been coordinated and undertaken by researchers at the Division of Labour and Social Policy.

### *European Commission (EC)*

The European Commission (EC), Directorate-General Education & Culture is client of this evaluation. It has selected ECORYS to undertake the research activities for this evaluation. The European Commission is, together with FIPSE on the US side and HRSDC on the Canada side, responsible for the administration of projects under the Cooperation Programmes.

### *FIPSE*

The Fund for the Improvement of Postsecondary (FIPSE) is linked to the US Department of Education. Together with the European Commission, it is responsible for the administration of the EU-US Cooperation Programme.

### *HRSDC*

Human Resource and Skill Development Canada administers the Program on behalf of the Canadian government.

## Evaluation issues

### *Intervention logic*

Logic on casual assumptions relating to how the Programme is intended to produce its intended effects and the Programmes relationship to any related policy interventions and to relevant external factors.

### *Relevance*

Relevance concerns the extent to what the programme objectives are justified in relation to the overall goals.

### *Effectiveness*

Effectiveness is the degree to which the desired effects of a measure (programme) have been reached.

### *Efficiency*

Efficiency (or cost-effectiveness) relates to what is obtained relative to the inputs mobilised.

### *Utility*

Utility refers to the extent to which the impacts obtained by a programme correspond to *society's* needs and to the broader socio-economic problems to be solved.

### *Sustainability*

Sustainability refers to the ability of effects to last in the middle or long term.

## Methods

### *Student questionnaire*

Online questionnaire, designed for (former) participating students in projects under the EU-US and EU-Canada Cooperation Programmes in the period 1999-2003

### *Project partners questionnaire*

On line questionnaire, designed for (former) project coordinators and project leaders (institutions) under the EU-US and EU-Canada Cooperation Programmes in the period 1999-2003

### *Stakeholders' questionnaire*

On line questionnaire, designed for policy makers as well as decision makers with regard to the EU-US and EU-Canada Cooperation Programmes.

# Preface

The opinions expressed in this report are those of the authors and do not necessarily reflect the views held by the European Commission services responsible for managing the Cooperation Programmes or the counterpart joint administrators, HRDC and FIPSE.

This report on the interim evaluation of the Cooperation Programmes in higher education and vocational education and training between the European Community and the United States of America and between the European Community and Canada. The report covers the projects financed under the programmes in the period 1999-2002 and presents the results of an assignment conducted for DG EAC by a team of evaluators from ECORYS Netherlands.

For answering the evaluation questions that were formulated in the Terms of Reference a variety of activities were undertaken. These activities could not have been performed without the willingness of many people to participate in interviews, group discussions, questionnaires etc. We all thank them for their cooperation in the evaluation.

A special word of thanks is due to the people of FIPSE, who supplied us with valuable information on the US-partners in the projects and who provided us with the preliminary outcomes of the questionnaire among American students. Furthermore we would like to thank the staff of Cassandra Drennon & Associates for their excellent work as regards the interviewing of American partners in the selected projects

Furthermore the evaluation team wishes to thank the staff of the Commission involved in this evaluation including the staff of DG EAC and the members of the steering committee for the evaluation. Co-operation with the Commission has at all times been very constructive with appreciation and understanding for the pressure of time under which the evaluation has taken place.

Within ECORYS the evaluation team would like to thank Rob Haverkort for his help with developing and managing the Internet survey. Corine, Ria, Mirjam en Ellen have proven once again to be indispensable secretaries at our department.

We sincerely hope that the results of this evaluation contribute to a further extension of the success of the Cooperation Programme between all partners at different levels.

Rotterdam, March 2005

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# Executive summary

## Introduction

This report presents the results of the interim evaluation of Cooperation Programmes in Higher Education and Vocational Training between the European Union and the US and between the European Union and Canada. The programme can be traced back to 1990, when the Transatlantic Declaration on EC-US Relations and the Transatlantic Declaration on EC-Canada Relations were adopted. A two-year exploratory phase, launched in 1993, provided the basis for a formal EU-US Cooperation Agreement and an EU-Canada Cooperation Agreement in 1995. Both agreements were renewed in 2000 for a further period of five years (i.e. 2001-2005). The EU's annual budget for the EU-Canada Programme is about €0.7 million, and for the EU-US Programme about €1.5 million. The first period of the Cooperation Programmes was evaluated in 1999<sup>1</sup>. This interim evaluation focuses on projects initiated during the 1999-2002 period.

While the EC Directorate-General for Education and Culture is responsible for administering the two Programmes on behalf of the European Union, the Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and the department of Human Resources and Skills Development Canada (HRSDC) administer the US and Canadian programme, respectively.

After an open tender procedure, the contract for this evaluation was awarded to ECORYS, a research and consulting firm based in the Netherlands. In this report, ECORYS presents the results of its evaluation activities, which were performed between October 2004 and February 2005.

## The Programmes

The Cooperation Programmes' primary aim is to promote understanding between the people of the European Union on the one hand and those of the US and Canada on the other, and to improve the quality of their human resource development. To achieve these objectives, the Programmes support innovative, multilateral, and student-centred projects, which have the potential to promote substantive, long-lasting structural and transatlantic co-operation in higher education and vocational education training. They may also support

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<sup>1</sup> See: *The Evaluation of the Cooperation Programme in Higher Education and Vocational Education Training Between the European Community and the United States*, CIRCA Group Europe Ltd., August 1999, and *The Evaluation of the Cooperation Programme in Higher Education and Training Between the European Community and Canada*, CIRCA Group Europe Ltd., August 1999, both available online via [http://europa.eu.int/comm/dgs/education\\_culture/evalreports/index\\_en.htm#CoopEUCanada](http://europa.eu.int/comm/dgs/education_culture/evalreports/index_en.htm#CoopEUCanada)

international education projects that give rise to new forms of cooperation between the US and the EU or Canada and the EU.

## The evaluation

The main research questions of this evaluation refer to the classic evaluation topics of relevance, effectiveness, efficiency, utility and sustainability. In order to answer the evaluation questions, a number of data collection tools has been used, namely: (i) literature and document review, (ii) online questionnaires completed by students, project partners, stakeholders and non-participating students, (iii) interviews on location as well as by telephone, (iv) focus groups during the Washington Conference for project partners, (v) assessment of initial conclusions and recommendations by means of a discussion paper for project partners and stakeholders. For the interviews held in the US, we worked closely with consultancy firm Cassandra Drennon & Associates Inc.

A total of 250 respondents completed the online questionnaires, and around 115 people were interviewed. In general, we have reached a representative group of participants. Consequently, we believe the results of this study offer a reliable overview of the strengths and weaknesses of the Programmes. The technical details of the evaluation are addressed in Chapter 2 of the report and in the annexes.

## Evaluation results

### **Successful in establishing transatlantic partnerships**

It is clear from the evaluation that the Programmes promote the establishment of transatlantic partnerships in higher education. Almost all projects successfully establish student exchanges based on shared or mutually developed curricula. Although the projects generally involve the targeted number of exchange students, they frequently require more time than was originally planned. A word of caution is appropriate regarding the preparation activities, which appear to be lacking in some respects. Of the participating exchange students, 85% receive the same or, in exceptional cases, a greater number of credits abroad compared to what they would have received from their home curriculum.

### **Participation in the projects (1999-2002) can be summarised as follows:**

- Of the 3,000 students participating in exchanges, 66% were involved in EU-US projects and 34% in EU-Canada projects.
- The number of other students involved (i.e. not related to an exchange programme) is roughly double that of participating exchange students.
- The number of staff exchanged is estimated at 900, half of whom are teachers and professors.

### **Students are enthusiastic about the quality of the projects**

The students are highly satisfied with the quality of the project activities. On a scale of one (poor) to five (outstanding), the students gave their respective project a mark of 4.2, meaning that 85% is very satisfied with their participation. They are particularly satisfied with the ability to come into contact with other students and the quality of computer and educational facilities at the host institutions. As regards the socio-cultural aspects, the students are particularly positive about social relationships with students from the host country, foreign students and local residents.

### **Outcomes of the projects are in line with the Programmes' objectives**

The outcomes of the Cooperation Programmes are in line with the objectives, especially as regards promoting understanding between the participants and improving the quality of human resource development. This applies to both the students and the staff of the institutions. In the long run, these outcomes are expected to help promote understanding between the people of the EU and the US/Canada, and also to improve the quality of human resources. It is important to note, however, that the number of participants in the Programmes is very small in relation to the total number of students in higher education and vocational education training. In this respect, the Programmes' sphere of influence is somewhat limited.

It is clear that the Cooperation Programmes have the ability to strengthen transatlantic cooperation and increase student mobility. Although transatlantic cooperation and student exchange might also have been achieved without the Programmes, they would not have reached the same scope within the given period. In this respect, the Cooperation Programmes have a distinct added value.

### **Projects result in sustainable relations**

The evaluation indicates that the Programmes' projects are fairly sustainable. However, this generally involves a somewhat modified version of the projects. After the projects' funding has ended, the projects' focus is likely to shift from student exchange to the exchange of expertise and research and the use of curricula and courses, all of which is frequently conducted online. The main factor hampering further student exchanges is the lack of additional funding for travel and accommodation. Some institutes appear to be more creative in finding additional sources than others.

Sustainability is often not one of the predetermined objectives of the projects, even though it should be incorporated more into the project itself. This also applies to the dissemination of activities. Sustainability of relationships appears to be more likely when the project partners are already acquainted with their project colleagues before the start of the project.

### **There is a need for efficiency indicators**

Although the projects' budgets do not vary substantially, there is some variance in the conversion ratio of inputs to outputs. The projects vary significantly in terms of the number of student exchanges involved. Some projects involve more than 100 student exchanges, while others result in 10 to 20. This can be attributed in part to differences in the length of exchange periods. On average, around €5,200 is spent for each student

exchange, with EU-US exchanges costing an average €5,600 per student and EU-Canada exchanges an average of €4,200<sup>2</sup>.

Another important issue relating to efficiency is project duration. Many consider the projects' three-year time limit too short to provide an appropriate 'return on investment' for the time, effort and resources spent by the institution to design the project and establish the consortium in the first place. The fact that some 40% of the projects consider the funding barely sufficient could be considered an indication that the programme is efficiently using the limited resources available, especially as most of the projects realise the expected outputs. On the other hand, scarcity of financial resources might hamper the sustainability of the projects.

In terms of project implementation, monitoring and evaluation, this evaluation of the Cooperation Programmes indicates that efficiency gains could be realised with a certain degree of reorganisation. For instance, efficiency gains could be achieved if:

- consortia projects were started after satisfying several key conditions (e.g. effective working network, agreement on credit recognition and courses);
- additional resources for programme management were made available;
- a fully operational and uniform web-based monitoring system were available;
- projects were evaluated on a regular basis.

### **Programme logic appears to be valid**

The motives for higher education institutions and students to participate in the projects are in line with the Programmes' official objectives. The objectives 'promote understanding' and 'improve the quality of human resource development' are the key motivators encouraging project partners to participate in the Programmes and to organise their activities. In this respect, the Programmes' objectives are still pertinent with respect to the goals of strengthening transatlantic cooperation and improving the quality of education and training systems in the EU. Furthermore, the Cooperation Programmes appear to complement other relevant programmes.

## **Fulbright-EU Programme**

Despite its size, the Fulbright-EU Programme is a key instrument in strengthening academic relations between EU and US scholars and their institutions. Although it does involve formal and informal connections with other grant and scholarship programmes (e.g. the EU-US Cooperation Programme, the regular Fulbright Programme, the EU Centres, etc.), the Fulbright-EU Programme is unique and stands on its own with regard to facilitating the exchange of postgraduate scholars between EU and US academic institutions as a means of promoting mutual understanding.

Fulbright-EU Programme grantees are satisfied with the opportunities offered by the grant scheme. Most participants perceive the grant as an interesting opportunity to realise preconceived ambitions. However, in some cases, the grant fails to cover all living and working expenses.

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<sup>2</sup> The insights provided here are based on EC-budget data.

Being a Fulbright grantee is considered an asset to an international career in academics. Although it does help to achieve ambitions, its effects should not be overestimated. Most of the participants do not maintain contact with the people they meet or remain involved in activities they conducted abroad.

The Fulbright-EU Programme's budget is relatively small. However, as the programme involves ten successful grantees a year, we can speak of quite an efficient programme. Participants appreciate the Programme's small scale and the low levels of bureaucracy and informal contacts with the Brussels Fulbright Commission.

## Recommendations

In general the evaluation of the Cooperation Programmes is positive in terms of the effects and sustainability of the activities performed. The evaluation team found no serious shortcomings. However, we have found some aspects that deserve special attention. We have formulated a number of recommendations with regard to these aspects. The full reasoning behind these recommendations is presented in Chapter 9 (Conclusions and recommendations).

### Intervention logic

#### *Recommendation 1*

As the equal importance of all the objectives is not yet recognised, we recommend **prioritising the Programmes' six official objectives** (in terms of the specified goals of the Programmes). Particular consideration should be given to reformulating or suppressing the objective regarding e-learning and distance learning.

#### *Recommendation 2*

Participation of Canadian students is now restricted to undergraduate and graduate students up to the age of 30. Taking lifelong learning into consideration, this age restriction should be eased. Accordingly, the evaluation team recommends **reconsidering the age criterion** of the Canadian programme.

#### *Recommendation 3*

Furthermore, we recommend **widening the Programmes' scope to postgraduates** as there is a need for the exchange of postgraduates.

## Effectiveness

### Recommendation 4

- a. To better attune project planning to the actual project period, we recommend **extending the possibilities for one-year preparatory projects**, preferably as an integrated part of the consortia projects.
- b. Furthermore, we recommend that the management of the Programmes clearly enunciates its position on '**no-cost' project extensions** as soon as possible.
- c. Moreover, serious consideration should be paid to enabling successful projects to apply for **follow-up mobility funding**.

### Recommendation 5

To increase the Programmes' sphere of influence (in accordance with the Programmes' ambitions), we recommend **substantial increases in the Cooperation Programmes' budget**.

### Recommendation 6

As many projects encounter similar problems in organising their activities, we recommend that **good practices** be made available to applicants and project partners, for instance via the Internet. These good practices should provide information on such subjects as organising language training and cultural preparation, coordinating educational settings, structures and time schedules of participating institutions. Special attention should be given to successful dissemination and follow-up activities.

### Recommendation 7

- a. We recommend **redesigning the administrative procedures** in order to relieve project partners of the administrative burden as much as possible.
- b. Furthermore, we think that a **team of programme managers** could enhance the effectiveness of communications with project partners. A possible solution involves appointing account managers to a specified number of projects.

## Efficiency

### Recommendation 8

- a. We recommend allocating **additional resources** to manage the Programmes, for instance by appointing an executive agency for the Programmes.
- b. Furthermore, we recommend **adapting the calendar of the Programmes' procedures to the academic/educational years**.
- c. The institutions should be informed of the **decision regarding their proposal at least six months before the start of the academic and educational year** to improve the efficiency of the projects. Consequently, the project selection procedure should start six months earlier as well.

### Recommendation 9

We recommend focusing efforts on **fully integrating the preparatory projects and the three-year projects**. Winning a grant for a preparatory project should result in a higher chance of being granted support for a three-year project. This will encourage institutions to undertake sufficient preparatory activities.

#### *Recommendation 10*

The current monitoring method fails to allow efficient project comparison. We recommend refining and ***strengthening the existing software-based monitoring system***, preferably via the Internet. The monitoring systems in the US and Canada are good examples as they enable the comparison of projects on a regular basis and the exchange of information on good practices. The use of questionnaires in monitoring should also be considered.

### **Sustainability**

#### *Recommendation 11*

We recommend taking existing previous contacts into consideration in the project selection process. However, this recommendation merits caution as selecting only projects involving the participation of previous contacts may limit the Programmes' accessibility and may discourage institutions to apply.

#### *Recommendation 12*

We recommend ***incorporating sustainability into the project plan***. A suitable way of doing this would be to require a sustainability plan to be included in the final report. The sustainability plan should clearly indicate which activities are to be pursued, how they are to be effected and an indication of the resources involved.

#### *Recommendation 13*

The evaluation demonstrates that the availability of student mobility grants is by far the most important factor in fostering the sustainability of projects. We therefore recommend ***an additional grant for student mobility***, which will enable successful projects to continue exchanging students.

#### *Recommendation 14*

We recommend ***disseminating good practices on additional funding***. This can be done in several ways, including presentations made during the annual conference, compiling a handbook or database of examples, which is made available via the EC.

### **Fulbright**

#### *Recommendation 15*

If the EC strives for greater diversity in terms of professional and institutional background, the selection of subjects should be less strict and a broader focus on European academic institutions should be considered. We recommend ***increasing the visibility of the Fulbright-EU Programme***, for instance, by publishing the call for proposals in academic journals.

#### *Recommendation 16*

For the purpose of ***monitoring and evaluation***, the Fulbright Commission should ask grantees to provide better insight as to what they produced *during* and *after* their time abroad. Output (e.g. articles, books, etc.) in response to participation in the scheme should be listed in a database.

*Recommendation 17*

We recommend introducing a ***minimum stay abroad of six months*** (one semester). Return on investment appears to be limited when scholars are sent out for only a period of three or four months.

*Recommendation 18*

As grantees seem generally unaware of its existence, we recommend ***improving the visibility of the Fulbright-EU Programme alumni organisation***.

*Recommendation 19*

Fulbright-EU Programme grantees should establish ***follow-up connections with their host institution***. An option would be to provide additional subsidies to EU and US institutions for ***arranging ongoing exchange*** of (postgraduate) academics. A connection with the current plan for mobility grants under the EU-US Cooperation Programme could be considered.

*Recommendation 20*

While there are concrete signs that the financial resources for grantees might not be sufficient to cover the costs of professional activities abroad, we recommend ***a study to assess whether the financial resources provided to Fulbright-EU Programme grantees are sufficient***.

*Recommendation 21*

Given the success of the Fulbright/EU Programme, we recommend ***increasing the programme's budget*** to augment the annual number of academic exchanges. This increase should be contingent on an overall reinforcement of the EU-US Cooperation Programme.

# 1 Introduction

*“Student Exchange is a stimulus for better cross-cultural understanding.”*

Augusto Gonzalez, Head of Unit, Directorate General for Educational and Cultural affairs, European Commission.

*“International academic skills are vital in a global economy.”*

Lynn Stevenson, Manager Human Resources and Skills Development Canada (HRDC).

*“There is a need for a new vision on international higher education. Student exchange only is not enough.”*

Leonard Haynes, Director of Fund for the Improvement of Postsecondary Education (FIPSE).

## 1.1 Background

The above statements were noted down at the International Programs Meeting in Washington D.C (USA) in November 2004. In a nutshell these statements refer to the backbone of our evaluation. Cultural understanding and human resources development are the main objectives of the programme that is being evaluated. Student exchange is seen as an important element for this, but cannot be isolated from wider developments in the sphere of international education. Moreover, information is needed to take into account contextual changes that have an influence on the reach and organization of the programme, e.g. international politics (enlargement of the EU) and financial considerations (accountability).

The possibility of cooperation between the European Union and Canada in education and training was originally envisioned in the Transatlantic Declaration on EC/Canada Relations adopted in 1990. A formal EC/Canada Cooperation Agreement was concluded in 1995. Similarly, cooperation between the European Union and the USA in education and training was originally envisioned in the Transatlantic Declaration on EC/US relations, also adopted in 1990. A two-year exploratory phase of cooperation launched in 1993 provided the basis for a formal Cooperation Agreement in 1995. Both agreements were renewed in 2000 for a further period of five years (2001-2005). The European Union annual budget for the EU/Canada Programme is about 0.7 million EUR, and for the EU/USA Programme, about 1.5 million EUR.

The Directorate-General for Education and Culture of the European Commission service is responsible for administering the two Programmes on behalf of the European

Community. On behalf of the USA, the US Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) is responsible. In Canada the programme is managed by Human Resources and Skills Development Canada (HRDC).

Articles seven of both agreements state that the Cooperation Programme shall be monitored and evaluated as appropriate on a cooperative basis. This shall permit, as necessary, the reorientation of the Cooperation Programme in the light of any needs or opportunities becoming apparent in the course of its operation.

DG Education and Culture has therefore decided to commission an independent, external, intermediate evaluation. After an open tender procedure this evaluation was granted to ECORYS, a research and consulting firm based in the Netherlands. In this report, ECORYS presents the results of the evaluation activities that were performed in the period between October 2004 and February 2005. The evaluation activities refer to the programme and the projects that have been started between 1999 and 2002.

The evaluation covers two Programmes: the EU/US Programme and the EU/Canada Programme. Both programmes are covered in one report, while differences between the Programme will be clearly highlighted.

In the remainder of this chapter and in the following chapters the evaluation questions will be answered in correspondence with the topics:

- Purpose and research questions, facts and figures (chapter 1)
- Approach and methodology (chapter 2)
- Intervention logic (chapter 3)
- Relevance (chapter 4)
- Effectiveness (chapter 5)
- Efficiency (chapter 6)
- Utility and sustainability (chapter 7)
- Fulbright (chapter 8)
- Conclusions (chapter 9)

As far as possible and relevant the information is presented separately for the EU/Canada-programme and the EU/US-programme.

## 1.2 Purpose and scope of the evaluation

The overall objectives to which this evaluation contributes to are defined in the Terms of Reference as follows:

- the preparation of proposals for the renewal of the current (2001-2005) EU/Canada and EU/US Agreements;
- possible improvements in the structure, content and implementation of the current Programmes.

The specific objective of this evaluation is to procure an external, independent interim evaluation of the current (2001-2005) EU/Canada and EU/US Cooperation Programmes

in higher education and training. This evaluation additionally encompasses the projects launched in 1999 and 2000 under the preceding 1996-2000 Cooperation Agreements.

The EU/US Programme (also) supports the Fulbright/EU grant scheme. This is also part of the interim evaluation. A separate chapter in this report is dedicated to this scheme. The focus of the evaluation is on the programme level rather on the project level. Experiences, opinions, perceptions and expectations form an important input for the evaluation.

The evaluation encompasses European, Canadian and US interlocutors. However, the main focus, in terms of site visits and analysis of project activities and outcomes, has been on European lead and partner institutions.

### 1.3 Evaluation questions

The main evaluation issues were defined in the Terms of Reference (see annex 1). The specific issues to be evaluated are as follows:

- *Relevance*
- *Effectiveness*
- *Efficiency*
- *Utility and sustainability*

Prior to investigating these issues, the *intervention logic* of the programme itself, has been investigated.

The research questions correspond with these issues:

#### *Intervention logic*

*What is the intervention logic of the Programme, how is it expected to produce its intended effects, and what is the Programme's relationship to any related policy interventions and to relevant external factors?*

#### *Relevance*

*To what extent are the Programme's objectives, principles and actions pertinent with respect to the overall goals?*

Specific questions are:

- To what extent are the Programme's objectives, principles and actions, as laid down in articles 3, 4 and 5 (plus annex) of the Agreement, still pertinent with respect to the goals of strengthening transatlantic cooperation and improving the quality of education and training systems in the EU?
- The current Cooperation Programme focuses on student-centred higher education and training. Looking at its overarching aims, and taking account of other bilateral and multilateral cooperation programmes between the parties, to what extent should the

scope of the Programme be opened up to encompass a wider spectrum of lifelong learning?

### *Effectiveness*

*To what extent have the objectives formulated in the programme been achieved until now, what successes and difficulties have occurred and how appropriate are the solutions chosen?*

Specific questions are:

- What is the current interpretation of official goals?
- Is the Programme achieving its objectives as specified in Article 3 of the Agreement? In particular, to what extent is the Programme on track to:
  - "promote closer understanding between the peoples of the European Community and [Canada/USA], including broader knowledge of their languages, cultures and institutions"?
  - "improve the quality of human resource development in both the European Community and [Canada/USA], including the acquisition of skills required to meet the challenges of the global knowledge-based economy"?
  - "improve the quality of transatlantic student mobility by promoting transparency, mutual recognition of qualification and periods of study and training, and where appropriate, portability of credits"?
- "encourage the exchange of expertise in e-learning and open and distance education and their effective use by project consortia to broaden Programme impact"?
- To what extent has the implementation of consortia projects contributed to enhancing "transatlantic education" in terms of new courses, new materials, new distance education courses, new research spin-offs;
- addressing issues of credit recognition;
- addressing issues of accreditation and quality control;
- provide students access to internationalised curricula;
- preparing students to work in a global marketplace.
- To what extent have implementation projects fulfilled their specific objectives?
- What was the added value of the financial support granted to the beneficiaries of the Programme compared to the possibility of obtaining equivalent support from other sources?
- Would the participant institutions have been able to strengthen transatlantic cooperation and student mobility if they had not received funding under the programme?
- The fields of study that can be covered by the projects supported by the Programme are not specified in advance: the process is a bottom-up one. Would the parties be likely to benefit from a more top-down, targeted approach, involving the identification of objectives that are relevant to the common challenges they face at a more strategic level? If yes, what could be a sensible methodology for implementing such an approach?
- Looking at the experience of the past few years, are there disciplines that appear to be more suitable for international (transatlantic) credit recognition and accreditation?

### *Efficiency*

*To what extent have the inputs of the Programme been used efficiently?*

Specific questions that will be answered are the following:

- How economically have the various inputs of the Programme (budget and human resources) been converted into outputs (projects and complementary activities) and results?
- How appropriate has the frequency and timing of calls for proposals been?
- How efficient has the proposal selection process been?
- How efficiently have projects been implemented, monitored and evaluated by beneficiary institutions?
- To what extent are the budget of the Programme and the resources deployed for its implementation commensurate with its intended outputs and results?

### *Utility*

*Are the expected or unexpected effects globally satisfactory from the point of view of direct or indirect addresses?*

In particular attention will be paid to the following questions:

- To what extent has the Programme been of benefit to the institutions (both public and private) and individuals (students and teachers) involved?
- To what extent could the positive changes or trends induced by the Programme be expected to last if it were terminated?
- Would another kind of action or policy instrument have been more useful?
- To what extent has the principle of subsidiarity been respected? In other words, what evidence is there that the Programme could not have been carried out as effectively by bilateral or multilateral arrangements between EU Member States on the one hand and states or provinces on the other?

## 1.4 Background of the programmes

The programmes aim primarily at promoting understanding between the peoples of the European Community and the United States of America and between the peoples of the European Community and Canada, and improving the quality of their human resource development.

To achieve these objectives the programme supports innovative, multilateral, student-centred projects with the potential to stimulate substantive and long-lasting structural and transatlantic co-operation in higher education and vocational education and training. It may also support international education projects that give rise to new forms of cooperation between the United States and the European Community.

In addition, through the Fulbright-EU scheme, the programme supports the study of research and lecturing on European Community affairs and EU-US relations. The Fulbright/EU grant scheme provides support for a couple of months, a one-semester period or a full academic year of research or lecturing on EU affairs or EU-US relations

at an accredited institution in the EU or US. Participants in the grant scheme are graduate students, doctoral students, postdoctoral students, assistant professors, professors as well as representatives of EU/US public institutions. From the side of the US, the grant scheme is funded by the government/general Fulbright program.

The cooperation programme is based on the development of a consortium of higher education and vocational training institutions or organisations in the Member States of the European Union, Canada and the US<sup>3</sup>.

In the EU/US-programme, three different types of projects are possible<sup>4</sup>.

- **Consortia Implementation Projects.** The programme fosters institutional partnerships through three-year consortia implementation projects. Students benefit from having an international curriculum and cultural dimensions added to their studies through a combination of curricular innovation and study or training abroad. This is the most common type of project.
- **Consortia Preparatory Projects.** Grants for one year consortia preparatory projects provide initial opportunities for developing and planning international cooperation for institutions that have little or no innovation and study or training abroad. In practice, this usually concerns institutions in the field of vocational training.
- **Complementary Activities.** Grants for two years of complementary activities are designed to support the overall purpose of international curriculum development.

Due to its relatively small size, the EU/Canada projects only concern consortia implementation projects.

## 1.5 Facts and figures on the Programme

Each joint consortium must involve a minimum total of six partners. This must include a minimum of three European higher education or training institutions from at least three different Member States of the European Union and three different states in the US or three provinces in Canada. One of the institutions in the EU, and one in the US or Canada takes the lead. In addition to higher education or training institutions, also other organisations might be involved, such as industry and business groups, non-governmental organisations, publishers, government departments, chambers of commerce, and research institutes

The number of projects that are launched each year amounts to 17 to 20. Approximately two thirds of the projects concern EU/US partnerships and one-third concerns EU/Canada partnerships. The table below shows this.

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<sup>3</sup> The evaluation time span concerns the period 1999-2002, which includes fifteen EU Member States. Since May 1<sup>st</sup> 2004, ten new countries have accessed the European Union and are therefore eligible for participation in the Programme.

<sup>4</sup> Source: EC website on the Cooperation Programme, [http://europa.eu.int/comm/education/programmes/eu-usa/index\\_en.html](http://europa.eu.int/comm/education/programmes/eu-usa/index_en.html)

Table 1.1 Number of projects launched per year

	US	Canada	Total
1999	10	7	17
2000	13	7	20
2001	13	6	19
2002	13	6	19

In the partnerships almost all countries of EU-15 are involved and most States and Provinces in the US and Canada. Some countries are relatively often involved in the programme in view of their size and other countries less.

Table 1.2 Number of institutes or organizations involved in projects from 1999 to 2002 per country

	Number of times involved in EU/Canada programme	Number of times involved in EU/USA programme	Total
Germany	9	22	31
Spain	9	24	33
Portugal	1	6	7
Finland	14	6	20
Greece	3	5	8
France	10	20	30
Sweden	4	14	18
Netherlands	6	18	24
Italy	10	16	26
Austria	3	5	8
Belgium	12	6	18
UK	14	24	38
Ireland	3	3	6
Denmark	5	6	11
<b>Total number of times Canada is involved</b>		<b>108</b>	
<b>Total number of times USA is involved</b>		<b>156</b>	
<b>Overall total USA and Canada involved</b>		<b>264</b>	
<b>Overall total EU-countries involved</b>		<b>278</b>	

The projects are in a variety of disciplines. Based on the project leaders survey table 1.3 gives an overview of the disciplines of the projects. Most projects are in the field of international education, business, health sciences and culture studies or have a multidisciplinary character.

Table 1.3 Overview of disciplines/subject areas in the projects

	EU/Canada	USA/EU	Total
International Education Development	19%	18%	19%
Culture studies	19%	6%	11%
Information technology	4%	8%	7%
Agriculture	8%	2%	4%
Environment	12%	4%	7%
Marine science	8%	2%	4%
International Business	8%	14%	12%
International development/ Culture studies	4%	0%	1%
Rural and Urban governance and development	8%	6%	7%
Interdisciplinary	0%	6%	4%
Health sciences	8%	14%	12%
Engineering and Architecture	4%	8%	7%
Other	0%	10%	7%
<b>Total</b>	<b>26</b>	<b>49</b>	<b>75</b>

Source: Project database European Commission<sup>5</sup>.

Most projects are established as a consortium of six partners but some include seven or eight or even twelve partners. A minority of the projects includes the participation of private companies.

<sup>5</sup> We would like to thank Wesley Teter, stagiaire with the EC, for his input on this table

## 2 Approach and methodology

### 2.1 Introduction

In order to answer all the evaluation questions, a number of data collection tools has been used:

- Literature and document review.
- On-line questionnaires (both by ECORYS and FIPSE).
- Interviews (on site visits, Fulbright interviews and during Washington Conference).
- Focus groups during Washington conference.
- Discussion paper.

In this chapter, these methods will be discussed. We conclude the chapter with an analysis of the main strengths and weaknesses of the approach.

### 2.2 Literature and document review

*Activity:* study documents that relate to the programmes and individual projects

*Result:* information for intervention logic and preparation for individual project interviews

We have studied two types of documents:

- Documents that relate to the programmes as a whole (e.g. Cooperation Agreements, several other evaluations, Guidelines, Council decisions).
- Project application forms and annual reports for projects selected for interviews.

We have studied a number of documents that are relevant for the programmes. A full list can be found in annex 13. These documents have been studied mainly on behalf of the reconstruction of the intervention logic and for general understanding of the programme. The results of this part of the desk have been used to back-up findings from other sources.

The other type of documents studied concern the different project application forms and annual reports. These have provided valuable input for the interviews. Furthermore, these documents have been used to complement the case studies to be carried out in the analysis.

Additionally, a meta-analysis has been made of all project applications and interim reports available with the EC. This has been done by a US-consultant, which was made available by FIPSE. The results have been of valuable use in the final analysis.

## 2.3 On-line questionnaires

On behalf of the on-line questionnaires, a database has been constructed with all details of project partners.

### 2.3.1 Database

*Activity:* Construction of database

*Result:* database that covers approximately 80% of all project partners

In order to be able to contact project partners, we have constructed a database. The database has been filled from different sources:

- Paper records with information on USA & Canada projects that started in 1999-2000.
- File from FIPSE-database containing US records.
- File from EC containing information on US and Canada projects that started in 2001-2002.
- Application forms provided by the European Commission.

Although each of the different sources was to some extent incomplete, a combination of the different sources has led to a well-filled database. The database includes project name, year, project number, institution, lead/partner, country, first name, last name, e-mail and telephone.

All project partners received an introductory email. After sending this e-mail we found that about 100 e-mails were returned due to malfunctioning of the e-mail address. We performed another check on these e-mails, using the project applications forms. This has resulted in another 50 correct e-mail addresses. Together with the European Commission we found approximately another 15 addresses.

In addition, a number of the people replied to the mail saying that they were no longer involved in the project. The database has been adapted to this.

In total, we have correct e-mail addresses of 80 per cent of approximately 540 project partners involved in projects that started between 1999 and 2002. In total this concerns more than 430 addresses. The table below gives an overview on the addresses available for the evaluation.

Table 2.1 Addresses available in database

Years	Number of partners	Available addresses	% available
1999-2000	285	195	68%
2001-2002	253	237	94%
<b>Total</b>	<b>538</b>	<b>432</b>	<b>80%</b>

The database has been used for sending out the questionnaire and contacts for the interviews.

### 2.3.2 Questionnaires

*Activity:* drafting of four questionnaires and make them available online, notify target groups.

*Result:* four on-line questionnaires.

We have drafted four questionnaires referring to different groups:

- Questionnaire 1: Project coordinators and other project partners.
- Questionnaire 2: EU and Canada/US government officials and member state representatives directly or indirectly related to the Programmes (stakeholders).
- Questionnaire 3: Participating students.
- Questionnaire 4: Non-participating students.

The project leaders and project partners were invited through an e-mail to fill in the questionnaire. We asked project partners and project leaders of Canadian and European institutes to ask participating and non-participating students to fill in the questionnaire. The non-participating students concern students who applied for the project but did not get admitted. The stakeholders concern EU and Canada/US government officials and member state representatives who are directly or indirectly related to the Programmes. They have been approached by an e-mail.

US students were not included in the study, because of two reasons. The first reason concerns the questionnaire that has recently been spread by FIPSE. It would not be advisable to distribute two questionnaires with the same topic at the same time. The second reason is that approaching US students is subject to extensive privacy regulation, which would make it infeasible to contact students at short notice. Fortunately, ECORYS was granted to make use of the database that resulted from the FIPSE questionnaire. This database contains answers of 52 students who participated in the EU/USA projects. A telephone reminder has been made to raise the response. Table 2.2 shows the final response rate among the project leaders:

Table 2.2 Response overview

	Gross sample	Realised response	Response rate
Project partners	432	103	24%
Participating students (EU and Can) <sup>a)</sup>	+/- 1.000	128	13%
Non-participating students	unknown	9	unknown
Stakeholders	26	8	31%

a) This number and response rate is not entirely accurate, as we do not know how many project partners forwarded the questionnaire to their (former) students.

### 2.3.3 Representativeness of the collected data

The representativeness of the collected data is assessed by comparing the response group with the gross population on available back ground characteristics. However, this can only be partially established because of the limited availability of relevant back ground information of the research populations.

Table 2.3 presents a comparison between the response group of project leaders and the population of project leaders for two background variables: type of Programme (EU/Canada and EU/USA) and the age of the project (defined in the year when the project was started). From the table it can be concluded that the response group of project leaders is highly representative for the distinction between the EU/Canada and EU/USA Programme. The distribution of respondents as regards this criterion is exactly the same as in the population of the project leaders.

Regarding the age of the projects, it can be concluded that in the response group the younger projects are over represented, and consequently the older cohorts (especially those that were started in 1999) are underrepresented. This should be kept in mind by interpretation of the results. Projects that were started in 2000 and 2001 are well represented in the response data.

So we conclude that the data of the project leaders questionnaire seem to be fairly representative for the scope of the evaluation except for the projects that were started in 1999.

Table 2.3 Representativeness of project leaders response

	Population	Response group
<i>Programme:</i>		
EU/Canada	38%	38%
EU/USA	62%	62%
(N=100%)	(553)	(115)
<i>Start date:</i>		
1999	22%	11%
2000	30%	28%
2001	23%	24%
2002	25%	37%
<b>(N=100%)</b>	<b>(553)</b>	<b>(115)</b>

With respect to the students we only have the possibility to assess their representativeness as regards the type of Programme (EU/Canada and EU/USA) they are in or have been in.

Table 2.4 Representativeness of student response

	Population	Response group
<i>Programme:</i>		
EU/Canada	34%*	52%
EU/USA	66%*	48%
<b>(N=100%)</b>	<b>+/-3.000</b>	<b>(128)</b>

\*) Estimation, based on the supposition that the number of participating students is similar to the proportion of EU/Canada and EU/USA projects.

The response on the questionnaire among non-participating students has been disappointing. Only eight (8) responses came in. This is probably due to the fact that ECORYS did not have the possibility to address the questionnaire directly to the target group, but was depending on the cooperation of the project partners for this. Because of the low response rate we decided *not* to use the answers in the analyses and the reporting.

### 2.3.4 FIPSE survey

In the same period as the evaluation, FIPSE has set out a questionnaire among students in the US who participated in the Programme. This was one of the reasons why it was not possible to approach US-students within this evaluation. However, FIPSE has made the first results of her own questionnaire available to ECORYS to be included in the survey. Although the design and goal of the questionnaire was different, a number of questions have been used in the evaluation. The questions mainly relate to the chapter on effectiveness.

## 2.4 In-depth interviews

Interviews were held with a number of project partners and other stakeholders. The interviews entailed different activities:

- Selection of projects to be interviewed.
- Making of topic lists.
- Site visits.
- Visit to conference.
- Interviews Fulbright/EU grant scheme evaluation.

### 2.4.1 Selection of projects

*Activity:* representative selection of projects based on different criteria

*Result:* selection of projects to be studied/interviewed

The selection of projects has been based on the following criteria:

- Type of instrument:
- Consortia implementation project (three year).
- Complementary activities (one or two-year).
- Consortia preparatory project (one-year).

- Number of institutions involved (six or less, or more than six).
- Subject of the project or discipline (relevant, but no major criteria).
- Higher education or vocational education and training (the last having a minor position).
- Participation or involvement of companies (*will effectively not be used as criteria since it only relates to the few projects in the VET sector*)<sup>6</sup>.
- Size of the project (number of students involved).

The European Commission suggested 23 projects that would be suitable to interview. Of these 23 projects we made a selection based on the criteria mentioned above. This had led to a selection of 15 projects. Due to organizational reasons (departure of project directors and attendance to conference), in three cases we had to deviate from our initial proposal. In those cases, we selected a project with the same characteristics. In annex 3, the projects selected are presented.

#### 2.4.2 Topic lists for interviews

*Activity:* draft topic lists for interviews

*Result:* finalized topic lists that were tested, further refined and used for the interviews.

We drafted a topic list to be used during the interviews. The draft topic list has been tested in two interviews by different members of the research team and has been adjusted afterwards. The topic list has proven to be a good guidance during the interviews.

#### *Visit to conference*

*Activity:* visit of two members of research team to the Washington conference 26-28 November.

*Result:* attendance of different workshops, different interviews, good understanding of the programmes.

Two members of the research team visited the Washington conference on the programme. The visit has proven to be very useful in gaining better insight in the programmes, its participants and has proven valuable insights on the intervention logic of the programmes. The researchers attended different workshops and met informally with numerous project partners and the US and Canadian programme officers. Furthermore, we conducted a number of direct research activities:

- Interviews with Canadian and US programme officers.
- Interviews with project partners.
- Two focus groups with participants from one project.
- Two focus groups with participants from different projects.

The different project partners seemed to have different opinions on the conference. For part of them, the main goal for visiting the conference seemed to be meeting with the other partners in the project, rather than attending conference activities. Another part of

<sup>6</sup> Since approximately only 10 percent of the projects relate to VET institutions, we have selected two VET projects for further the interviews/case studies.

the visitors were, apart from meeting with project partners, highly interested in learning about the Programme, learning about experiences of others and meeting Programme officers. For the Programme officials of the EU, FIPSE and HRDC, the conference seemed to be an excellent opportunity to meet with project partners.

### Interviews

*Activity:* visits to different universities in several countries.

*Result:* 12 projects visits (including three projects interviewed by telephone), 6 interviews during conference, 2 project focus groups and 2 general focus groups.

The members of the research team visited 12 projects. Furthermore, two projects were subject of study during a focus group. For all the project visits, the application forms and the annual reports were studied thoroughly in preparation and addition of the interviews. The project visits include at least an interview with the project leader. In the majority of cases we also talked to other staff involved and students. Of all project visits mentioned, two included only an interview with the project director. In one case, an actual visit to the project was not possible and several people within the project were interviewed by telephone. Originally, one additional project visit was envisaged, but due to a change of jobs of the project director it was not possible to arrange a visit within the period of the evaluation.

In addition, 15 interviews with US project leaders were carried out by the US consultant. Among these 15 interviews will be the US counterparts of projects visited in the EU.

Table 2.7 Overview of interviews

	Number of projects	Number of project directors (total)	Number of other staff involved (total)	# of students (total)
Interviews other programme officers (US, Canada)	N/a	-	3	-
Focus groups mixed	10	22	-	-
Project focus groups	2	18	-	-
Project visits US	2	2	2	6
Project visits Canada	1	1	1	1
Project visits EU	9	9	7	12
Miscellaneous interviews during conference	3	3	-	-
Interviews Fulbright/EU grant scheme evaluation			11	
<b>Total</b>	12 projects visited + 2 project focus groups + 10 projects met in mixed focus groups	55 project directors interviewed	10 other staff + 3 programme officers	19
Additional interviews carried out by US consultant	15	15	-	-

All the projects visited in Europe with US counterparts, have been interviewed in the US as well by an external US consultant.

#### *Fulbright interviews*

*Activity:* interviews with Fulbright beneficiaries under the EU-US cooperation programme

*Result:* seven interviews with beneficiaries and four interviews with others involved

For the interim evaluation of the cooperation programs in higher education and vocational training between the EU and Canada and between the EU and the USA, ECORYS brings in perspective the Fulbright/EU grant scheme. This grant scheme is formally part of the cooperation program between the EU and the USA.

We interviewed several persons involved in the Fulbright/EU grant scheme. First of all, we talked to seven grantees of Fulbright. These interviews were held by telephone. Both EU and US scholars, who participated in the years 1999, 2000, 2001 or 2002 were asked for their opinion on several issues. Secondly, we interviewed the coordinator of the program as well as respondents working in organisations, which aim to establish international cooperation in science and higher education. For desk research, several annual reports of the Fulbright/EU grant scheme were studied as well as some documents that contain background information.

The results on the evaluation of the Fulbright/EU grant scheme will be presented in a separate section of the final report.

## 2.5 Focus groups

*Activity:* Bringing people from joint and different projects together and talk about evaluation issues.

*Result:* 2 focus groups with each project partners of one project (project focus groups) and two mixed focus groups with participants from different projects.

In total, four focus groups were held during the Washington Conference. For two projects, all participants were invited beforehand by e-mail to join in a focus group. The projects were selected out of the selected projects to be interviewed. A second criterion was that a majority of the project partners would be present at the conference. All partners approached were happy to participate in the focus group.

For the mixed focus groups, in which different projects were represented, a two-step approach was followed. A selection of participants of the conference has been invited in advance by e-mail to join in a focus group. This selection concerned people from projects that were not involved in any other evaluation activity (interviews, visits) apart from the questionnaire. In addition, during the conference itself, people were invited to participate.

Each focus group had 8 to 11 participants. All focus groups provided valuable information. However, the mixed focus groups were more successful than the project focus groups, as a result of interaction. People appeared to react more to statements of partners from other projects than from their own projects. Of course, this is also a result of different experiences in different projects.

## 2.6 Role of US consultant

In the study we closely collaborated with consultants from the US consultancy firm Cassandra Drennon & Associates. These consultants carried out the following activities:

- Meta analysis of project reports (1999-2002) available with the European Commission.
- Telephone interviews with US counterparts of EU-projects visited

The results of both activities were reported back in a clear format, which made it easy to incorporate in the analysis of the evaluation results. The input of the US consultant has been very valuable in balancing the results of the interviews performed in the EU and giving additional information for the analysis.

## 2.7 Discussion paper

*Activity* Draft a discussion paper with main recommendations; send it to project partners for feedback

*Result* Refinement of recommendations based on reaction of project partners

In order to obtain feedback on the recommendations, ECORYS has drafted a discussion paper based on the main findings of the evaluation. The discussion paper contained a number of the main recommendations of the evaluation. The paper has been sent to all project partners. Due to time constraint, the project partners only had a week to respond.

The reactions we received varied, some were only general (“I agree with your findings”), some contained additional recommendations and some a reaction to the recommendations itself.

The feedback has been used to adjust and refine the recommendations.

## 2.8 Analysis of collected data

The analysis of the collected data is based on the analytical framework as described in chapter 1. The different research methods were all analysed in their own way.

Interviews and focus groups: the results of the interviews and focus groups were collected in a special format, reflecting the evaluation issues. This made it easy to perform an analysis on the outcomes of the interviews.

The questionnaires were analysed with the help of statistical software (SPSS), enabling us to make cross tables and counts of the results.

Annex 3 includes a table that shows which data were used in the analysis to answer each evaluation issue.

## 2.9 Strengths and weaknesses of the evaluation

### 2.9.1 Introduction

The evaluation of the Cooperation Programmes has taken place between October 2004 and February 2005. During this relatively short period a large number of activities have been carried out. We, the evaluation team, believe we have succeeded in obtaining an objective and thorough evaluation with the methodology we have used. In this section we would like to highlight the main strengths and the (inevitable) weaknesses of this evaluation. This information can be of help for future evaluations.

### 2.9.2 Strengths

The main strengths of the evaluation have been as follows:

- Combination of quantitative and qualitative research methods which enabled us to back up the results of one method with the results of the other method (e.g. questionnaire and interviews).
- A ‘multi-perspective’ approach, in which we not only took into account the views of project partners, but also of students and other staff involved. This has proven valuable for the rating of different opinions.
- Cooperation with a US consultant. The US consultant has performed a number of activities (interviews and desk research) which were complementary to our evaluation activities and proved to be very useful input for our final report and could not have been established within the time span by the evaluation team.
- Visit to the Annual Conference in Washington by members of the evaluation team. During the Conference many insights have been gained on the Programmes and many people have been interviewed in a short period of time. In addition, the conference has enabled us to carry out focus groups with members of different projects, which would not have been possible otherwise.
- Considerable willingness of project partners to collaborate in the evaluation. The response to the questionnaire and willingness to participate in interviews has been very good, which has definitely made it easier for us to carry out the evaluation.
- The use of web-based questionnaires proved to be a good instrument for collecting data among project partners and participating students in a relatively short time. A valid database with up-to-date contact details is crucial. The database for the project partners appeared to be fairly up-to-date, although additional efforts were needed to

find missing e-mail addresses. Contact details of the participating students were not available. The indirect approach we used to contact the students, with help of the project partners, proved to be satisfactory.

### 2.9.3 Weaknesses

- The main weakness of the evaluation has been the time constraint. All the activities have been carried out according to plan, however, a larger time span would have enabled us to have more reflection on the preparation and the results of the evaluation. This mainly affects the scope of evaluation issues. A wider time span would have enabled us to cover more issues and would have given more time to respondents to fill in the questionnaires.
- An aspect that we would have liked to cover in the evaluation concerns the failed projects and applications that were not awarded. It would have been valuable to gain insight in the extent to which these (foreseen) partners have carried out their planned activities.
- Another weakness was the fact that in many cases, we have only spoken to project partners on one continent. This has been solved by the fact that the US consultant has spoken to many of the US counterparts of the EU-partners interviewed. However, it might have yielded better results if the same person would have interviewed the project partners on both sides of the ocean within a project in order to balance views.
- The questionnaire among non-participating students did not yield the desired result. This was mainly due to a lack of contact data for this group. It might have been more useful to question *participating* students before their departure abroad and after. This might be considered in a next evaluation, but would need a large time span.



## 3 Intervention logic

### 3.1 Introduction

The evaluation team, following the terms of reference, was required to reconstruct the original intervention logic of the Programmes. The evaluation team then evaluated the validity of the apparent casual assumptions involved, relating in particular to:

- how the Programme is expected to produce its intended effects;
- the Programme's relationship to any related policy interventions and to relevant external factors.

For that purpose the evaluation team has focused on two main questions:

- [What is the intervention logic of the Programme, how is it expected to produce its intended effects?](#)
- [What is the Programme's relationship to any related policy interventions and to relevant external factors?](#)

To answer these questions the following analytical steps have been performed. First, the evaluation team has reconstructed the intervention logic on the basis of studying relevant Programme documents and interviews with Programme stakeholders. Then the team has identified assumptions and risks. After that the team has formulated a number of relevant indicators to test the validity of the assumptions underlying the intervention logic, and inserted appropriate questions in the questionnaires.

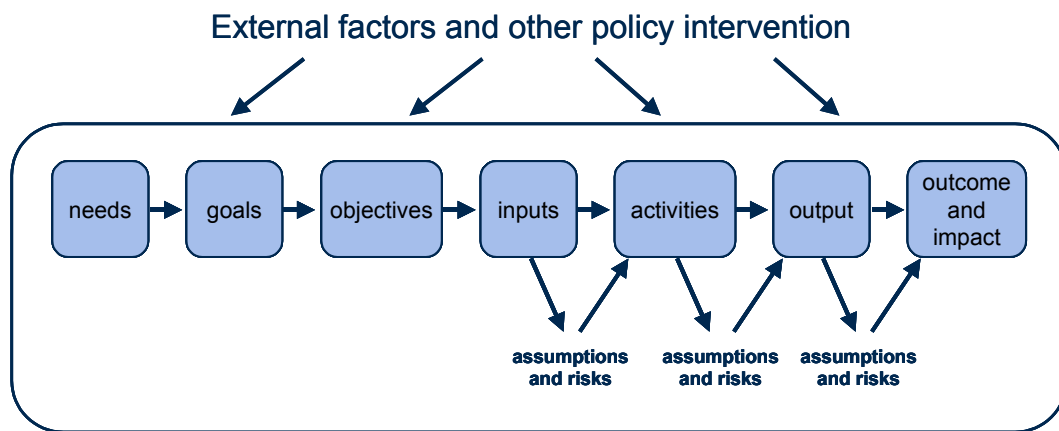
Section 3.2 deals with the reconstruction of the intervention logic, and section 3.3 with the relation between the Programme and other relevant Programmes and external factors, and the assumptions and risks underlying the intervention logic. Section 3.4 focuses on the validity of the intervention logic. Section 3.5 focuses on the validity of the assumptions underlying the intervention logic, and section 3.6 on the relation between the Programme, other Programmes, and external factors. Section 3.7 draws some conclusions.

### 3.2 Reconstruction

The term 'intervention logic' refers to the causal logic of events in programmes or projects. Here, the concept is used to clarify the main building blocks in the design of the Cooperation Programme.

The building blocks are the needs, goals, objectives, inputs, activities, outputs, desired outcomes, and impact of the programme and assumptions made about cause and effect relations, and the specification of risks that are beyond the direct control of the Programme stakeholders. The following figure illustrates this concept:

Figure 3.1 Cooperation Programme Intervention Logic



By taking each building-block in turn and analysing the programme documentation, the following descriptions were derived.

### *Needs*

Both the European Union, and the USA/Canada recognize the importance of strengthening the economic, scientific and cultural cooperation between the countries to reach their common goals and have laid down this in the Canada-European and USA-European Communities Declaration on Transatlantic Relations.

They agreed that their mutual cooperation shall be strengthened in various fields which directly affect the well-being of their citizens, such as exchanges and joint projects in science and technology, and in communication, culture, and education, including academic and youth exchanges.

### *Goals*

The goals of the Cooperation Programme are to strengthen transatlantic cooperation and to improve the quality of education and training systems in the EU and Canada/USA.

### *Objectives*

The objectives of the Cooperation Programmes<sup>7</sup> are to:

1. Promote closer understanding between the peoples of the European Union and Canada/USA, including broader knowledge of their languages, cultures and institutions.
2. Improve the quality of human resource development in both the European Union and Canada/USA, including acquisition of skills required to meet the challenges of the global knowledge-based economy.
3. Encourage an innovative and sustainable range of student-centred higher education and training cooperative activities between the different regions in the European Union and in Canada/USA that have a durable impact.

<sup>7</sup> See Article 3 of both Agreements.

4. Improve the quality of transatlantic student mobility by promoting transparency, mutual recognition of qualification and periods of study and training, and where appropriate, portability of credits.
5. Encourage the exchange of expertise in e-learning and open and distance education and their effective use by project consortia to broaden Programme impact.
6. Enforce or enhance partnerships among higher education and training institutions, professional associations, public authorities, private sector and other associations as appropriate in both the European Community and Canada/USA.

### *Inputs*

The inputs are the Cooperation Programme grant funding and other resources made available by the partners in Cooperation Programme activities.

### *Activities*

Activities are the three-year *consortia implementation projects*, and specifically for the EU/USA programme, the one- or two-year *complementary activities*, and the one-year *consortia preparatory projects*.

### *Output*

Outputs are the results of the activities and these include reformed curricula, university regulations, new materials, new e-learning and distance learning courses, international contacts, etc.

### *Outcome*

Outcomes are the results of the outputs. These are expected to include following the defined objective: added international and cultural dimension to studies, (broader) international cooperation in multidisciplinary fields, enhanced student mobility, exchange of expertise, improved language skills, improved computer skills, improved intercultural communication skills, etc.

### *Impact*

In terms of the Cooperation Programme Objectives, the impact can be considered as broader, social effects including side effects. In the figure presented above such impact can be the direct and indirect results of Cooperation Programme Activities, Outputs or Outcomes.

By referring to the building blocks (needs, goals, etc) as detailed above, figure 4.1 can be read from left to right as a series of linked IF ... THEN statements, as follows:

It is assumed that IF the transatlantic cooperation is strengthened and the quality of education and training systems in the EU and Canada/USA improved, THEN the cooperation between these countries will be improved in such a way that the well-being of the citizens in both the EU, and Canada/USA will be improved.

Furthermore, it is assumed that IF:

- A closer understanding between the peoples of the European Union and Canada/USA, including broader knowledge of their languages, cultures and institutions will be promoted.

- The quality of human resource development will be improved in both the European Union and Canada/USA, including acquisition of skills required to meet the challenges of the global knowledge-based economy.
- An innovative and sustainable range of student-centred higher education and training cooperative activities between the different regions in the European Union and in Canada/USA that have a durable impact is encouraged.
- The quality of transatlantic student mobility by promoting transparency, mutual recognition of qualification and periods of study and training, and where appropriate, portability of credits is improved.
- The exchange of expertise in e-learning and open and distance education and their effective use by project consortia to broaden Programme impact is encouraged.
- Partnerships among higher education and training institutions, professional associations, public authorities, private sector and other associations as appropriate in both the European Community and Canada/USA are enforced or enhanced.

THEN the transatlantic cooperation will be strengthened and the quality of education and training systems in the EU and Canada/USA improved.

IF the Cooperation Programme starts up an Activity, a consortia implementation project, a consortia preparatory project or a complementary activity project, and IF certain assumptions are met, THEN one may expect that the project will reach its expected Output in the form of participating students, students going abroad, cooperation arrangements with project partners (concerning e.g. quality standards and credit recognition and accreditation), cooperation agreements with subsequent partners as for instance industry and business groups, non-governmental organizations, publishers, government departments, chambers of commerce, and research institutes, new materials, new e-learning and distance learning courses, international contacts.

Moreover, IF certain other conditions are met, THEN one may expect that these outputs will reach its expected Outcomes, i.e. added international and cultural dimension to studies, (broader) international cooperation in multidisciplinary fields, enhanced student mobility, exchange of expertise, curriculum development, improved language skills, improved computer skills, improved intercultural communication skills.

Furthermore, IF sufficient people and organisations are reached by Cooperation Programme Activities, Outputs and Outcomes, THEN the necessary conditions are met to make it possible for the Cooperation Programme to contribute to enhanced labour mobility after graduation, improved knowledge of the international participants in the project, improved knowledge of the peoples, enhanced mutual understanding, improved quality of human resources, e.g. improved skills to surf on the world-wide-web, improves intercultural communication skills, and a stronger international orientation of participants. In that way a further transatlantic cooperation and an improvement of the quality of human resources in the EU and Canada/USA could be reached.

### 3.3 Programme's relation to external factors and other policy interventions

#### *Assumptions and risks*

As mentioned, the Cooperation Programme intervention logic is expressed in a number of IF...THEN statements. A number of assumptions and risks (when assumptions appear to be not valid) underlie especially the relations between the inputs, activities, output, outcome and impact. These are presented below.

#### *Assumptions and risks relation input and actions - output*

- The call for applicants generates relevant projects, well designed and feasible to implement.
- The selection process is able to select the most relevant projects.
- The multilateral model of co-operation results in good quality implementation.
- The education settings in which projects operate is appropriate.
- The number of students that is recruited is appropriate.
- The number of available staff (in both own and partner institution) is appropriate.
- The selection process at the higher education institutions is able to select the best (most motivated and talented) students. Students and staff are willing and motivated to participate and cooperate in the programmes.
- Higher education authorities do not introduce reforms, which contradict the objectives of the Cooperation programme.
- Sufficient support services and educational facilities are available.
- Sufficient partner institutions are available.
- Sufficient private companies are available.
- Sufficient project management information is available.

#### *Assumptions and risks relation output – outcome and impact*

- The students and staff participate in the courses that are provided.
- The relationships build up do not fade away after finishing the project, the network is solid.

#### *Relevant external factors and other interventions*

The results of the programmes could be influenced by a number of external factors:

- The threat of terrorism after 9-11 2001 (a higher threat may lower the attractiveness of a transatlantic flight).
- The economic situation (a recession may lower the attractiveness of own contributions of students, staff, and universities to the Cooperation Programme).
- The political climate (some political parties are more transatlantic oriented than others).
- The availability of complementary subsidy-programmes (the more complementary subsidy available the higher the attractiveness of participation in the Cooperation Programme may be).
- The availability of other programmes in the field of international cooperation in higher education (the more similar programmes available, the lower the uniqueness and probability of participating in the Cooperation Programme may be). A number of relevant projects can be mentioned in that respect: Erasmus Mundus, Jean Monnet, EU-CENTRES, Socrates – Erasmus, Tempus, Acadia internship program.

## 3.4 Validity of intervention logic

To help clarify and test the intervention logic, the interviews and surveys contained a number of questions designed to assess the importance attached to the Programmes' objectives by project coordinators, project leaders, project partners and students. The results are described below.

### 3.4.1 Support of programme objectives by project leaders

Table 3.1 gives an overview of the Programme's objectives and the way these are valued in terms of importance by the project coordinators and project leaders. Respondents were asked to rate the objectives on a scale of 1 (minor importance) to 5 (major importance). The table shows the mean scores for each objective. The higher the mean score the more the specified objective is seen as important. The three objectives that are seen as most important are printed in bold.

From the table it can be concluded that 'human resource development of the participants' (statement 2) is seen as the most important objective, closely followed by the 'mutual understanding between the peoples of the EU and USA/Canada (statement 1) and 'realization of partnerships with institutions and organizations in the USA/Canada' (statement 8).

Of relatively minor importance are the objectives as regards the development of open and distance learning education programmes (statement 7), and the development of a USA/Canada dimension in our courses (statement 11).

Table 3.1 Rated value of Programme objectives by the project partners

	EU/ Canada	EU/USA	Total
<b>1. Mutual understanding between the peoples of the European Union and the USA/Canada</b>	<b>4.3</b>	<b>4.4</b>	<b>4.3</b>
<b>2. Fostering participants' personal development including international skills</b>	<b>4.5</b>	<b>4.5</b>	<b>4.5</b>
3. Development of innovative transatlantic curriculum in which student mobility is a key aspect	3.9	4.0	4.0
4. Improvement of the quality of transatlantic student mobility	4.2	3.8	4.0
5. Improving the capacity of my institution to equip students with the skills required to meet the challenges of the global knowledge-based society	4.2	4.1	4.1
6. Development of innovative education programmes based on e-learning	2.9	3.4	3.3
7. Development of open and distance learning education programmes	2.8	3.1	3.0
<b>8. Realisation of partnerships with institutions and organisations in Europe</b>	<b>4.2</b>	<b>4.1</b>	<b>4.2</b>
9. Realisation of partnerships with institutions and organisations in the USA/Canada	3.9	3.7	3.8
10. Development of a European dimension in our courses	3.4	3.5	3.5
11. Development of a USA/Canada dimension in our courses	3.0	2.9	3.0
12. Reinforcement of other co-operation programmes and initiatives in our organisation	3.4	3.4	3.4
<b>Total number of cases</b>	<b>38</b>	<b>64</b>	<b>102</b>

Source: Project leaders questionnaire (ECORYS, 2004).

In relation with the official objectives it can be concluded that in general the rating of the objectives in the projects is in line with the official objectives of the Programmes. In particular this is applicable to the objective of ‘promoting closer mutual understanding’ and ‘improving the quality of human resource development’. A modification could be made as regards the objective to ‘encourage the exchange of expertise in e-learning and open and distance education and their effective use by project consortia to broaden Programme impact’. This objective is only of modest importance to the project leaders (see statement 7).

### 3.4.2 Support of programme objectives by students

The support for programme goals among participating students has been investigated by asking the students at their motivation (reasons) to participate in the Programme.

Table 3.2 gives an overview of reasons that students can have for participating in a programme in which student exchange is an important element. These reasons in most cases directly relate to the official goals of the Programme, although also so more remote. The students were asked to rate the reasons on a scale of 1 (not applicable) to 5 (highly applicable). The table shows the mean scores for each reason mentioned. The higher the mean the more the specified reason is applicable. The three reasons that are most applicable are printed in bold.

From the table it can be concluded that the most important reason for students to participate in the Programmes is the ‘opportunity to come into contact with another culture’ (reason 2). ‘Development of personal skills’(reason 7) and ‘opportunity to get to know a new country/city’ (reason 8) are also highly applicable for the participation of students in the Programmes. Also the ‘enhancement of future career prospects’ (reason 5) and ‘opportunity to experience other educational approaches’ (reason 10) are highly valued as reasons.

In general the students do not seem have any improper motives to participate in the Programmes. This is evident from the low scores on reasons as ‘alternative for a sabbatical’ (reason 14), ‘opportunity to return to a country/city where I spent time before’ (reason 9) and ‘just longing to travel’ (reason 13).

Table 3.2 Main reasons for students to participate in the Programmes

	EU/Canada	EU/US	Total
1. Deeper exploration of my subject of study	4.1	3.8	3.9
<b>2. Opportunity to come into contact with another culture</b>	<b>4.4</b>	<b>4.5</b>	<b>4.5</b>
3. Interesting course content	3.9	3.9	3.9
4. Improvement of my language skills	3.3	4.2	3.8
5. Enhancement of future career prospects	4.0	4.2	4.1
6. Personal challenge to spend time abroad	3.8	4.1	3.9
<b>7. Development of personal skills</b>	<b>3.8</b>	<b>4.4</b>	<b>4.1</b>
<b>8. Opportunity to get to know a new country/city</b>	<b>4.1</b>	<b>4.3</b>	<b>4.2</b>
9. Opportunity to return to a country/city where I spent time before	1.7	2.0	1.8
10. Opportunity to experience other educational approaches	4.0	4.0	4.0
11. Positive experience with earlier participation in exchange programme	2.0	2.2	2.1
12. Opportunity to study at renowned university abroad	3.1	2.9	3.1
13. Just longing to travel	2.4	2.9	2.6
14. Alternative for a sabbatical	1.4	1.6	1.4
15. Possibility to get in touch with foreign students	3.5	4.0	3.8
16. Other	3.7	1.0	3.3
<b>Total number of cases (approximately)</b>	<b>58</b>	<b>50</b>	<b>125</b>

Source: Student questionnaire (ECORYS, 2004).

In general it can be concluded that the motives of students to participate in the projects are in line with the official objectives of the Programmes. In particular this applies to the objective of ‘promoting closer mutual understanding’ (cf. reason 2 and 8) and ‘improving the quality of human resource development’ (cf. reason 7).

### 3.4.3 Contributions

The extent to and the way in which the activities of the Programme contribute to the objectives of the Programme is explained in chapter 5 on effectiveness in this report. In this section the most important insights of that analysis (and which are necessary to estimate the validity of the intervention logic) are mentioned.

Table 3.3 below summarises the perceptions of project partners on the contributions of the Programme. The full table can be viewed in chapter 5 (table 5.10).

Table 3.3 Extent to which the projects have contributed to the Programme objectives, according to the project leaders; mean scores on a scale of 1 (weak contribution) to 5 (strong contribution), see also table 5.10

	EU/ Canada	USA/EU	Total
Mutual understanding (average mean)	4.0	3.9	4.0
Improvement of human resource development (average mean)	3.9	3.8	3.9
Curriculum innovation (average mean)	3.6	3.5	3.5
Quality of transatlantic mobility (average mean)	3.7	3.1	3.3
Development of e-learning and distance learning (average mean)	3.2	3.5	3.4
Institutional partnerships (average mean)	3.1	3.0	3.0
International orientation (average mean)	3.6	3.5	3.6
<b>Total number of cases (appr.)</b>	<b>38</b>	<b>64</b>	<b>102</b>

Source: Project leader questionnaire (ECORYS, 2004).

From the table it can be concluded that the Programmes are considered to contribute predominantly to mutual understanding. This mainly includes ‘knowledge of foreign cultures among exchange students’, ‘better mutual understanding between students of different cultures’, ‘enhanced students’ knowledge and skills to work in an international context’, ‘knowledge of foreign institutions/organisations among exchange students’, and ‘reinforcement of the international orientation of our organisation’.

The Programmes are considered to contribute to a smaller extent to the development of partnerships with transatlantic public authorities, transatlantic private sector organizations, (other) transatlantic vocational education and training institutions, and transatlantic professional associations.

In general it can be concluded that the contributions of the Programmes, as indicated by project partners, refer to the official objectives of the Programmes. In particular this applies to the contribution of ‘knowledge of foreign cultures among exchange students’, ‘better mutual understanding between students of different cultures’, ‘enhanced students’ knowledge and skills to work in an international context’, and ‘reinforcement of the international orientation of our organization’.

Table 3.4 below presents the perceptions of participating students on the contributions of the Programmes.

Table 3.4 Contributions of the Cooperation Programme according to the participating students; mean scores on a scale of 1 (not applicable) to 5 (highly applicable)

	EU/ Canada	EU/USA	Total
<b>1. Studying at educational institutions in different countries has enhanced the quality of my education</b>	<b>4.4</b>	<b>4.1</b>	<b>4.2</b>
<b>2. Studying at educational institutions in different countries has contributed considerably to my personal development</b>	<b>4.4</b>	<b>4.3</b>	<b>4.4</b>
3. Spending time abroad has greatly enhanced my language skills	3.3	3.8	3.6
<b>4. Spending time abroad has greatly enhanced my cultural understanding of people abroad</b>	<b>4.1</b>	<b>4.3</b>	<b>4.2</b>
5. I am more interested in EU/Canada/US culture (i.e. music, arts, literature) since spending time there	<b>4.0</b>	3.9	3.9
6. I am more interested in EU/Canada/US politics since spending time there	3.6	3.8	3.7
7. I am more interested in EU/Canada/US history since spending time there	3.8	3.6	3.7
8. Spending time abroad has enhanced my motivation to study	3.8	3.4	3.6
9. My marks improved significantly due to my participation in the exchange programme	2.4	2.4	2.4
<b>10. I have shared my personal experience with students, friends and family in my home country</b>	<b>4.2</b>	<b>4.4</b>	<b>4.3</b>
11. I have shared my new knowledge in my field with students at my home institute	3.4	3.5	3.4
<b>Total number of cases (appr.)</b>	<b>50</b>	<b>46</b>	<b>99</b>

Source: Student questionnaire (ECORYS, 2004).

Table 3.4 shows that according to the participating students, the results of the Programmes mainly relate to:

- Enhanced quality of education.
- Furthering personal development.
- Enhanced cultural understanding of people abroad.
- Sharing of experience with students, friends and family in the home country.

In general it can be concluded that the contributions as indicated by participating students refer to the official objectives of the Programmes. Particularly this applies to the contribution of ‘spending time abroad has greatly enhanced my cultural understanding of people abroad (contribution 4)’, and ‘sharing of experience with students, friends and family in my home country (contribution 10)’ which can be considered as contributions to further transatlantic cooperation and mutual understanding.

Overall we have found that the reasons to participate in the projects as well as the realized contributions of the Programme are in line with the official objectives of the Programmes. *The objectives of ‘promoting closer mutual understanding’ and ‘improving the quality of human resource development’ appear to be the leading ones. Objective 5 “encouraging the exchange of expertise in e-learning and open and distance education and their effective use by project consortia to broaden Programme impact” appears to be of minor importance.*

## 3.5 Validity of assumptions

The intervention logic rests on a number of assumptions that have been set out in section 3.3. In this evaluation we focus on the assumptions underlying the relation between inputs/activities and outputs. In the textbox below they are repeated.

### Assumptions underlying the intervention logic

- 1 The call for applicants generates relevant projects, well designed and feasible to implement.
- 2 The selection process is able to select the most relevant projects.
- 3 The multilateral model of co-operation results in good quality implementation.
- 4 The education settings in which projects operate is appropriate.
- 5 The number of students that is recruited is appropriate.
- 6 The number of available staff (in both own and partner institution) is appropriate.
- 7 The selection process at the higher education institutions is able to select the best (most motivated and talented) students. Students and staff are willing and motivated to participate and cooperate in the programme.
- 8 Higher education authorities do not introduce reforms, which contradict the objectives of the Cooperation programme.
- 9 Sufficient support services and educational facilities are available.
- 10 Sufficient partner institutions are available.
- 11 Sufficient private companies are available.
- 12 Sufficient project management information is available.

### *Insights from questionnaire among project partners*

Table 3.5 shows the satisfaction of project partners on the availability of different resources (as indicated in the project partners questionnaire).

Table 3.5 Average satisfaction with availability of resources (among project partners) on a scale of 1 (not satisfied ) to 5 (highly satisfied)

	EU/Canada	EU/US	Total
Availability of staff at my own institution	3.6	3.5	3.5
Availability of staff at partner institution	3.8	3.6	3.7
Availability of financial resources	3.2	3.2	3.2
Availability of educational facilities	3.8	3.8	3.8
Availability of support services	3.5	3.5	3.5
Availability of motivated students	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>
Availability of partner institutions	<b>4.1</b>	<b>4.0</b>	<b>4.1</b>
Availability of private companies	2.1	2.5	2.4
Availability of project management information	3.3	3.5	3.4
<b>N</b>	<b>39</b>	<b>65</b>	<b>104</b>

Resource: Project partners' questionnaire (ECORYS, 2004).

Besides the availability of private companies, the project partners appear to be (just) satisfied with the availability of resources. This indicates that the assumptions 5, 6, 9, 10, and 12 hold. Assumption 11 (on the availability of private companies) appears not to hold according to these project partners.

### *Insights from interviews with project partners*

The analysis of the validity of the other assumptions is based on the ideas of the project partners as given in the face-to-face interviews. Most of these ideas have been incorporated also in the following chapters on effectiveness and efficiency. Here the main results, relevant in the context of the validity of the assumptions, are presented.

As will be shown in chapter 6 on efficiency, the call for applicants appears to generate relevant projects. In general the design of the projects turns out to be sufficient. The feasibility of implementation depends on a number of characteristics, mainly the availability of an existing good working network before starting implementation and the number of participants. So, assumption 1 turns out to hold partly. The selection process is able to select the most relevant projects as appeared of the efficiency analysis in chapter 6. Thus, also assumption 2 appears to hold.

As will be explained in chapter 5 on effectiveness, the Programmes offer a lot of freedom to the project consortia to set their own project objectives under the umbrella of the Programme objectives. This freedom accommodates the large variety in institutional and disciplinary settings that the consortia work in. Thus, assumption 3 appears to hold.

With respect to the education settings in which the project operates, interviewed project partners have indicated that when problems arise they mainly relate to the attuning of time schedules (some institutions have semester schedules, others work with trimesters for instance), to differences in educational systems between countries (predominantly between the EU and the US) which may cause differences in knowledge and skills between the participating students, and to differences in educational structures between participating institutions (predominantly between institutions for vocational training and academic institutions). So, assumption 4 partly holds.

We have not found any indication that higher education authorities introduce reforms, which contradict the objectives of the Cooperation Programme. Similar, partly complementary programmes exist in both the EU and the US/CAN. However, in general these programmes complement the Cooperation Programme. Thus, assumption 8 appears to hold.

Also on the level of the participating higher education institutions the objectives to participate in the Cooperation Programme appear to be widely subscribed. On a project level there is a wide variety in motives for institutions to participate in the Cooperation Programme. Internationalisation and globalisation are the driving forces for most institutions to cooperate with foreign institutions. However, these driving forces do not have the same meaning for all participating institutions, but relate to different aspects and mechanisms in different contexts. For instance, in some projects internationalisation of the curriculum is seen as inevitable because of the internationalisation of the professional field the curriculum is aimed at. In this, multiculturalism is frequently mentioned as a specific issue. In other projects internationalisation is more used to learn from other curricula which in certain respects are seen as outstanding in their field. Whereas in the first example the partner institutions seem to have a more or less equal position in the project, in the latter one institution can be divided in 'educating' and 'learning' organisations. Within one project participating institutions can have more or different motives for participating.

Related to the foregoing, internationalisation is sometimes seen as a goal in itself ('everybody is doing it' or 'it's good for the reputation of our institution'), often however internationalisation is seen as instrumental for the improvement of the quality of the curriculum.

Overall we find that except the assumption that ample private companies are available to participate in the Programmes, and the assumption that the educational settings are appropriate, all assumptions hold. When problems arise related to the educational settings, they mainly relate to the attuning of time schedules, to differences in educational systems between countries, and to differences in educational structures between participating institutions.

### 3.6 Relation with other policy interventions and influence of external factors

#### *Relation with other programmes according to project partners*

Table 3.6 shows that most of the participating institutions are not involved in other *transatlantic* cooperation programmes. If they are, these other programmes are considered as complementary predominantly (see table 3.7).

Table 3.8 shows that about half of the participating institutions is involved in other *international* cooperation programmes (f.i. Leonardo, Erasmus). If they are, these other programmes are also considered as complementary. None of the project partners has indicated that these other transatlantic or international cooperation programmes are competitive to the Cooperation Programme on Higher Education and Vocational Training.

Table 3.6 Involvement in other transatlantic cooperation programmes according to project partners

	EU/Canada	EU/US	Total
Yes	28%	42%	37%
No	72%	58%	63%
<b>Total number of cases</b>	<b>43</b>	<b>69</b>	<b>112</b>

Source: Project partners questionnaire (ECORYS-NEI, 2004).

Table 3.7 Relation with other transatlantic cooperation programmes according to project partners

	EU/Canada	EU/US	Total
Complementary	83%	76%	78%
No relation	17%	24%	22%
<b>Total number of cases</b>	<b>12</b>	<b>29</b>	<b>41</b>

Source: Project partners questionnaire (ECORYS-NEI, 2004).

Table 3.8 Involvement in other international co-operation programmes (for instance ERASMUS of LEONARDO)

	EU/Canada	EU/US	Total
Yes	56%	51%	53%
No	44%	49%	47%
<b>Total number of cases</b>	<b>41</b>	<b>71</b>	<b>112</b>

Source: Project partners questionnaire (ECORYS-NEI, 2004).

Table 3.9 Relation with other international cooperation programmes according to project partners

	EU/Canada	EU/US	Total
Complementary	83%	69%	74%
No relation	17%	31%	26%
<b>Total number of cases</b>	<b>23</b>	<b>35</b>	<b>58</b>

Source: Project partners questionnaire (ECORYS-NEI, 2004).

#### *Relation to other cooperation programmes according to other stakeholders*

When other stakeholders are asked on their knowledge of other cooperation programmes, most of them mention Fulbright as a similar programme. Besides this programme also Erasmus Mundus and a number of bilateral programmes are mentioned.

Asked for the added value of the Cooperation Programmes (compared to the other programmes they know), they indicate that the added value Cooperation Programme consists of two main contributions:

1. The possibilities it offers to enhance academic mobility, credit transfer, and skill development.
2. The possibilities it offers to enhance the effectiveness of the education received in both the EU, and the US/CAN, and the mutual understanding of young people about issues and values important to their countries.

Both contributions can be directly linked to the needs and goals of the Cooperation Programme.

#### *Influence of external factors*

To find out to what extent and in what way the results of the Cooperation Programme are influenced by external factors, the interviewed project partners have been asked on their ideas about such influences. No clear general factors could be distinguished from that. However, a factor mentioned by a number of project partners is the 9-11 disaster. Right after the 11<sup>th</sup> of September 2001, the willingness to participate among American students decreased drastically.

### 3.7 Conclusions and recommendations

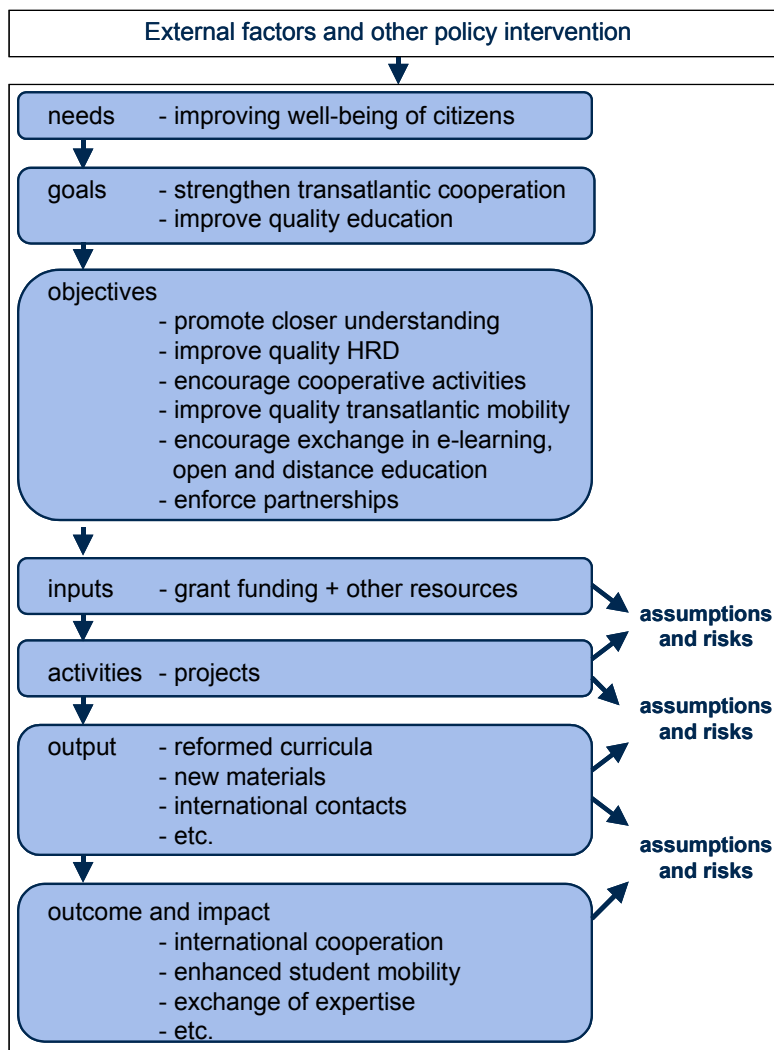
The analysis of the intervention logic has focused on two main questions:

*What is the intervention logic of the Programme, how is it expected to produce its intended effects?*

*What is the Programme's relationship to any related policy interventions and to relevant external factors?*

The intervention logic of the Cooperation Programme is presented in the figure 3.2.

Figure 3.2 Cooperation Programme Intervention Logic



Analysing the validity of the intervention logic of the Programmes, it appears that:

- The motives for higher education institutions and students to participate in the projects are in line with the official objectives of the Programme. The objectives 1 (to promote closer understanding between the peoples of the European Union and Canada/USA, including broader knowledge of their languages, cultures and institutions) and 2 (to improve the quality of human resource development in both the European Union and Canada/USA, including acquisition of skills required to meet the challenges of the global knowledge-based economy) are the leading ones; participants subscribe these objectives to a large extent. Objective 5 (to encourage the exchange of expertise in e-learning and open and distance education and their effective use by project consortia to broaden Programme impact) is of significant minor importance.
- Also the contributions of the Programmes refer to the official objectives of the Programmes. Again they refer to the objectives of ‘promoting closer mutual understanding’ and ‘improving the quality of human resources’ predominantly. Therefore, the evaluation team concludes that a prioritisation of the formulation of the six official objectives of the Programme objectives should be considered.
- In practice a number of assumptions on which the intervention logic rests hold, and a number do not hold (completely). The assumptions that hold refer to the availability of

resources mainly. The assumptions that do not hold (completely) refer to project design and implementation and the appropriateness of education settings in which projects operate. Therefore, the evaluation team recommends to pay significant attention to the attuning of education schedules and settings in the preparatory stage of the projects, and to adapt the time schedule of the Programme procedures to the academic/educational years.

- The Programme appears complementary to other relevant programmes.
- No clear external factors appear to have influenced the results of the Programme significantly (besides the influence of “9-11” on the willingness to participate among American students).

## 4 Relevance

### 4.1 Introduction

This chapter addresses the following ToR questions:

To what extent are the Programmes objectives, principles and actions, as laid down in articles 3, 4 and 5 (plus annex) of the Agreement, still pertinent with respect to the goals of strengthening transatlantic cooperation and improving the quality of education and training systems in the EU?

The current Cooperation Programme focuses on student-centered higher education and training. Looking at its overarching aims, and taking account of other bilateral and multilateral cooperation programmes between the parties, to what extent should the scope of the Programme be opened up to encompass a wider spectrum of lifelong learning?

Most of the information that is necessary to answer these questions is also (partly) presented in chapter 3 on the intervention logic and chapter 5 on effectiveness.

Section 4.2 addresses the first evaluation question and section 4.3 the second. Section 4.4 presents some conclusions.

### 4.2 Pertinence of objectives, principles and actions

#### 4.2.1 Pertinence of objectives

As already indicated in the previous chapter (on the intervention logic), it can be concluded that in general the rating of the objectives in the projects by the project partners that have been interviewed is in line with the official objectives of the Programme. In particular this is applicable to the objective of ‘promoting closer mutual understanding’ and ‘improving the quality of human resource development’. A modification could be made as regards the objective to ‘encourage the exchange of expertise in e-learning and open and distance education and their effective use by project consortia to broaden Programme impact’. This objective appears only of modest importance to the project leaders.

In general it can also be concluded that the motives of students and other stakeholders to participate in the projects are in line with the official objectives of the Programme (see chapter 4). In particular this applies to the objective of ‘promoting closer mutual understanding’ and ‘improving the quality of human resource development’.

On the basis of these results we might conclude that, besides the objective “encourage the exchange of expertise in e-learning and open and distance education and their effective use by project consortia to broaden Programme impact (objective 5)”, all objectives of the Cooperation Programme are subscribed by the participants.

The contributions of the Cooperation Programme can be understood as contributions to the strengthening of the transatlantic cooperation and the improvement of the quality of education and training systems in the EU and Canada/USA as is shown in chapter 2 and will be shown in chapter 4.

Thus, the evaluation team considers the Programme to contribute to the official Programme goals.

As the objectives of the Programme are subscribed to a large extent also, the evaluation team concludes that the relationship between the goals and objectives still holds (except for objective 5). Although the relation between objectives and goals holds, the evaluation team still suggests a reorientation of the programme objectives as some objectives (objective 1 and 2) seem of more importance than other (the rest, especially objective 5).

**Quote from project partners on the relation between objectives and goals**

‘The objectives are well defined, the consortia idea is very good, as well as the twofold objective of curriculum development and student exchange’.

#### 4.2.2 Pertinence of principles

Cooperation under the Agreement between the EU and US/CAN is conducted on the basis of the following principles:

1. Full respect for the responsibilities of the Member States of the European Union, the States of the US, and the Provinces and Territories of Canada and the autonomy of the higher education and training institutions.
2. Overall balance of benefits from activities undertaken through this Agreement.
3. Effective provision of seed-funding for a diverse range of innovative projects, that build new structures and links, that have a multiplying effect through consistent and effective dissemination of results, that are sustainable over the longer term without on-going Cooperation Programme support, and where student mobility is involved, provide mutual recognition of periods of study and training and, where appropriate, portability of credits.
4. Broad participation across the different Member States of the European Union, the States of the US, and the Provinces and Territories of Canada.
5. Recognition of the full cultural, social and economic diversity of the European Union, the US and Canada.
6. Selection of projects on a competitive and transparent basis, taking account of the foregoing principles.

Based on the insights from the questionnaires, the interviews, and the study of relevant documentation it could be concluded that all principles are still pertinent with respect to the goals of strengthening transatlantic cooperation and improving the quality of education and training systems in the EU.

The only principle that is doubtful in some ways, is principle (3). This Principle refers to sustainability, which is an aspect that could/may not be realised by all participating projects. The participating students and staff members of unsustainable projects have (among other things) indicated that they have improved their skills and international orientation, and gained more insights in different foreign cultures. These contributions refer to the overall goals of the programme. So, the question is to what extent the projects have to be sustainable (on both the individual as the institutional level) to realise the aimed outcomes.

#### 4.2.3 Pertinence of actions

##### *Type of actions/ projects*

The main activities in the Cooperation Programme concern the following projects:

##### *Three-year consortia implementation project*

The three-year consortia implementation projects aim to benefit students through adding an international curriculum and cultural dimension to their studies via a combination of curricular innovation and study or training abroad.

##### *One- or two-year complementary activities*

The one- or two-year complementary activities may be either independent or related to a three-year consortium implementation project. These activities have been designed to support the overall aim of international curriculum development.

##### *One-year consortia preparatory projects*

The one-year consortia preparatory projects have been designed:

- to provide opportunities to develop international cooperation in multidisciplinary fields or to deal with issues of quality standards, credit recognition and accreditation;
- and to enable institutions with little or no international experience to plan and develop a potential implementation project.

##### *The role of the project types in the Cooperation Programme intervention logic*

With reference to the intervention logic analysis presented in chapter 3 and the effectiveness analysis presented in chapter 5, the relevance of the Cooperation project types can be directly linked to their contributions on the impact, outcome and output levels of the Cooperation Programme.

*At Output level* the different project types result in 75 projects that have been started between 1999 and 2002 (of which 55 are finished now), 2922 student exchanges (estimated number), activities aimed at development of language and cultural preparation of students, mutual credit recognition, (participation in) activities during study abroad

(participation in regular courses, participation in special developed courses for the programme, participation in special projects or internships, involvement in social and cultural activities.

*At Outcome level* the outputs of the various projects of the Cooperation Programme mainly contribute to improvement of the knowledge of foreign cultures among exchange students.

Other important outcomes refer to:

- Human resource development: the enhancement of students' knowledge and skills to work in an international context.
- Partnerships: development of durable transatlantic partnerships.
- International orientation: reinforcement of the international orientation of the organisation.

The analyses in chapter 3 and 5 show that at this level the various projects can be considered relevant for their contributions to 'knowledge of foreign cultures among exchange students', 'enhanced students', knowledge and skills to work in an international context', 'knowledge of foreign institutions/organizations among exchange students', sharing of experience with students, friends and family in the home country', and 'reinforcement of the international orientation of our organization'.

*At impact level* the Cooperation Programme contributes to a better mutual understanding between students of different cultures, enhancement of students' knowledge and skills to work in an international context, improvement of (international) career opportunities of participants, development of durable transatlantic partnerships, and finally possibly the enhancement of mutual understanding between the peoples of the EU and Canada/US.

The analyses in chapter 3 and 5 show that at this level the various projects can be considered relevant for their contributions to 'better mutual understanding between students of different cultures' and 'enhanced cultural understanding of people abroad'.

**Quote from project partners on the relation between actions and objectives**

'The design of the programme fits the goals well. It stimulates links and networks between universities, as they have to work together at least for a period of three years. This is a powerful mechanism'.

### 4.3 Scope of the programme in the perspective of lifelong learning

On a European level, the goal of lifelong learning has been and continues to be the subject of wide-ranging discussion, in which the EU goes back to the broad definition of lifelong learning developed by UNESCO and OECD. Lifelong learning within the meaning of the EU comprises all learning which, throughout a lifetime, serves to improve qualifications, knowledge and abilities and which occurs within the framework of a personal, civic, social and employment-related perspective. This definition includes formal, informal and non-formal learning. As is the case with the OECD, the EU also sees the need for increased investment in the area education, in addition to greater transparency with respect to these investments.

Indeed, the EU has only limited jurisdiction in the area of education and vocational training. However, with the signing of the Maastricht and Amsterdam Treaties it has gained new jurisdiction within the domains of social and labour market policy, which extend into areas of education and vocational training. In particular, the EU sees challenges arising with respect to:

- The school system.
- The economy and society.
- General and vocational education and training.
- Creating transitions and connections between general education and vocational education and training.
- Access to education, recognition and accreditation of skills.
- Teachers, trainers, including those teaching in the field of adult education<sup>8</sup>.

The memorandum of the European Commission on lifelong learning issued in 2000 set the following goals:

- Guarantee of comprehensive and constant access to learning and qualifications.
- Raising investment in human capital.
- Significant improvement in the development of effective learning and teaching methods.
- Guarantee of improved access to high-quality information and consultation methods.
- Creation of locally-based user opportunities<sup>9</sup>.

The insights from the documentation research, the interviews, and the surveys indicate that the Cooperation Programme contributes to these goals (on lifelong learning) to some extent.

Firstly, the Programme offers possibilities to staff members to participate in exchange projects, and not only to (younger) students; by means of these exchange projects possibilities are offered to staff members to update or enlarge their (academic) knowledge and insights on various subjects, to improve their (international) teaching skills, and to receive feedback from different institutions on their skills and overall results. Secondly, it offers possibilities for both younger and older students (except for Canada) to participate in the Programme. This means that persons in the beginning of their educational and labour market career as well as persons in the middle or in the final stage of their careers may participate in the Programme. In that way opportunities are created for constant access to learning. Thirdly, the Programme develops new learning and teaching methods and materials which are considered to improve the quality of human resource development in both the EU and Canada/USA (as we have seen in chapter 3 and also will see in chapter 5). Thus, the Cooperation Programme also contributes to the lifelong learning goals of significant improvement in the development of effective learning and teaching methods.

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<sup>8</sup> See: Conclusions of the Council of the European on a strategy for learning for a lifetime, published as a result of the European Year of Lifelong Learning held in 1996.

<sup>9</sup> See: Expert Commission on Financing Lifelong Learning (2003), *On the Way to Financing Lifelong Learning*, Federal Ministry of Education and Research.

A Programme characteristic that diminishes the possibilities for lifelong learning is the age criterion for Canadian students as put down by the Canadian partners. These students may not participate when they are older than 30 years. This criterion hinders the realization of the goals of constant access to learning and qualifications. So, to encompass a wider spectrum of lifelong learning in the Programme the evaluation team suggests leaving out that age criterion. Another characteristic that does not improve the possibilities for lifelong learning is the focus on undergraduate and graduate students and leaving out the post-graduates. By expanding the Programme to these last group of students, more possibilities for lifelong learning could be created.

#### 4.4 Relation with other programmes

The Cooperation Programme appears complementary to other exchange programmes as is shown in the previous chapter. Most other educational programmes that focus on exchange are situated within the continent, e.g. Erasmus, Socrates or are not reciprocal (e.g. Fulbright). Other Programmes that are similar to the Cooperation Programme do not contain the elements of curriculum development together with student exchange. In the text box below a number of similar programmes are mentioned, but they all have a different focus.

##### **Other international programmes in the field of education**

Several other multilateral agreements exist in which the EU and/or the US and Canada are involved. A Programme that encourages amongst others curriculum development are the EU centers, but they have a different starting point; i.e. spreading knowledge on the EU. Other programmes such as Erasmus Mundus, Tempus or the EU-BRASIL programme focus on different countries. The EU - ACADIA INTERNSHIP PROGRAM focuses on internships rather than on student exchange in relation to curriculum development.

With respect to the issue of lifelong learning, the Programme also functions as complement to other exchange programmes rather than as substitute. As the Cooperation Programme is characterized by both curriculum development and students exchanges, it contributes to a number of lifelong learning goals as specified by the European Commission. Other programmes predominantly focus on student exchange. Therefore, the added value of the programme is formed by its' integrated, more dimensional focus.

#### 4.5 Conclusions and recommendations

To gain insights in the relevance of the Cooperation Programme the following questions have been addressed:

To what extent are the Programmes objectives, principles and actions, as laid down in articles 3, 4 and 5 (plus annex) of the Agreement, still pertinent with respect to the goals of strengthening transatlantic cooperation and improving the quality of education and training systems in the EU?

The current Cooperation Programme focuses on student-centred higher education and training. Looking at its overarching aims, and taking account of other bilateral and multilateral cooperation programmes between the parties, to what extent should the scope of the Programme be opened up to encompass a wider spectrum of lifelong learning?

The analyses show that in general the Programmes objectives are still pertinent with respect to the goals of strengthening transatlantic cooperation and improving the quality of education and training systems in the EU. However, a reorientation of the formulation of the objectives should be considered as the objectives differ significantly in importance. The objectives ‘promoting closer mutual understanding’ and ‘improving human resource development’ are subscribed to a large extent, while objective ‘encouraging the exchange of expertise in e-learning and open and distance education and their effective use by project consortia to broaden Programme impact’ is not. The actions and principles appear to be still pertinent with respect to the goals of the Cooperation Programme.

The analyses indicate that the Cooperation Programme offers ample possibilities for lifelong learning. If more possibilities have to be created, these can be created by expanding the age criterion for Canadian students and by expanding the target at post-graduate students. These last group only participates to a small extent now.

The added value of the Cooperation Programme compared to other exchange programme is formed by its integrated, more dimensional focus (of both curriculum development and student exchange) in combination with its transatlantic orientation of student exchange between EU and USA/CAN. This means that the design of the Cooperation Programme is complementary to other exchange programmes.



## 5 Effectiveness

### 5.1 Introduction

*Effectiveness is defined as the degree to which the desired effects of the Programme have been reached. The effects can usefully be divided into outputs (such as the number of participating students), outcomes (such as improvement in knowledge of foreign cultures) and impacts (such as enhanced mutual understanding between the peoples of the EU and Canada/USA). The main question that will be answered in this chapter is:*

To what extent have the objectives formulated in the programme been achieved until now, what successes and difficulties have occurred and how appropriate are the solutions chosen?

In this chapter we will subsequently describe the outputs, outcomes and impacts of the programme.

### 5.2 Outputs

The *output* refers to the *direct* products of the implementation of the projects that originate during the implementing period. In this section we present an overview of the status of the projects, number of participants, participation in preparatory activities, degree of credit recognition, study activities abroad, involvement of the students in social and cultural activities.

#### 5.2.1 Number of projects and students

##### *Number and status of projects*

In the evaluation period (1999-2002) 75 projects have been started, of which 51 refer to EU/USA projects and 24 to EU/Canada projects. The current status of these projects is:

- 44 Projects finished; output information available.
- 11 Projects finished, output information from interim report, but no final report.
- 12 Projects not finished, output information from interim report (started in 2002).
- 8 Projects, no information on output.

##### *Number of participating students*

As far as the available interim and final reports suggest 2 265 students have been exchanged in the 75 projects that have been started between 1999 and the end of 2002. This means that on average 39 students per project (see table 5.1).

On average the EU/Canada projects have slightly more participating students than the EU/USA projects, respectively 41 and 38. Since not of all projects the output is known, the total number of exchanged students is estimated at 2 922, roughly divided in 66% students in EU/USA projects and 34% in EU/Canada projects.

Table 5.1 Output: number of projects and exchange students in projects 1999-2002

	EU/Canada	EU/USA	Total
Number of exchange students <sup>1)</sup>	902	1.363	2.265
Average number of exchange students per project <sup>1)</sup>	41	38	39
Total Number of projects	24	51	75
Estimation of total number of exchange students	984	1.938	2.922

1) Based only on the number of projects of which the number of exchange students is known, i.e. 22 for EU/Canada projects, and 36 for EU/USA projects.

Source: Project interim reports and final reports.

Apart from the exchange students also a substantial number of non-exchange students participate in the projects. Based on the information in the project partners questionnaire it is estimated that the number probably roughly doubles that of the participating students.

### *Staff exchange*

Besides students exchange the projects rely on cooperation and exchange of staff, i.e. professors, teachers, trainers, administrators. This exchange is essential for the organisation of the exchange of students. The exchange of teachers and professors is a sine qua non for the curriculum development that is central in all projects. The exact number of staff exchange is not known.

Based on the projects partners survey the number of staff exchange is estimated at approximately 900, half of them being teachers and professors.

## 5.2.2 Preparation and credit recognition

### *Development of language and cultural preparation of students*

Since a key objective of the Programme is to encourage and enable students to experience an academic, cultural, and linguistic milieu different from their own, the projects are required to address clearly the cultural and linguistic instruction they plan to give to students before, during, and after their study abroad<sup>10</sup>. Actual participation in these activities is part of the output of the project.

In the questionnaire the students were asked if they received adequate preparation in the projects on various subjects. From table 5.2 we conclude that in general the students are

<sup>10</sup> *EU/US Cooperation programme in higher education and vocational education and training, Guidelines, Call for proposals 2004*, European Commission (without year).

not completely pleased about their preparation. On a scale of 1 (inadequate) to 5 (highly adequate) they give an average score of 2.96, mainly due to a rather low satisfaction rate on the preparatory information regarding their credit recognition. The students are moderate satisfied with their language training, cultural preparation, practical information and information on the content of courses. From the FIPSE survey we conclude that in general the cultural preparation of US participants can also be improved; only 41% is really satisfied with this aspect.

Table 5.2 Preparation of students on language, cultural and educational aspects

	EU/Canada	EU/USA	Total
Language training	2.9	3.0	3.0
Cross cultural preparation	2.9	3.0	3.0
<b>Practical information</b>	<b>3.3</b>	<b>3.2</b>	<b>3.2</b>
<b>Content of courses available</b>	<b>3.3</b>	<b>3.0</b>	<b>3.2</b>
Credit recognition	2.3	2.6	2.4
<b>Total number of cases (appr.)</b>	<b>50</b>	<b>49</b>	<b>117</b>

Source: Student questionnaire (ECORYS, 2004).

About one quarter of the students participated in language training (table 5.3). One would be inclined to state that this relative low proportion is caused by the fact that American students did not participate in our on-line survey. However, from the FIPSE survey, we conclude that from the American students 18% took part in language training before departure to their host institution. Presumably these American students anticipate lessons in languages other than English. Apparently, the language skills of a majority of the European students are considered to be proficient for participating in the projects. However, this does not need to be the case. In the FIPSE survey among the American students about 40% declares that they have no proficiency in the foreign language of the host country. Apparently these students anticipate English lessons.

Table 5.3 Participation in language training before exchange

	EU/Canada	EU/USA	Total
Yes	21%	31%	25%
<b>No</b>	<b>79%</b>	<b>69%</b>	<b>75%</b>
<b>Total</b>	<b>56</b>	<b>49</b>	<b>117</b>

Source: Student questionnaire (ECORYS, 2004).

In general the students are satisfied about their preparation (see table 5.4). They are particularly satisfied about practical information on their exchange and preparatory information on the content of courses. However, the preparation on credit recognition does not seem to be up to standards (see table 5.3).

Table 5.4 General judgment of preparation of students before exchange

	EU/Canada	EU/USA	Total
Excellent	9%	6%	10% <sup>1)</sup>
<b>Good</b>	<b>41%</b>	<b>55%</b>	<b>49%</b>
Average	41%	33%	34%
Bad	7%	6%	6%
<b>Total</b>	<b>56</b>	<b>49</b>	<b>117</b>

Source: Student questionnaire (ECORYS, 2004).

1) Due to 12 respondents of which is not known in what type of project they participated, the overall average is higher than the separate averages for the EU/Canada and the EU/USA projects.

### *Credit recognition*

In the guidelines for the project proposals under the Programme it is stated that recognition of ‘credit for periods of study and training is a crucial component in successful organizational frameworks’. In order to assure that students do not increase the length of their programme of study it is strongly recommended to secure administrative assurances from the home institutions so that the students’ study or work abroad will be fully credited upon their return.

An important, although not final condition for credit recognition is the degree in which the study abroad matches with the study course of the students at their home institution.

- For 73% of the students the primary subject area in their study abroad is the same as their major field of study at their home institution. This is more the case for students in the EU/Canada projects (80%) than in the EU/USA projects (69%).
- According to 89% of the students there is a good match between their curriculum abroad and their home curriculum. No differences between EU/Canada and EU/USA projects.
- Also from the FIPSE-survey it can be concluded that for a majority of the USA participants (70%) their experience in the Programme related very well to the subject area at their home institution. About the same proportion of USA students state that their experience in the Programme added to their knowledge of their major subject area.

From table 5.5 we conclude that for most students in the Programme (70%) credits for study or training abroad are recognized. There is a small proportion (14%) of students for which this is not the case. 16% of the students do not know if their period abroad will be recognised. As regards credit recognition there seem to be no significant differences between EU/US and EU/Canada projects.

Table 5.5 Proportion of students for which credits for study or training abroad are recognized

	EU/Canada	EU/USA	Total
<b>Yes</b>	<b>69%</b>	<b>71%</b>	<b>70%</b>
No	18%	16%	16%
Don't know	13%	12%	15%
<b>Total</b>	<b>55</b>	<b>49</b>	<b>116</b>

Source: Student questionnaire (ECORYS, 2004).

The outcomes of table 5.5 are confirmed by the information of table 6.6 showing the degree of credit recognition of study or training abroad, as experienced by the students.

For 85% of the participating students the credits they receive are equivalent, or exceptionally more than equivalent, to the number of credits in their home curriculum. However, 15% of the students receive less than equivalent credits for their study or training abroad.

Table 5.6 Degree of credit recognition for study or training abroad

	EU/Canada	EU/USA	Total
More than equivalent	2%	4%	45%
<b>Equivalent</b>	<b>89%</b>	<b>72%</b>	<b>80%</b>
Less than equivalent	8%	22%	15%
<b>Total</b>	<b>45</b>	<b>47</b>	<b>103</b>

Source: Student questionnaire (ECORYS, 2004).

The interviews confirm that the reality of credit systems within the participating countries and also between the participating countries is very complex. This, however, applies in different degrees to different projects. In various cases the European Credit Transfer system (ECTS) is used to facilitate the process credit recognition.

#### Quotes of project partners on credit recognition

'credit recognition is difficult to establish but not unfeasible. Many people find a way around it by being creative. Also students join an exchange after having completed a four-year curriculum just for the experience. For them, credit recognition is not a major issue'.

'It took some time before everybody agreed upon this, but I think what we have now is very useful for everybody. We had to do some compromises. Most of the time it's not the people, but the institution, which makes a problem of it. We have learned to grade in different systems. We take this in perspective when we get American students.'

'credit recognition is quite difficult as a result of different educational systems and structures (semesters). We have been creative in solving this (each give in a few weeks, sacrificing holidays etc). However it was very difficult to have an integrated course. Not all students have received credits for their stay abroad. In many cases it also concerned students who had finished their course and did this extra'

### 5.2.3 Activities of students during study abroad

#### Activities

An important output indicator refers to the activities that the students haven done during their study abroad. As can be concluded from table 5.7 there is a rather large variety of activities in which the students participate. Most students (46%) participate in a regular course at the host institution. Other also substantial proportions of students follow special developed courses for the programme (36%), participate in special projects (22%) or internships (23%).

### *Differences in activities between students in EU/Canada and EU/USA projects*

Regarding the activities of the students there appear to be some striking differences between the EU/Canada and the EU/US projects. The EU/Canada projects focus more on specially developed courses than the EU/USA projects, whereas in the EU/USA projects more attention is paid to special projects (not directly related to a course) and internships.

Table 5.7 Output: main activities of students during their stay abroad (more than one answer possible)

	EU/Canada	EU/USA	Total
<b>Following regular course(s)at the host institution</b>	<b>40%</b>	<b>72%</b>	<b>54%</b>
Following specially developed courses for this programme	<b>52%</b>	28%	41%
Involved in a special project not directly relating to a course	16%	<b>36%</b>	26%
Internship/work placement	16%	<b>38%</b>	27%
Other; please specify:	4%	9%	6%
<b>Total cases</b>	<b>50</b>	<b>47</b>	<b>100</b>

Source: Student questionnaire (ECORYS, 2004).

#### 5.2.4 Involvement of students in social and cultural activities

The main goal of the Cooperation Programme is to "promote closer understanding between the peoples of the European Community and Canada and between European Community and USA, including broader knowledge of their languages, cultures and institutions". As regards the students the question is how their social and cultural activities contribute to this. Table 5.8 presents information on the involvement of students in various social and cultural activities on a scale of 1 (not applicable) to 5 (highly applicable). The higher the average the more students have been involved in the specified activity.

We conclude that excursions, social intercourse with students from the host country as well as contacts with other foreign students, and contacts with local people are the main lines along which closer understanding of other cultures is taking place.

Table 5.8 Output: Involvement of students in social and cultural activities

	EU/Canada	EU/USA	Total
I was involved with students from my own country	3.3	3.2	3.2
<b>I was involved with students from other foreign countries</b>	<b>3.9</b>	<b>4.1</b>	<b>4.0</b>
<b>I was involved with students from the host country</b>	<b>3.8</b>	<b>4.1</b>	<b>3.9</b>
I participated in cultural activities (e.g. museums, concerts, theatre)	3.7	3.7	3.7
<b>I came into contact with local people</b>	<b>3.6</b>	<b>4.3</b>	<b>3.9</b>
I stayed with a host family	1.6	1.4	1.5
I stayed in student residence with their students	3.2	4.0	3.6
I enjoyed the night life (e.g. restaurants, bars or discos)	3.5	4.1	3.8
<b>I undertook excursions to see the country</b>	<b>3.8</b>	<b>4.3</b>	<b>4.0</b>
I participated in language training	1.6	1.6	1.6
<b>Total number of cases (appr.)</b>	<b>50</b>	<b>47</b>	<b>100</b>

Source: Student questionnaire (ECORYS, 2004).

### 5.2.5 Quality of the output

Besides the quantitative aspects of output also quality is an important element for creating sustainable outcomes, which will be discussed in the next sections. The quality of the output can be read from table 5.9 in which the students' judgements on various quality aspects are presented (on a scale of 1=low quality to 5=high quality).

In general the participating students are satisfied with the quality of the various output elements as regards their exchange. They are especially satisfied with the possibilities they have for contacts with other students and the quality of computer and educational facilities.

Table 5.9 Quality of output, according to the students

	EU/Canada	EU/USA	Total
Quality of guidance abroad by host institution	3.7	3.6	3.7
Quality of guidance abroad by home institution	3.3	3.2	3.3
Quality of course content	3.9	3.7	3.8
<b>Quality of computer and educational facilities</b>	<b>3.6</b>	<b>4.4</b>	<b>4.0</b>
Quality of teaching material	3.7	3.9	3.8
Quality of information received before leaving abroad	3.4	3.1	3.3
Quality and clarity of curriculum and courses	3.7	3.4	3.5
Possibility for contacts with local people	3.6	4.0	3.8
<b>Possibility for contacts with other students</b>	<b>4.2</b>	<b>4.4</b>	<b>4.3</b>
<b>Total number of cases (appr.)</b>	<b>50</b>	<b>47</b>	<b>111</b>

Source: Student questionnaire (ECORYS, 2004).

### 5.2.6 Curriculum development

Notwithstanding the wide disparity between educational systems and pedagogical cultures curriculum development is a central element in the output of the projects. The success of curriculum development differs between the projects. As pointed out in the section on credit recognition, the possibilities of curriculum development are dependent on the juridical and administrative organisation of qualification structures. This does not only apply to projects in vocational education and training, but also to projects in higher professional education and universities as regards disciplines that are legally regulated (e.g. medicine, nursing, veterinary).

### 5.2.7 Outputs summarised

The outputs of the programme can be summarised as follows:

- The total number of exchanged students in the evaluation period between 1999 and 2002 is estimated at 2 922, roughly divided in 66% in EU/USA projects and 34% in EU/Canada projects. This means an average of 39 students per project.
- The number of other (non-exchange) students involved roughly doubles that of the participating students.
- In the evaluated projects the number of staff exchange is estimated at approximately 900, half of them being teachers and professors.
- Since only a minority of the students participated in language training the language skills of a majority of the students are considered to be proficient for participating in the projects.
- In general the students are satisfied about their preparation, in particular about practical matters on their exchange and preparatory information on the content of courses. They are less satisfied with the prior information received on credit recognition.
- In general the quality of the activities in which the students participated during the exchange is evaluated as positive. They are particularly satisfied with the possibilities for contacts with other students and the quality of computer and educational facilities.
- As regards the social and cultural aspects the students are particularly positive about excursions, social intercourse with students from the host country as well as contacts with other foreign students, and contacts with local people.

## 5.3 Outcomes

The *outcomes* of the Programme relate to the effects of the *direct products of implementation* of the projects (the output) that contribute to the overall goals (i.e. promotion of greater understanding between the peoples of the European Union and Canada/US and improve the quality of human resource development in both the EU and Canada/US).

The outcomes of the Cooperation Programme have been determined at the level of the participating institutions as represented by the project leaders (table 5.10) and the (participating) students (see table 5.11). The questions (in the questionnaire) have been derived from the Programme objectives as specified in Article 3 of the Cooperation Agreement.

### 5.3.1 Outcomes according to project leaders

The main outcomes of the Programme, according to the project coordinators and project leaders, are:

- Improving knowledge of foreign cultures among exchange students (outcome 2);
- Better mutual understanding between students of different cultures (outcome 3).

See table 5.10

In this context, knowledge of foreign languages among exchange students (outcome 1) is relatively limited achieved. This subject has also been frequently addressed in the interviews.

Other important outcomes refer to:

- Human resource development: the enhancement of students' knowledge and skills to work in an international context (outcome 7);
- Partnerships: development of durable transatlantic partnerships (outcome 27);
- International orientation: reinforcement of the international orientation of the organisations involved (outcome 35).

Of relative minor importance are the objectives that refer to:

- Utilisation of the ECTS among EU-USA/Canada partners (outcome 22).
- Development of partnerships with (other) transatlantic vocational education and training institutions (outcome 29).
- Development of partnerships with transatlantic professional associations (outcome 30).
- Development of partnerships with transatlantic public authorities (outcome 31).
- Development of partnerships with transatlantic private sector organisations (outcome 31).

So, we conclude that the outcomes of the Cooperation Programme are to a large degree consistent with the objectives of the programme, especially as regards enhancing closer understanding between the participating peoples and improving the quality of human resource development. The latter is achieved by way of student exchange and the development of international oriented curricula.

Improving the quality of transatlantic mobility by promoting transparency, mutual recognition of qualification and periods of study abroad, and encouragement of the exchange of expertise in e-learning and distance learning, are also generally supported, but seem to be of secondary importance.

In general the above mentioned conclusion applies to the EU/Canada projects as well as the EU/USA. However, the objective to improve the quality of the transatlantic mobility seems to be more supported in the EU/Canada than the EU/USA projects. Especially credit recognition appears to be of much more importance in the EU/Canada projects than in the EU/USA projects (outcomes 20, 21, 22).

Table 5.10 Outcomes: extent to which the projects have contributed to the Programme objectives, according to the project leaders; mean scores on a scale of 1 (weak contribution) to 5 (strong contribution)

	EU/Canada	USA/EU	Total
<b>Mutual understanding (average mean)</b>	<b>(4.0)</b>	<b>(3.9)</b>	<b>(4.0)</b>
1. Knowledge of foreign languages among exchange students	3.3	3.5	3.4
2. Knowledge of foreign cultures among exchange students	<b>4.5</b>	<b>4.3</b>	<b>4.4</b>
3. Knowledge of foreign institutions among exchange students	<b>4.1</b>	<b>4.1</b>	<b>4.1</b>
4. Knowledge of foreign institutions among staff	3.7	3.5	3.6
5. Better mutual understanding between students of different cultures	<b>4.5</b>	<b>4.3</b>	<b>4.4</b>
<b>Improvement of human resource development (average mean)</b>	<b>(3.9)</b>	<b>(3.8)</b>	<b>(3.9)</b>
6. Improvement of the quality of courses provided	3.7	3.5	3.6
7. Enhanced students' knowledge and skills to work in an international context	<b>4.3</b>	<b>4.3</b>	<b>4.3</b>
8. Enhanced study motivation among students	<b>4.1</b>	3.8	3.9
9. Better academic performance of students	3.6	3.5	3.6
<b>Curriculum innovation (average mean)</b>	<b>(3.6)</b>	<b>(3.5)</b>	<b>(3.5)</b>
10. International co-operation in curriculum development	3.9	4.0	3.9
11. Targeted improvement of existing educational programmes	3.3	3.6	3.5
12. Improving teaching methods preparing students for work in international context	3.6	3.7	3.7
13. Development of new and innovative educational programmes	3.7	3.7	3.7
14. Development of new teaching materials	3.8	3.6	3.7
15. Development of new teaching methods	3.5	3.4	3.4
16. Development of new research spin-offs	3.3	3.1	3.2
17. Development of a European dimension in courses	3.7	3.5	3.6
18. Development of an American/Canadian dimension in courses	3.2	3.0	3.1
<b>Quality of transatlantic mobility (average mean)</b>	<b>(3.7)</b>	<b>(3.1)</b>	<b>(3.3)</b>
19. Promoting transparency of transatlantic student exchange	3.9	3.5	3.7
20. Enhanced recognition of credits for periods of study abroad	3.9	3.3	3.5
21. Development of a credit transfer system among the partners	3.7	2.9	3.2
22. Utilisation of the ECTS among EU-USA/Canada partners	3.4	2.5	2.9
<b>Development of e-learning and distance learning (average mean)</b>	<b>(3.2)</b>	<b>(3.5)</b>	<b>(3.4)</b>
23. Development of web-based communication between participants	3.5	3.6	3.6
24. Development of e-learning technologies	2.9	3.2	3.1
25. Development of distance learning technologies	2.8	3.3	3.1
26. Use of the Internet for dissemination of project results	3.6	3.7	3.7
<b>Institutional partnerships (average mean)</b>	<b>(3.1)</b>	<b>(3.0)</b>	<b>(3.0)</b>
27. Development of durable transatlantic partnerships	<b>4.3</b>	<b>4.2</b>	<b>4.3</b>
28. Development of partnerships with (other) transatlantic higher	3.5	3.4	3.4

	EU/Canada	USA/EU	Total
education institutions			
29. Development of partnerships with (other) transatlantic vocational education and training institutions	2.7	2.5	2.6
30. Development of partnerships with transatlantic professional associations	2.7	2.5	2.5
31. Development of partnerships with transatlantic public authorities	2.3	2.2	2.2
32. Development of partnerships with transatlantic private sector organisations	2.2	2.3	2.2
33. Willingness to co-operate with foreign organisations	4.0	3.7	3.8
<b>International orientation (average mean)</b>	<b>(3.6)</b>	<b>(3.5)</b>	<b>(3.6)</b>
34. Complementary to other EU/USA or EU/Canada programmes	3.5	3.2	3.3
35. Reinforcement of the international orientation of our organisation	<b>4.1</b>	4.0	<b>4.0</b>
36. Reinforcement of other co-operation programmes and initiatives between EU and the USA/Canada	3.4	3.4	3.4
37. Reinforcement of other co-operation initiatives in our institute	3.4	3.5	3.5
<b>Total number of cases (appr.)</b>	<b>38</b>	<b>64</b>	<b>102</b>

Source: Project partners questionnaire (ECORYS, 2004).

#### Quotes of project partners on outcomes

'For the university it has led to good insight how different people are and how autonomous they work. For students it has been a great experience, they all thought it was marvelous and a great experience for them personally'.

'Students have come closer to each other. Staying abroad and experiencing your time there has strengthened the ties between people's cultures in the institutions that participate in the project'.

'Participation in this project has contributed to students' and partners' understandings of the international and cross-cultural challenges facing their field. Of particular significance is that students who specialise in education tend to participate less in exchange programs than students in other fields, which indicates this exchange can be viewed as somewhat exceptional. Students and faculty have developed lifelong international relationships. Some American students have made long-term improvements in their language skills; in some cases to the extent of continuing their language studies after the exchange.'

'Americans that came here saw the differences themselves. They experienced it. They realised it. Realise that it may not be the best way back home. This is something they maybe had thought before they went abroad. After all they were more open minded to others. It's the awareness that perspectives can change, which is so important. People get curious, which actually is a complete change of their perspectives. From inward looking to an external focus'.

### 5.3.2 Outcomes of the Programme according to the students

From table 5.11 we conclude that the outcomes of the Programme for the participating students mainly relate to:

- Enhanced quality of education (outcome 1)
- Furthering personal development (outcome 2)
- Enhanced cultural understanding of people abroad (outcome 4)

Moreover, it is important to notice that most students have shared their personal experiences with students, friends and family in my home country (outcome 10), which can be seen as an important condition for promoting mutual understanding on a broader scale.

Table 5.11 Outcomes of the Cooperation Programme according to the participating students; mean scores on a scale of 1 (not applicable) to 5 (highly applicable)

	EU/Canada	EU/USA	Total
<b>1. Studying at educational institutions in different countries has enhanced the quality of my education</b>	<b>4.4</b>	<b>4.1</b>	<b>4.2</b>
<b>2. Studying at educational institutions in different countries has contributed considerably to my personal development</b>	<b>4.4</b>	<b>4.3</b>	<b>4.4</b>
3. Spending time abroad has greatly enhanced my language skills	3.3	3.8	3.6
<b>4. Spending time abroad has greatly enhanced my cultural understanding of people abroad</b>	<b>4.1</b>	<b>4.3</b>	<b>4.2</b>
5. I am more interested in EU/Canada/US culture (i.e. music, arts, literature) since spending time there	<b>4.0</b>	3.9	3.9
6. I am more interested in EU/Canada/US politics since spending time there	3.6	3.8	3.7
7. I am more interested in EU/Canada/US history since spending time there	3.8	3.6	3.7
8. Spending time abroad has enhanced my motivation to study	3.8	3.4	3.6
9. My marks improved significantly due to my participation in the exchange programme	2.4	2.4	2.4
<b>10. I have shared my personal experience with students, friends and family in my home country</b>	<b>4.2</b>	<b>4.4</b>	<b>4.3</b>
11. I have shared my new knowledge in my field with students at my home institute	3.4	3.5	3.4
<b>Total number of cases (appr.)</b>	<b>50</b>	<b>46</b>	<b>99</b>

Source: Student questionnaire (ECORYS, 2004).

### 5.3.3 Stakeholders' view on outcomes

The stakeholders has been asked to rate the importance of the various objectives of the programme as regards the outcomes, as well as the extent to which these programme objectives in heir opinion are achieved or expected to be achieved. The longer term effects (impacts) of the Programme will be discussed in the next section.

From table 5.12 we conclude that according to the stakeholders by far the most important objective of the Programme, which is also achieved, is the development of transatlantic partnerships between educational institutions (objective 7 in the table).

Most of the other objectives are also seen as important, but less highly rated. A relatively low rating of objectives applies to the 'development of innovative education programmes based on e-learning' (objective 4) and the 'development of open and distance learning

education programmes' (objective 5). Apart from small differences, the rating as regards the *achievement* of the objectives, is more or less equal to the just ascribed importance of objectives.

Table 5.12 Outcomes: Importance of objectives and attainment of objectives, according to stakeholders

	Importance of objectives <sup>1)</sup>	Achievement of objectives <sup>2)</sup>
<b>1. Fostering knowledge and skills of participating students</b>	<b>4.2</b>	<b>4.3</b>
2. Development of transatlantic student mobility	4.2	3.7
<b>3. Development of innovative curricula in which transatlantic student mobility is a key aspect</b>	<b>4.0</b>	<b>4.1</b>
4. Development of innovative education programmes based on e-learning	2.7	3.0
5. Development of open and distance learning education programmes	2.6	3.0
6. Development of a transatlantic dimension in education courses	4.1	3.9
<b>7. Development of transatlantic partnerships between educational institutions</b>	<b>4.8</b>	<b>4.2</b>
<b>Total number of cases (appr.)</b>	<b>10</b>	<b>10</b>

1) on a scale of 1=minor importance to 5=major importance.

2) on a scale of 1=low accomplishment to 5=high accomplishment.

Source: Stakeholders questionnaire (ECORYS, 2005).

### 5.3.4 Outcomes summarised

The main outcomes of the Programme can be summarized as follows:

- According to project partners: improving knowledge of foreign cultures among exchange students and better mutual understanding between students of different cultures.
- According to the students the main outcomes relate to enhanced quality of education, personal development and enhanced cultural understanding of people abroad.
- According to the stakeholders by far the most important objective of the Programme is the development of transatlantic partnerships between educational institutions.

## 5.4 Impacts

The *impact* concerns the wider, macro effects of the projects that arise during or after implementation.

### 5.4.1 Impacts according to project leaders

The distinction between outcomes and impacts in various ways is a fluent one. Outcomes among the participants have the possibility to become impacts when these outcomes

appear to be viable in the long run and/or if the sphere of influence of the initial outcomes is enlarged. Because of the time-lag and definition problems as regards the indirect target groups it is often difficult in practice to assess the impacts of a certain programme. To a certain degree, the outcomes that were discussed in the former section can be interpreted as anticipated impacts by the participants.

#### Quotes of project partners on impact

'Students are more open minded to international work, I think. Some of them really would like to work in another country. This program is one of the ways to see the possibilities in the world open up. The students are now much more eager to go traveling or work abroad. They have these ideas in their mind.'

'Students have established long-term international contacts and relationships and have developed intercultural competence that will serve them well in their professions.'

'Huge gains have taken place in faculty and staff development as a result of this project. Some members of US staff in particular, have developed a sensitivity to and appreciation for other cultures that did not exist previously.'

'It's a matter of taking away prejudices, but at the same time these may also be strengthened. The good thing is that you learn to see each other's perspectives. I hope I have opened up the minds of Americans as well. I want to hear their story and tell mine. I want to make a judgment on different opinions, not only on the basis of my own opinion.'

Following the outcomes in the former section, the anticipated impacts of the Programme are:

- Better mutual understanding between students of different cultures;
- Enhancement of students' knowledge and skills to work in an international context;
- Development of durable transatlantic partnerships.

Moreover, it is generally believed by the project leaders that transatlantic student exchange enhances the mutual understanding between the peoples of EU and Canada/USA.

#### Quotes of project partners on mutual understanding

'Mutual understanding can certainly be achieved through the programme. Not only differences but also similarities become clearer. Students not only get to know other cultures, but also appreciate their own institute and environment more than they had before'.

'Our project has been a cultural enrichment.'

'Students learned to appreciate other values'.

### 5.4.2 Impacts according to participating students

Table 5.13 gives an impression of the impacts of the Programme on the future life of the participating students. Since long-term effects are difficult to determine beforehand, the suggested impacts have been formulated as concrete as possible in relation the objectives of the Programme.

According to the students the main impact of the Programme is its contribution to the possibilities to work in an international environment (impact 1). Furthermore, most students seriously consider returning to the host country for a personal visit (impact 3). Both impacts highly relate to the general objectives of the Programme, i.e. enhancing the quality of human resource development in a knowledge-based economy, and the promotion of closer understanding.

It is also believed by the students that their participation in the Programme will improve their career opportunities (impact 5).

Table 5.13 Impacts of the Cooperation Programme on the future life of the students, according to the participating students; mean scores on a scale of 1 (no impact) to 5 (substantial impact)

	EU/Canada	EU/USA	Total
<b>1. Work in an international environment</b>	<b>3.6</b>	<b>4.4</b>	<b>4.0</b>
2. Return to the host country for study or work	3.3	3.5	3.4
<b>3. Return to the host country for personal visit</b>	<b>3.9</b>	<b>3.9</b>	<b>3.9</b>
4. Work abroad (not being the host country)	3.4	4.0	3.7
5. Improved chances of finding a job	3.4	3.9	3.7
<b>6. Improved career opportunities</b>	<b>3.7</b>	<b>4.1</b>	<b>3.9</b>
<b>Total number of cases (appr.)</b>	<b>50</b>	<b>46</b>	<b>99</b>

Source: Student questionnaire (ECORYS, 2004).

Moreover, it is generally believed by the participating students that transatlantic student exchange in the long run will enhance the mutual understanding between the peoples of EU and Canada/USA.

In the survey among American students, performed by FIPSE, the question on impact was formulated somewhat different. From table 5.14 it can be concluded that the Programme is relatively successful as regards promoting closer understanding between the peoples of the European Community and USA, including broader knowledge of languages (impact 1). Also the development of human resources in an international perspective seems to be supported by the future plans of the students i.e. pursuing an international career (impact 3) and working overseas (impact 4).

Table 5.14 Impacts of the Cooperation Programme on the future life of the students, according to the participating students in the USA;

	N/A	To no extent	To some extent	To a great extent	Completely	Total number (=100%)
1. Consider taking additional language courses	8%	12%	29%	31%	20%	(51)
2. Change your major to include an international dimension	10%	22%	43%	10%	16%	(51)
3. Pursue a career that is international in nature	2%	10%	31%	29%	28%	(51)
<b>4. Consider working overseas</b>	<b>0%</b>	<b>2%</b>	<b>28%</b>	<b>33%</b>	<b>37%</b>	<b>(51)</b>

Source: FIPSE questionnaire among students.

Additional to the questions on impacts, the students were also asked to give their opinion on some general statements about transatlantic relations (see table 5.15).

From this we conclude that students in general strongly subscribe the idea that transatlantic student exchange enhances the mutual understanding between the peoples of EU and Canada/USA.

Table 5.15 General opinion of students on cross cultural relations, mean scores on a scale of 1 (do not agree) to 5 (fully agree)

	EU/Canada	EU/USA	Total
Cultural differences in international communication and business are easy to overcome	3.6	3.3	3.5
Spending time abroad should become compulsory for each student	3.4	4.0	3.6
People in different countries are not as different as is generally believed	3.6	3.3	3.5
I am actively following news headlines of the country I visited in the exchange programme	3.1	3.3	3.2
<b>Transatlantic student exchange enhances the mutual understanding between the peoples of EU and Canada/USA</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>
<b>Total number of cases (appr.)</b>	<b>54</b>	<b>45</b>	<b>116</b>

Source: Student questionnaire (ECORYS, 2004).

### 5.4.3 Stakeholders' view

Additionally to the stakeholders' view on the importance and achievement of outcomes, we have also recorded their opinion on various macro and long-term effects of the programme (table 5.15).

According to the stakeholders ‘the promotion of closer understanding between the peoples of the European Union and the USA and Canada’ (impact 4) is *the* most important long-term objective of the Programme. Together with ‘enhancing international career possibilities of participating students’ (impact 1) and ‘improving the capacities of the parties involved to meet the challenges of the global knowledge-based society’ (impact 3), these impacts are (eventually) seen as highly achieved.

Table 5.16 Impacts: importance of long-term/macro objectives and attainment of objectives, according to stakeholders

	Importance of objectives <sup>1)</sup>	Achievement of objectives <sup>2)</sup>
<b>1. Enhancing international career possibilities of participating students</b>	<b>3.8</b>	<b>4.0</b>
2. Improving the capacities of the parties involved to meet the challenges of the global knowledge-based society	3.7	3.8
3. Contributing to economic growth in the participating countries	2.3	2.6
<b>4. Contributing to mutual understanding between the peoples of the European Union and the USA/Canada</b>	<b>4.8</b>	<b>4.2</b>
<b>Total number of cases (appr.)</b>	<b>9</b>	<b>9</b>

1) mean scores on a scale of 1=minor importance to 5=major importance.

2) mean scores on a scale of 1=low accomplishment to 5=high accomplishment.

Source: Stakeholders questionnaire (ECORYS, 2005).

#### 5.4.4 Impacts summarized

The main impacts of the Programme can be summarised as follows:

According to project partners:

- Better mutual understanding between students of different cultures.
- Enhancement of students’ knowledge and skills to work in an international context.
- Development of durable transatlantic partnerships.

According to students:

- Career possibilities in an international environment
- Social and cultural visits to the host country

Both these impacts highly relate to the general objectives of the Programme:

- Enhancing the quality of human resource development in a knowledge-based economy.
- Promotion of closer understanding.

According to the stakeholders:

- Of major importance is the promotion of closer understanding between the peoples of the European Union and the USA, followed by

- Enhancing international career possibilities of participating students and improving the capacities of the parties involved to meet the challenges of the global knowledge-based society.

These impacts are (eventually) seen as highly achieved

## 5.5 Bridging the gap between objectives and achievements

From the former section two important conclusions can be drawn. First, not all objectives in the Programme can be considered as equally important. Secondly, the degree of achievement thus far differs between the objectives. The question is why some objectives are more achieved than others. The stakeholders (EU and Canada/US government officials and member state representatives directly or indirectly related to the Programme) have been asked to answer this question (see table 5.17).

We conclude that the most important reasons why the Programme objectives so far are not fully achieved relate to the fact that good practices should be more disseminated, in order to give projects the possibility to learn more from each other. This might enhance the effectiveness as well as the efficiency (reason 1). Also additional financial resources and more time are needed in order to establish sustainable impacts (reason 2).

Table 5.17 Main reasons why Programme objectives are not fully achieved, according to stakeholders (mean scores on a scale of 1= not applicable to 5= highly applicable)

<b>1. Good practices should be more disseminated</b>	<b>4.0</b>
<b>2. More financial resources are needed to establish sustainable impacts among the target groups</b>	<b>4.0</b>
<b>3. The programme needs more time to prove its impact</b>	<b>3.7</b>
4. Vocational education and training projects are too modest to have an impact	3.7
5. Outcomes and impacts are largely unknown	3.5
6. Differences between national education systems lead to operational problems in the projects	3.3
7. Programme objectives should be more specific	2.9
8. Programme management should be improved	2.8
9. Multicultural partnerships in education are difficult to establish	2.6
10. Project management should be improved	2.4
11. The possible impact of the programme on enhancing the mutual understanding between the peoples of EU and USA/Canada is overestimated	2.3
12. Project period (3 years) is too short to get things going	2.0
13. Maximum age of 30 years for exchange students leads to a unwanted reduction of the target group <sup>1)</sup>	1.9
<b>Total number of cases (appr.)</b>	<b>9</b>

1) The criterion of a maximum age only applies to the EU/Canada- projects.  
Source: Stakeholders questionnaire (ECORYS, 2005).

Other important reasons relate to external aspects, which cannot (easily) be influenced by the programme management:

- Outcomes and impacts of the Programme are largely unknown, meaning that it is difficult to assess if the objectives are achieved, leave alone the reasons *why* they are not achieved (reason 5).
- Differences between national education systems lead to operational problems in the projects (reason 6).

Furthermore we conclude that the vocational education and training projects are too modest to have a real impact (reason 4).

Notwithstanding the view of the stakeholders, the project partners (in the interviews) have addressed the need for a less bureaucratic programme management. The decision-making process on the awarding of project proposal and requests for no-cost extensions is too long. This also applies to waiting periods on questions regarding practical and administrative issues. Furthermore the decision making process is not synchronized to the planning process at the universities. Ultimately this might harm the commitment of project leaders and project partners ('missing the momentum').

Partly these problems are due to staff turnover in the programme management at the European Commission.

## 5.6 Conclusions and recommendations

In this final section we present the main conclusions as regards the effectiveness of the Programme. Also we will present some recommendation following from our conclusions.

### 5.6.1 Evaluation questions

The central evaluation question for this chapter was:

*To what extent have the objectives formulated in the programme been achieved until now, what successes and difficulties have occurred and how appropriate are the solutions chosen?*

Specific questions that need to be answered are the following:

*Is the Programme achieving its objectives as specified in Article 3 of the Agreement? In particular, to what extent is the Programme on track to:*

- *"promote closer understanding between the peoples of the European Community and [Canada/USA], including broader knowledge of their languages, cultures and institutions?"*
- *"improve the quality of human resource development in both the European Community and [Canada/USA], including the acquisition of skills required to meet the challenges of the global knowledge-based economy?"*
- *"improve the quality of transatlantic student mobility by promoting transparency, mutual recognition of qualification and periods of study and training, and where appropriate, portability of credits?"*

- *"encourage the exchange of expertise in e-learning and open and distance education and their effective use by project consortia to broaden Programme impact?"*

And

*To what extent has the implementation of consortia projects contributed to enhancing "transatlantic education" in terms of new courses, new materials, new distance education courses, new research spin-offs addressing issues of credit recognition; accreditation and quality control, provide students access to internationalised curricula and preparing preparing students to work in a global marketplace.*

## 5.6.2 Conclusions

The effects of the Programme are best described by dividing them into outputs (such as the number of participating students), outcomes (such as improvement in knowledge of foreign cultures) and impacts (such as enhanced mutual understanding between the peoples of the EU and Canada/USA).

### *Output*

The outputs of the programme are summarised as follows:

- The total number of exchanged students in the evaluation period between 1999 and 2002 is estimated at 2 922, roughly divided in 66% in EU/USA projects and 34% in EU/Canada projects. This means an average of 39 students per project.
- The number of other (non-exchange) students involved roughly doubles that of the participating students.
- In the evaluated projects the number of staff exchange is estimated at approximately 900, half of them being teachers and professors.
- Since only a minority of the students participated in language training the language skills of a majority of the students are considered to be proficient for participating in the projects.
- In general the students are satisfied about their preparation, in particular about practical matters on their exchange and preparatory information on the content of courses. They are less satisfied with the prior information received on credit recognition.

From the output assessed we conclude that the Cooperation Programme succeeds in establishing transatlantic partnerships in higher education according to the objectives stated. This means that almost all projects succeed in establishing student exchanges based on shared or mutually developed curricula. Furthermore, the evidence suggests that most projects succeed in organising the planned number of student exchanges, although frequently more time is needed than planned. The preparation activities appear not to be satisfactory in all respects.

### *Outcome*

The main outcomes of the Programme are summarised as follows:

- According to project partners: improving knowledge of foreign cultures among exchange students and better mutual understanding between students of different cultures
- According to the students the main outcomes relate to enhanced quality of education, personal development and enhanced cultural understanding of people abroad.
- According to the stakeholders by far the most important objective of the Programme, which is achieved, is the development of transatlantic partnerships between educational institutions.

From this we concluded that the outcomes of the Cooperation Programme are consistent with the objectives of the programme, especially as regards enhancing closer understanding between the participating peoples and improving the quality of human resource development.

Improving the quality of transatlantic mobility by promoting transparency, mutual recognition of qualification and periods of study abroad, and encouragement of the exchange of expertise in e-learning and distance learning, are also generally supported, but seem to be of secondary importance.

From a student perspective the outcomes of the Programme mainly relate to enhanced quality of education, furthering personal development and enhanced cultural understanding of people abroad.

### *Impacts*

The main impacts of the Programme as anticipated by students, project partners and programme management are summarised as follows:

- Better mutual understanding between students of different cultures;
- Enhancement of students' knowledge and skills to work in an international context;
- Development of durable transatlantic partnerships.

From this we conclude that the impacts highly relate to the general objectives of the Programme:

- enhancing the quality of human resource development in a knowledge-based economy,
- promotion of closer understanding.

It should however be born in mind that the number of participants in the Programme is very small in relation to the total numbers of students in higher education and vocational education and training, so by nature limiting it's sphere of influence.

### *To what extent have implementation projects fulfilled their specific objectives?*

Almost all projects fulfil their objectives of curriculum development and student exchange, although it often appears to be difficult to keep up to the original planning of activities. Frequently, more time is needed to fulfil the specific project objectives. The objective of curriculum development, however, is difficult to assess since the content of

this objective differs per project and uniform indicators for the assessment of curriculum development are not available.

*What was the added value of the financial support granted to the beneficiaries of the Programme compared to the possibility of obtaining equivalent support from other sources?*

Since there are no other funding programmes aiming at (transatlantic) institutional cooperation the financial support of the Programme has a clear added value. Although to a certain degree the projects elaborate on existing contacts, the financial support has given an enormous impulse to the creation and intensification of transatlantic contacts.

*Would the participant institutions have been able to strengthen transatlantic cooperation and student mobility if they had not received funding under the programme?*

Referring to the former question it is clear that the ability to strengthen transatlantic cooperation and student mobility has been substantially enhanced by the Programme. To achieve the same results as now have been achieved under the Programme would certainly have taken much longer, if the institutional cooperation would have been created at all.

*The fields of study that can be covered by the projects supported by the Programme are not specified in advance: the process is a bottom-up one. Would the parties be likely to benefit from a more top-down, targeted approach, involving the identification of objectives that are relevant to the common challenges they face at a more strategic level? If yes, what could be a sensible methodology for implementing such an approach?*

In general, the Programme offers a lot of freedom to the project consortia to set their own project objectives under the umbrella of the Programme objectives. This freedom accommodates the large variety in institutional and disciplinary settings that the consortia work in. Since the programme objectives are highly recognised and approved by the project partners there appears to be no clear reason for a more targeted approach.

*Looking at the experience of the past few years, are there disciplines that appear to be more suitable for international (transatlantic) credit recognition and accreditation?*

As has already been illustrated, the possibilities of curriculum development are dependent on the juridical and administrative organisation of qualification structures. This does not only apply to projects in vocational education and training, but also to projects in higher professional education and universities as regards disciplines that are legally regulated (e.g. medicine, nursing, veterinary). Institutional and legal constraints can seriously affect the effectiveness of the projects. In formulating the project objectives (in the application form) it should be clear if any institutional barriers are to be expected and how this might influence the project.

### 5.6.3 Recommendations

The main points of attention as regards the effects refer to the project duration and the need for good practices, including the preparation phase.

### *Project duration*

In general the project duration of three years is experienced as too short. Preparation as well as the implementation of student exchanges and curriculum development often takes more time than anticipated. To some extent this problem is handled by sustaining a 'no-cost' extension of the projects. Since this is not officially arranged, this appears to be a time consuming process with a lot of uncertainty for the project partners.

From a policy point of view the question is how these extensions can be avoided and with this enhance the management and accountability of the programme. The evidence suggests that many projects would benefit from a well-defined preparatory phase in which they can build their network and arrange all kinds of practical things. Therefore we recommend to extend the possibilities for one-year preparatory projects, preferably being an integrated part of the consortia projects. Only when projects are confident about their existing networks three-year projects should be sustained.

### *Good practices*

The evaluation shows that not all objectives of the Programme are fully achieved. Although the main outcomes of the Programme are consistent with the objectives of the Programme, other outcomes indicate that certain objectives are of secondary importance. Moreover, the evidence shows that, notwithstanding the large variety of projects, many projects have similar problems in organising their activities. The guidelines provide some information on practical issues as for instance the recognition or transfer of credits and the importance of institutional commitment when proposing a project. In general however, we think it necessary that more information on good practices should be available for the applicants and project partners for instance via the Internet. This could enhance the efficiency and effectiveness of projects. The good practices could provide information on subjects like the organization of language training and cultural preparation or the planning of projects. Special attention should be paid to successful dissemination and follow-up activities. The annual conference in this respect offers too little possibilities for the exchange of experiences. For obvious reasons plenary meetings and project meetings prevail.

### *Programme management*

The programme management by the European Commission is experienced as bureaucratic. The decision-making process on the awarding of project proposal and requests for no-cost extensions is too long. Furthermore the decision making process is not synchronized to the planning process at the universities, frequently leading to planning problems as regards the involvement of staff and students. Ultimately this might harm the commitment of project partners ('missing the momentum'). Some of these problems are due to staff turnover in the programme management at the European Commission. However, also more structural elements can be pointed at. Therefore we recommend to reconsider the timing of calls for proposals and the subsequent decision making process of project applications. Furthermore we recommend to reconsider the staffing of the programme management in order to make it less liable to staff turnover. We think that a team of managers could enhance the effectiveness of the communication problem the project partners, perhaps even appointing account managers for a specified number of projects. Reorganization of the programme management would be needed for this.

# 6 Efficiency

## 6.1 Introduction

In this chapter the following evaluation questions are addressed:

- How economically have the various inputs of the Programme been converted into outputs and results?
- How appropriate has the frequency and timing of calls for proposals been?
- How efficient has the proposal selection process been?
- How efficiently have projects been implemented, monitored, and evaluated by beneficiary institutions?
- To what extent are the budget of the Programme and the resources deployed for its implementation commensurate with its intended outputs and results?

These questions are answered by means of the insights gained from studying relevant Programme and project documentation, from the various interviews with project leaders, and from the questionnaires among project leaders, participating students, and other stakeholders.

First (in section 6.2) the efficiency of input conversion is set out, after that (in section 6.3) the efficiency of the proposal selection, then (in section 6.4) the efficiency of project implementation, monitoring, and evaluation, and finally (in section 6.5) some conclusions are drawn.

## 6.2 Efficiency of input conversion

- *How economically have the various inputs of the Programme been converted into outputs and results?*

The output in terms of number of students who participate or have participated in an exchange project is presented in table 6.1 below. In annex 12, an elaborate table is shown, which gives the number of student exchanges for each project; in total as well as specified by origin and destination.

Table 6.1 Output per project in terms of student exchanges (based on 41 final reports)

	average # student exchanges
EU/US	41
EU/CAN	58
<b>Overall average</b>	<b>46</b>

Source: ECORYS, 2004.

There is a relatively large variety in number of student exchanges among the various projects. Some projects result in more than 100 student exchanges while others result in 10 to 20 exchanges. **Based on the information available, the average number of student exchanges per finished project is around 46<sup>11</sup>.**

The number of student exchanges differs significantly between EU/US projects and EU/CAN projects. The average number of student exchanges in finished<sup>12</sup> EU/US projects is around 41, while the average number of student exchanges in finished<sup>13</sup> EU/CAN projects is around 58.

The variety in number of student exchanges over the various projects does not correspond with the variety in attributed budgets to these projects.

We have related the number of exchanged students per project to the budget available for that project (distinguished by both EC provided budget and additional (other) budget). On average € 5.200 of EC budget were spend for each student exchange<sup>14</sup>; € 5.600 per student exchange in EU/US projects and € 4.200 in EU/CAN projects. We should note however that the projects differ on a number of subjects and characteristics, among which the length of the student exchanges. These characteristics may influence the required budget per exchange.<sup>15</sup>

Other factors (possibly the availability of a good working network before starting the project, the experience of staff with transatlantic cooperation and exchange) seem to influence the number of student exchanges that could be realized by the project rather than the budget financial resources.

So, it could be stated that all other things being equal the attributed budgets in some projects are converted in more outputs in number of student exchanges than in others.

However we should remark that project not only differ in number of student exchanges but also in dissemination and other complementary activities. Higher education institutions vary in focus; some focus on student (and staff) exchanges, others on research

<sup>11</sup> This number depends on the projects included. If projects for which no final report is available at this moment are excluded, the average number of student exchanges is 46.

<sup>12</sup> The calculation of this number is based on the projects for which a final report is available.

<sup>13</sup> The calculation of this number is based on the projects for which a final report is available.

<sup>14</sup> These numbers refer to finished consortia project for which both an interim and a final report is available.

<sup>15</sup> For an integral analysis also data on American and Canadian budgets is needed. This information was not available. So, the insights provided here are based on EC-budget data.

cooperation or long-distance education. However, as student exchanges are considered the main instrument to reach the goals of the Programme (cf. the design/the intention of the Programme), we have compared these numbers and linked these to the budgets available.

An important reason for the differences in number of realized student exchanges between projects (besides differences in exchange length and focus) is that the project duration of three years is experienced as short or too short by a significant number of project partners.

Preparation as well as implementation of student exchanges and curriculum development often takes more time than anticipated, i.e. that the three-year consortia projects need more time to fully implement the project plan. To some extent this problem is handled by sustaining a “no-cost” extension of the projects. Since this is not officially arranged, this appears to be a time consuming process with a lot of uncertainty for the project partners.

From a policy point of view the question is how these extensions can be avoided and with this enhance the management and accountability of the programme. Besides emphasizing more discipline among the project partners, there are two solutions to this, a generic and a more targeted one.

A *generic solution* might be to simply extend the official duration of the three-year consortia projects to four years. However, if this would mean that all projects would be given more time, including the good performing projects, this could lead to a reduction of the efficiency of the successful projects when they the results will be the same as in a three-year project. A more *specific solution* would focus on the projects in need of more time. The evidence suggests that these projects would benefit from a well-defined preparatory phase in which they can build their network and arrange all kinds of practical things. So the preparatory one-year preparatory projects, which now play a small role in the programme, might become a more integrated part of it. Moreover, at the moment there seems to be a disincentive to apply for a one-year preparatory project grant because winning such a project does not guarantee a three-year project.

If time is the main obstacle for implementing the project according to plan, the proposed extension of the project duration could be introduced without additional funding. From this it could also be argued that the projects themselves decide beforehand to apply for a three-year or four-year project, however under the condition of equal funding. This last option would have the attractiveness of a ‘tailor-made’ solution.

### 6.3 Efficiency of proposal selection

- *How appropriate has the frequency and timing of calls for proposals been?*
- *How efficient has the proposal selection process been?*

To gain insights in the appropriateness of the frequency and timing of the calls for proposals the evaluation team has asked the project leaders on their opinion on the process of the call for proposals and selection of projects, and the ‘strictness’ of the objectives set in the call for proposals.

#### *Project selection procedure*

For EU applicants, the European Commission (DG EAC) determines the suitability of proposals against the following selection criteria:

1. The applicant has the financial capacity to carry out the proposed project (stable and sufficient sources of funding to maintain his activity throughout the period during which the action is being carried out); The applicant's financial capacity can be demonstrated with a declaration from potential beneficiaries on their honour, profit and loss accounts, balance sheet, banks statements. The verification of financial capacity shall not apply to natural persons in receipt of scholarships nor to public bodies.
2. The applicant has the technical capacity to carry out the proposed project (professional competencies and qualifications necessary to carry out the project);
3. None of the following situations apply:
  - the proposal is submitted after the closing date of the call for proposals;
  - the application form does not have the signature of the applicant;
  - the activity proposed is not covered in the programme;
  - the proposal exceeds the maximum duration allowed;
  - the applicant or one or more partners are ineligible;
  - the consortium does not meet the minimum partnership requirements;
  - the proposal does not contain the documents listed in section 10 above;
  - the applicant requests a financial contribution above the maximum as indicated in the guidelines;
  - the applicant requests funding for more than 75% of the total eligible project costs.

For all EU and US/CAN applicants DG EAC, FIPSE and HRDC select eligible projects for funding on a bilateral basis assisted by panels of independent experts. The proposals are judged primarily on the basis of the following three award criteria, which are weighted equally:

1. The significance of the proposed project, as determined by:
  - The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies;
  - The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used in a variety of other settings; and
  - The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.
2. The quality of the design of the proposed project, as determined by:
  - The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable; and
  - The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

3. The adequacy of resources, as determined by:
  - The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project;
  - The potential for continued support of the project after DG EAC/FIPSE funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support; and
  - The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

*Appropriateness of frequency and timing of call for proposals and efficiency of project selection*

A majority of project partners who have been consulted on this issue is quite positive on/satisfied with the frequency of the calls for proposals as well as the project selection process. The timing of the proposal selection procedure is a point of attention.

In general they indicate that the application procedure went quite fast and smooth, and that no major problems arose. When a weak point is addressed, the indistinctness of the different selection criteria and their separate weights is mentioned, and the timing of communication on awarding of grants. Most of the institutions are informed on grant awarding after the start of educational and academic years.

Most of the interviewed project partners are less positive on the process (management of the European Commission) during *the implementation and finishing stages of their projects*.

By a majority of the interviewed project partners it is indicated that:

- The programme management is experienced as bureaucratic in general. This appears to be more applicable to the European side than to the US and Canadian side, although the monitoring system of the Canadians is experienced as a heavy administrative burden.
- The (administrative) requests on the mid-term and final reports is not in relation with the size of the projects.
- The procedures are experienced as complex.
- The waiting periods on questions regarding all kind of practical and administrative issues is experienced as long. Institutions indicate a lack of continuity in staff of the European Commission which they experience as a factor of inefficiency, and as a plausible explanation of their negative perception of the feedback provided by the European Commission.
- The decision making process is not synchronized to the planning process at the universities meaning that project grants are sustained while the academic year is already well on it's way. Ultimately this might harm the commitment of project leaders and project partners ('missing the momentum').

#### Quotes project partners on the programme and process management

1. 'We really have to put a lot of effort in this project to make it function properly. There is enough intention from all project partners, but coordinating the activities is more difficult and takes more time than we expected beforehand. You have problems with different time zones as well as holidays, like Spring Break in the US. I never knew this was such a big thing.'
2. 'We really have to put a lot of effort in this project to make it function properly. There is enough intention from all project partners, but coordinating the activities is more difficult and takes more time than we expected beforehand. You have problems with different time zones as well as holidays, like Spring Break in the US. I never knew this was such a big thing.'
3. 'The administrative burden of this project is very large, you have to keep up with visas, student payments, internships, reporting (especially EC). This burden is heavier than expected, some people even say they would not start again if they had known it.'
4. 'The EC is known for its bureaucracy: I have to say in the beginning we hesitated to go for this. But, dealing with many project partners is also taking a lot of procedural effort from you. The EC is focusing on detailed issues, but it also works very well to evaluate your project in that way. I have to say that it pays out. I think the mixture of backgrounds of the project partners is also an issue.'
5. 'There are always complaints about the bureaucracy. Of course it should be less, but sometimes it also helps you to get things clear. So, I would say the bureaucracy is not that big.'
6. 'Participation is much better than satisfactory. Adding more students or partners would be unworkable due to both complexity and to the challenge of integrating exchange students into US courses'.

Partly the problems mentioned above are due to staff turnover in the programme management in recent years at the European Commission. Although this is unavoidable to a certain degree, we recommend the European Commission to organize additional resources to manage the Programme. An executive agency for the Programme could facilitate this.

Furthermore we recommend adapting the time schedule of the Programme to the academic and educational year. The institutions should be informed on the decision on their proposal at least 6 months before the start of the academic and educational years to improve the efficiency of the projects. This means that the project selection procedure should start 6 months earlier as well.

## 6.4 Efficiency of project implementation, monitoring, and evaluation

- *To what extent are the budget of the Programme and the resources deployed for its implementation commensurate with its intended outputs and results?*
- *How efficiently have projects been implemented, monitored, and evaluated by beneficiary institutions?*

### *Adequateness of financial resources*

To gain insights in the extent to which the budget of the Programme and the resources deployed commensurate with its intended outputs and result, the evaluation team has

asked project partners, students and other stakeholders on their opinion on the adequateness of budget and resources.

The project partners are asked on their opinion on the sufficiency of the financial resources in the project partners' survey. The results are presented in table 6.2.

It is shown that a majority of 61 % of the project partners is of the opinion that the available financial resources are sufficient. 8 % indicates that the resources are ample sufficient, and 53 % that they are sufficient. Around 40 % considers the funding barely or not sufficient. As only a small part of the projects appear not to realise the desired and expected outputs, this percentage can be understood as an indication that the Programme is using efficiently the limited resources available.

The project partners of EU/Can projects seem to be more positive on the sufficiency of resources than the project partners of US/EU projects. However, table 5.3 shows that the satisfaction with the available financial resources is similar between project partners of EU/CAN and of EU/US projects. Both score a 3.2 on their satisfaction with available financial resources (1 refers to not satisfied at all, 5 to very satisfied).

**Quotes of project partners on sufficiency of resources**

'The budget is limited and especially for Canada is minimum of what it should be.'

When an unbalance between 'aimed' objectives and 'realised' outputs and outcomes is observed, the interviewed stakeholders mention an inadequateness of financial resources as one of the most important reasons for such an unbalance. As shown in the previous chapter, on average the participating stakeholders value this reason with 3.9 on a scale from 1 to 5, where 1 stands for 'not important' and 5 for 'a very important reason for unbalance between objectives and realisation'.

On the student level, the availability of the grants is considered as (just) adequate by a small majority of the participating students (see table 6.2).

A small difference can be observed between students who participate in EU-CAN and in EU-US projects. The percentage of students who consider the grant as (just) adequate is slightly higher for students in EU-US project than for students in EU-CAN projects.

Table 6.2 Sufficiency of available financial resources (among project partners)

	EU/Canada	EU/USA	Total
Ample sufficient	5%	9%	8%
Sufficient	62%	48%	53%
Barely sufficient	28%	38%	34%
Insufficient	5%	5%	5%
<b>N</b>	<b>39</b>	<b>64</b>	<b>103</b>

Resource: Project partners questionnaire ECORYS, 2004.

Table 6.3 Satisfaction with availability of resources (among project partners)

	EU/Canada	USA/EU	Total
Availability of staff at my own institution	3.6	3.5	3.5
Availability of staff at partner institution	3.8	3.6	3.7
Availability of financial resources	3.2	3.2	3.2
Availability of educational facilities	3.8	3.8	3.8
Availability of support services	3.5	3.5	3.5
Availability of motivated students	4.0	4.0	4.0
Availability of partner institutions	4.1	4.0	4.1
Availability of private companies	2.1	2.5	2.4
Availability of project management information	3.3	3.5	3.4
<b>N</b>	<b>39</b>	<b>65</b>	<b>104</b>

Resource: Project partners questionnaire, ECORYS, 2004.

Table 6.4 Adequateness of grants (participating students)

	EU/Canada	EU/US	Total
Yes	11%	9%	10%
It just covered my additional expenses	43%	49%	48%
It is not enough to cover my additional expenses	36%	36%	34%
Others	9%	6%	8%
<b>N</b>	<b>53</b>	<b>47</b>	<b>111</b>

Resource: Students questionnaire, ECORYS, 2004.

Although the satisfaction of project partners with the availability of financial resources on average can be considered as ‘moderate’ (3.2 score), the satisfaction on this specific resource is one of the lowest (see table 6.3). Besides the availability of private companies, the satisfaction of the availability of all other resources scores higher than the availability of financial resources. In general the project partners are most satisfied with the availability of motivated students and partner institutions and least satisfied with the availability of private companies.

These answers can be considered as valuable indicators when thinking of possible efficiency (and effectiveness) gains.

Project partners indicate that they are on average less satisfied with the financial resources and the participation of private companies available. This relatively low satisfaction may indicate that more financial resources and more private companies may improve the results and efficiency of the projects achieved.

#### *Efficiency of project implementation, monitoring, and evaluation*

To gain insights in the efficiency of project implementation, monitoring, and evaluation the evaluation team has synthesized various separate insights on process management of the different projects, which were mentioned by project partners in the interviews.

It has appeared that consortia projects differ on:

1. The time spend on preparation before starting student (and staff) exchange; Some projects start immediately with students (and staff) exchanges, while other projects expend the first year(s) on preparation, and getting to know the different partners. These latter projects do not realize exchanges during the first year.
2. The way project evaluation is organized; Some projects hire external evaluators to evaluate the project, some appoint an evaluator internally, and some do not/have not evaluate the project at all/yet.
3. The way monitoring is organized and carried out; As project are monitored (which is not the case for all project), this is mostly done as a preparation for writing the interim and final report for the EC. So, the reason to monitor is externally driven in general. A conspicuous characteristic of this monitoring in this time is that it is carried out in writing.

These observations indicate that efficiency losses in project implementation are suffered in the beginning of a number of the consortia projects.

Not all the projects in the Cooperation Programme appear to be able to start with exchanges right from the beginning as (some of) the necessary conditions to realize these exchanges are not fulfilled (completely). Efficiency gains could be achieved when consortia projects would start after fulfilling some necessary conditions (a.o. a good working network, agreement on credit recognition and courses). In this context we have suggested both generic and specific solution in the previous section.

Another option to gain efficiency gains is the comparison of projects on a regular basis and a (more) structured way so that projects gain more insights in the best practices; what can and should they do and what not. Many of the problems that are experienced appear to be more or less similar. The guidelines provide some information on practical issues as for instance the recognition or transfer of credits and the importance of institutional commitment when proposing a project.

In general however, we think it is necessary that more information on good practices should be available for the applicants and project partners. This could enhance the efficiency of projects.

The good practices could provide information on subjects like the organization of language training and cultural preparation or the planning of projects. Special attention should be paid to successful dissemination and follow-up activities. The annual conference in this respect offers too little possibilities for the exchange of experiences. For obvious reasons plenary meetings and project meetings prevail. The exchange of information and experiences between participants in *different* projects should be promoted. The American and especially the Canadian programme management have a more strict (digital) monitoring system.

Efficiency losses in project monitoring are suffered by the way this monitoring is carried out.

The written forms appear not be used systematically to compare projects by project participants and to gain valuable insights from such a comparison. No uniform digital system of monitoring appears to be operational.<sup>16</sup> Whenever such a system would be applied it would be much more easier to compare projects on a regular basis (and not just after finalizing the interim and final report) for the EC and the participating institutions and to gain valuable insights from this comparison for further project implementation.

Therefore we recommend using a more software-based version of the monitoring system, preferably via the Internet, similar to the monitoring systems in the US or Canada. This could substantially enhance the monitoring function of the EU programme management.

As regards the exchange of students it is advisable to also monitor some background characteristics of the students (age, graduate/undergraduate, nationality). In that way the programme management may gain insights in the characteristics of the participants and may relate these to the target group criteria. Now it appears that in some cases students are exchanged which might no be considered as the target group.

With respect to project evaluation, efficiency losses are suffered when projects are not (completely) evaluated.

By means of evaluation project partners may gain insights in their strong and weak points, which may improve their abilities in the future. Efficiency gains can be realized when evaluation would take place on a regular basis for all projects. On the basis of the interviews it has not become clear whether internal or external organized evaluation may gain the most valuable insights.

## 6.5 Conclusions and recommendations

This chapter has dealt with the following evaluation questions:

- *How economically have the various inputs of the Programme been converted into outputs and results?*
- *How appropriate has the frequency and timing of calls for proposals been?*
- *How efficient has the proposal selection process been?*
- *How efficiently have projects been implemented, monitored, and evaluated by beneficiary institutions?*

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<sup>16</sup> A new monitoring system and database has been introduced in 2004 for old and new projects alike. The European Commission expects this system will make it easier to compare projects on a regular basis for the EC and the participating institutions and to gain valuable insights from this comparison for further project implementation. However in this evaluation the insights from this monitoring system could not be taken into account since the period the system has been operational was too short.

- *To what extent are the budget of the Programme and the resources deployed for its implementation commensurate with its intended outputs and results?*

The evaluation shows that projects vary tremendously on the efficiency of input conversion; they vary significantly on the number of student exchanges. Some projects result in more than 100 student exchanges while others result in 10 to 20 exchanges. The variety in number of student exchanges over the various projects does not correspond with the variety in attributed budgets to these projects however.<sup>17</sup> On average around € 5.200 are spend for each student exchange; € 5.600 per student exchange in EU/US projects and € 4.200 in EU/CAN projects.

The fact that some 40% of projects consider the funding barely sufficient could be considered as an indication that the programme is using efficiently the limited resources available as most of the projects realise (part of) the expected outputs.

Furthermore the evaluation indicates that the frequency of the calls for proposals is quite appropriate. A point of attention refers to the timing of the proposal selection procedure and the timing of deciding and communication on grant awarding. Now, most of the educational institutions are informed on the awarding of grants after the beginning of the academic or educational year. Efficiency losses are suffered in that way. To solve the problems related to this, we recommend to adapt the time schedule of the Programme procedures to the academic/educational years. Also, the institutions should be informed on the decision on their proposal significantly earlier, at least a number of months before the start of the academic and educational years to improve the efficiency of the projects. This means that the project selection procedure should start earlier as well. We think of a period of 6 months earlier.

The evaluation finally shows that with respect to project implementation, monitoring, and evaluation, efficiency gains could be realized when things are reorganized to some extent; now some efficiency losses are suffered on these three aspects. Efficiency gains could be achieved when:

- Consortia projects would start after fulfilling some necessary conditions (a.o. a good working network, agreement on credit recognition and courses).
- Additional resources would be organized for programme management.
- A uniform digital system of monitoring (with web-based tools) would be operational.
- And projects would be evaluated on a regular basis.

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<sup>17</sup> One of the explanations for these differences are formed by the differences in focus and length of student exchange between the various projects.



# 7 Utility and sustainability

## 7.1 Introduction

In this section, we discuss the sustainability and utility of the Cooperation Programme.

Sustainability refers to the ability of projects to create effects that last in the middle or long term. Effects are sustainable if they last after the funding granted by the Programme has ceased. They are not sustainable if an activity is unable to generate its own resources, or if it is accompanied by negative effects, particularly on the environment, and if that lead to blockages or rejection.

We distinguish two types of sustainability:

- Sustainability of the outcome (benefits to individuals and institutes).
- Sustainability of the activities carried out under the project.

We consider the sustainability of the outcome as the benefits that have been experienced by individuals and institutes after participating in the programme. This will be discussed in section 7.2. The sustainability of the activities concerns the activities that are being continued after the grant has finished. This will be described in section 7.3

Utility refers to the fact that the impacts obtained by a programme correspond to *society's* needs and to the broader socio-economic problems to be solved. In this section, we look at the utility of the programmes in relation to other (possible) measures.

## 7.2 Benefits of the programmes to institutions involved

### 7.2.1 Introduction

In chapter 5, the main outputs, outcomes and impacts of the Programmes have been discussed. In this section we discuss to what extent the Programmes have been beneficial to the institutions and individuals involved. Following the Terms of Reference, the research question is the following:

To what extent has the Programme been of benefit to the institutions (both public and private) and individuals (students and teachers) involved?

## 7.2.2 Benefits to students

All project partners point out the benefit to the students first. For students, it has been a great opportunity staying abroad and the Programme offers ‘life-changing’ opportunities. As has been mentioned in chapter 5, impact on students concerns many aspects of their lives. Many project partners point out the benefits to less-privileged students. These students would otherwise not be able to go abroad while this programme offers excellent opportunities to experience other cultures.

### Quotes from students who have spent time abroad

‘A great experience. I had a chance to see how Sweden is teaching citizenship education and develop connections here in Canadian schools’

‘It is an incredible programme. In an area where international and inter-disciplinary collaboration is key, this programme provides a setting in which such collaborations and networks can be formed. Learning about and seeing the approaches and procedures’

‘It’s easy to learn a lot in a few time with this student programme’

‘Really interesting project. Exchange experiences with other students and teachers really appreciated. Lot to learn from others!’

The students rate the programme on average with a 4.2 on a scale of 1 (lowest) to 5 (highest). This can be interpreted as “good”. The table below shows the averages for both Programmes, as well as the general average.

Table 7.1 General opinion of students on the Programme on a scale of 1 (poor) to 5 (good)

	EU/Canada	EU/USA	Total
<b>Score</b>	4.2	4.2	4.2
<b>Total number of cases</b>	53	48	112

Source: Student questionnaire (ECORYS, 2004).

Hardly any students rate the Programme as poor. In total, 85% of the students rate the Programme as good. Only 3% indicates rates the Programme as poor.

We conclude that the participation of students has offered many possibilities for both their professional and personal development. Students themselves are very satisfied with their participation; 85 % of the students rates the Programme as good

## 7.2.3 Benefits to institutions

At an institutional level, the benefits are substantial. The main benefits for universities relate to the following points:

- Relationships with other universities.
- Opportunities to get to know other methods of teaching and education systems.
- Opportunities to enhance and broaden knowledge within discipline.
- Opportunity to balance own views and look critical at their own organization.

The benefits to institutions strongly depend on the activities of the teachers involved. Teachers are supposed to use and share their knowledge with their colleagues. In the

majority of cases, teachers indicate that they give lectures, share experiences and encourage other colleagues to work internationally. In addition, some institutions mention that their status has grown because they are engaged in international cooperation.

#### Quotes from project partners on benefits to institutes

'It is thought that this project has an enormous positive impact on the whole university'

'A sort of multiplier effect exists, more and more faculty members and other departments are getting involved and want to know more about it, there is much collaboration. This multiplier effect concerns both research and teaching.'

'As a result of the exchange project, there is much more interest for the international topics nowadays.

The international items have spread. More courses are taught or will be taught in English'

Still, some institutions also experience drawbacks, especially if the benefits were unequally distributed among the project partners. This was the case for instance in some projects where there was a lag in knowledge or experience in one institute. The benefits for the other institutes were therefore less as they could not profit from knowledge of the other institute(s). Some partners noted that only the other institution got great benefits out of the cooperation.

We conclude that benefits to institutions have been substantial in the field of internationalization and deepening of own discipline, but benefits depend strongly on the activities of staff involved and learning possibilities from other universities

## 7.3 Sustainability of the effects

### 7.3.1 Introduction

The main research question referring to sustainability is defined in the Terms of Reference as follows:

*To what extent could the positive changes or trends induced by the Programme be expected to last if it were terminated?*

We answer this question by looking at the following aspects of sustainability:

- Durability of benefits for individuals
- Expected sustainability: Plans for continuance of activities by institutions
- Realized sustainability: Frequency of contacts of finished projects
- Activities after the grant has finished
- Factors determining sustainability

### 7.3.2 Durability of benefits for individuals

The benefits that individuals experience as a result of the Programme, as discussed in the previous section, are expected to last a long time. Many project partners indicate that the programme offers life changing opportunities to individuals, especially students. Participation affects career choices, personal changes and networks of people.

One concrete example of sustainability is the contact students have after participating in an exchange project (see table 7.2). Many students indicate that they are still in touch with students from the host institution. In general they have less contact with other people in the country, and with the host institution itself.

#### Quote from project partners on contacts between students

“We have an alumni-site, alumni conferences once in four years and the international newsletter. We try to keep the network between students alive. This works out quite well”

Table 7.2 Sustainability of contacts of students that have spent time abroad, mean scores on a scale of 1 (not applicable) to 5 (highly applicable)

	EU/Canada	EU/USA	Total
I am still in touch with students from the host institution	3.0	3.7	3.3
I am still in touch with the host institution	2.3	2.8	2.5
I am still in touch with local people in the country I visited	2.8	2.9	2.8
<b>Number of cases</b>	<b>51</b>	<b>47</b>	<b>98</b>

Source: Student questionnaire (ECORYS, 2004).

### 7.3.3 Expected sustainability: Plans for continuance of activities by institutions

The consortia projects are being financed for a period of three years. After these three years, existing consortia projects are not eligible for new funding. The sustainability of the Programme is therefore dependent on the efforts of the consortia partners to sustain the activities.

The project partners have been asked on their plans for continuance of project activities. The answers are promising (see table 7.3).

A vast majority of the project partners aims at continuing the project activities beyond the funding period. A third of the partners indicate they will continue the project as it is now. Another third of the partners aims at expanding activities, which usually includes research activities or other exchanges. Approximately ten % of the project partners indicates that they have no plans for continuation.

Partners involved in EU/Canada projects are planning slightly less follow-up activities than partners involved in EU/US projects.

Table 7.3 Plans of project partners (current projects) on continuance of project activities beyond the funding period

	EU/Canada	EU/USA	Total
Unchanged (continuation of project as it is now; partn+activ.)	24%	39%	33%
More (partners/activities)	32%	33%	32%
Less (partners/activities)	29%	19%	23%
No continuation	16%	9%	12%
<b>Total number of cases</b>	<b>38</b>	<b>64</b>	<b>102</b>

Source: project partners questionnaire, (ECORYS, 2004).

From the interviews, we have seen that sustainability is not a very important issue during the project itself. As the project activities are time-consuming, sustainability is not really a topic that receives a lot of attention. Only towards the end of the project sustainability becomes a more serious topic, which is logical.

In general, the planned activities for continuance correspond with the expectations of the stakeholders. They all believe that some follow-up activities will be carried out, some expanded some restricted and usually with a limited number of partners. In this respect, the expectations of the stakeholders are quite realistic.

In most cases continuance of activities will take place with a selected group of project partners and not the whole consortium. As has become clear in the evaluation, already during the project some partners are more active than others. The partners that have contributed most to the project are most likely to continue activities.

We conclude that although sustainability is not really an issue during the project itself, most project partners are quite eager to pursue their activities under the project. Only few project partners plan to have no continuation at all.

#### 7.3.4 Realized sustainability: Frequency of contacts of finished projects

The projects dating from 1999 and 2000 in general have been finished at the time of the evaluation. In table 7.4, the frequency of contacts is shown for partners from projects that have finished (i.e. projects that have started in 1999 and 2000).

Only a small percentage of project partners of finished projects has no contact with their partners anymore (either educational institutes or other partners).

Almost 75 % of the project partners indicate they still have frequent or ongoing contacts with project partners in the EU. For contacts with US/Canada partners this is two thirds.

Partners from the EU indicate more often that they are still in touch with European institutes, while Canadian and US partners do not indicate that they have more contact with their home country partners. Differences are not substantial.

Table 7.4 Current contact between partner institutions that have participated in the Co-operation Programme of projects that have finished (i.e. started in 1999 and 2000)

Home country	contact	Contact with European educational institutions after project has finished	Contact with American/ Canadian educational institutes after project has finished
EU	No contact	5%	10%
	Occasional	19%	29%
	Frequent	33%	33%
	On-going	43%	29%
Can/US	No contact	5%	17%
	Occasional	47%	44%
	Frequent	16%	22%
	On-going	32%	17%
Total	No contact	7%	13%
	Occasional	22%	24%
	Frequent	27%	30%
	On-going	45%	33%

Source: project partners questionnaire, (ECORYS, 2004)

#### Quotes from project partners on continued cooperation

'It would be great to do international research projects in the future as well. But, it always depends on the persons and the abilities that these persons have. You need people that like to come up with initiatives, people who do not fear hard working, people that are pro-active and people with visions. To be honest, we have a lot of ideas, but there is no concrete follow up yet.'

### 7.3.5 Activities after the grant has finished

The scope of the activities after the grant has ended is usually different than during the project. Table 7.5 shows the contents of the follow-up contact with other projects partners for *finished* projects. The table indicates a fair amount of sustainability within finished projects. In all cases, student exchange is subject of the contact. Staff exchange, research, curriculum development and exchange of expertise are also often subject of the contact between old project partners.

Table 7.5 Contents of contact with other partners of finished projects, percentage of partners that has mentioned each topic

	1999	2000
Student exchange	100%	100%
Staff exchange	82%	85%
Curriculum development	55%	73%
Exchange of expertise	82%	65%
International projects	82%	77%
Research and consulting	73%	85%
<b>Number of cases</b>	<b>11</b>	<b>26</b>

Source: project partners questionnaire, (ECORYS, 2004).

We conclude that, although it is most cost-consuming, student exchange is the main subject of contact between project partners of finished projects. Still, other activities that are relatively less expensive, are also very common to be pursued.

Contact on these subjects does not always indicate actual results. From the interviews, we have seen that many project partners are still looking for ways how to realize their continued cooperation. In the interviews project partners have indicated how they deal with a number of activities that are most likely to be continued or have been continued (in finished projects). These include the following:

- Continuance of use of curriculum developed.
- Continuance of web-based course.
- Development of summer courses between universities.
- Joint research by professional staff.
- Exchange of students with use of other resources or funded by students themselves.
- Keeping each other informed on activities.
- Establishing or joining (existing) network.

In many projects, curriculum has been especially developed on behalf of the project. Most project partners have mentioned the use of this curriculum as an activity that will or has been sustained. The curriculum is already present and is often easily integrated in different courses. This includes both the curriculum that has been developed by the institution itself and the curriculum that has been developed by other partners in the project.

#### **Quotes from project partners on use of curriculum developed**

'The six modules that have been developed will be part of the courses in the regular program of humanities at all institutions in the next couple of years. Besides, teachers bring it in practice for the next couple of years'

In many projects, a web-based course has been set up in which students and teachers of different universities have been able to interact. The costs of maintaining this course is quite low which is an incentive for project partners to sustain the course. It brings students into touch with foreign students and staff without having to travel.

In the US, summer is a popular time to go abroad for students. In several cases, institutes are planning summer courses organized by the staff of the partner institutes. These courses are often commercially exploited. In summer, it is easy for staff to go on an exchange and facilities for housing etcetera are quite easy to arrange. These courses are not very long but provide an excellent opportunity for students to experience other cultures and spend time at other universities.

Many universities indicate that the project has been a good opportunity to get to know the fields of research of the project partners. They intend or have kept each other informed about their research activities or undertake joint research and corresponding articles.

#### Quotes from project partners on contacts between staff

'Contacts between staff will sustain when the EU-subsidy stops since the network already existed before the EU-subsidy was granted. However these contacts are expected to be less frequent and their character is expected to change.'

'The faculty involvement is not expected to end with this project. The collaborative relationship that has been established and some of these ideas will continue'

Exchange of students is often still a possibility after a project has finished. Table 7.5 already indicates that it is often discussed by partners. In practice however exchange is seriously hampered by a lack of (additional) funding. It is often expensive for students to go abroad without a grant. Some universities however are quite innovative in finding ways to arrange additional funding from different sources from national, regional or local governments, companies, grant schemes within the university etc. Of course, possibilities differ by subject and region.

#### Quotes from project partners on difficulties relating exchange of students

'Bilateral agreements have been signed, arrangements made for credit recognition but mobility funding remains a problem'.

'The project will sustain but there will be less student mobility. E-learning will continue, as will the relationships be continued to start new projects'.

'It is seen as the beginning of a longer duration of relationships, the exchange will be less but the Internet course will be build on.'

Several projects indicate that some of the project partners have set up or joined a network of institutes working together on higher education and student exchange, and continue there activities within that network. Often, these networks include more than the institutes involved at first.

We have found a wide range of activities that are being continued after the grant has finished. These include student mobility, research, curriculum development and setting up new projects.

Exchange of students is often seriously hampered because of additional funding. Some institutes seem to be better equipped to find additional funding from different sources than other institutes. The latter institutes can benefit from the experiences of institutes that have been successful in finding additional funding.

### 7.3.6 Factors determining sustainability

Sustainability can only take place under certain conditions. The project partners have ranked the three most important conditions which, according to them, are crucial for sustainability of the project beyond the EU funding period. table 7.6 shows the result of this ranking.

Mobility grants for students are by far out the most important factor determining sustainability of the projects, followed by commitment of staff, an increase in student exchanges and mobility grants for teachers. There are only minor differences between EU/Canada and EU/US projects.

Table 7.6 Ranking of factors considered most important by project partners determining sustainability of the project

	EU/Canada ranking	USA/EU ranking	Total ranking
Mobility grant for students	1	1	1
Commitment of staff to transatlantic projects	2	2	2
More student exchanges	3	4	3
Mobility grant for teachers	5	3	4
Close relationship with regular curriculum	4	5	5
Full recognition of credits for study completed abroad	6	6	6
More innovative attitude among teachers and staff	7	7	7
Transferability of the project to other subject areas in the institution	8	8	8
Involvement of more institution staff	9	9	9
Full documentation on the project organisation	10	10	10
More project public relations	11	11	11
<b>Number of cases</b>	<b>43</b>	<b>71</b>	<b>114</b>

Source: project partners questionnaire, (ECORYS, 2004).

We conclude that many project partners have plans for continuing activities, and indeed stay in touch after finishing the project. However, in many projects actual implementation of activities only takes place at a small scale due to financial restrictions (especially mobility funding for students) and organizational reasons (back-u within university, curriculum and recognition). Sustainability of the activities would benefit from additional funding.

Based on the findings from the questionnaire and the interviews, we have tried to determine which background factors may contribute to the sustainability of the activities. We have not found any evidence that discipline, number of partners or type of project is of importance for the sustainability of a project. We have found, both in te interviews and especially in the questionnaire, that project partners who did have contact *before* the project have more often continued activities after the grant has ended than partners who did not know each other before the project.

Another important factor contributing to sustainability is the existence of previous contacts. Project partners who know each other before the project starts are more likely to continue activities after the grant has ended

## 7.4 Utility of the programme in relation to other measures

Utility refers to the fact that the impacts obtained by a programme correspond to *society's* needs and to the broader socio-economic problems to be solved. In this section, we look at the utility of the programme in relation to other (possible) measures. Two research questions from the Terms of reference will be answered in this section.

### *Would another kind of action or policy instrument have been more useful?*

All project partners interviewed agree that the projects they have carried out would not have been established without the funding of the Cooperation Programme. In general, they are very positive on the Programme and the way it has been shaped. Two aspects of the Programme are particularly appreciated in relation to other types of action:

- The curriculum development. (not exclusively aiming at student exchange).
- The flexibility of the programme.

During the evaluation, we have not experienced any indication that another type of action would have been more useful. The combination of student exchange and curriculum development in a consortium with at least six partners is quite unique. A different type of action would probably have yielded other results which do not relate to the goals set by this programme.

We conclude that the Programme in its current form definitely fills a gap in transatlantic cooperation, both with regard to student exchange and curriculum development.

### *To what extent has the principle of subsidiarity been respected? In other words, what evidence is there that the Programme could not have been carried out as effectively by bilateral or multilateral arrangements between EU Member States on the one hand and states or provinces on the other?*

The question remains whether in theory, bilateral or multilateral arrangements between EU Member States on the one hand and states or provinces on the other hand would be more effective. In chapter 4, the relation of the Cooperation Programme to other Programmes has already been described. The evaluation has not resulted in indications that this would have been the case. In contrast, there are several arguments why the Programme is effectively managed in its current form:

- The ability to form a consortium with partners from different countries offers many possibilities. Bilateral agreements would not have resulted in consortia with this many partners.
- When multiple countries, states and provinces are involved in bilateral or multilateral agreements, each government would maintain its own administration and project partners would probably be burdened with more administration, something which they already oppose. In this respect, the current Programme offers economies of scale.

The main argument that would plea for the argument of subsidiarity, is that each country, state and province has its own policy regarding education and international cooperation. This is especially valid for the EU and Canada, and to a lesser extent to the US. Administration of the programme at a lower level might therefore be more adapted to local conditions and goals might be met more easily as a result of this. However, in view of the Bologna process (comparable system of academic grades, common ECTS etc.) and further

harmonization of education in the EU, this argument will probably not stand for a very long time.

We have found no convincing indications that the Programme could have been better carried out by another type of agreement

## 7.5 Conclusions and recommendations

### 7.5.1 Conclusions

In this chapter, four evaluation questions concerning utility and sustainability have been discussed. In the conclusion, we shortly summarise the answers to these questions.

*To what extent has the Programme been of benefit to the institutions (both public and private) and individuals (students and teachers) involved?*

The Programme has yielded substantial benefits, especially to individuals and to a lesser extent to institutions. Individuals, mainly students and professional staff, have gained good insight in other cultures and education systems, and the Programme has positively affected personal development. The benefits to institutions are mainly dependent on the activities of teachers. In order to increase the benefits to institutes, dissemination and sustainability of projects need to be guaranteed by the teachers involved.

*To what extent could the positive changes or trends induced by the Programme be expected to last if it were terminated?*

The plans of project partners of current projects and results from older projects indicate that the projects are quite sustainable, although not all activities are continued in the same way. Usually the focus shifts from students exchange to exchange of expertise and research and use of curricula and (web) courses developed. Some institutes are more creative than others in finding additional sources. The main factor hampering further exchange is the lack of additional funding for travel and housing. Project partners that knew each other before the project are more likely to sustain activities than project partners that did not know each other.

*Would another kind of action or policy instrument have been more useful?*

The Cooperation Programme definitely has an added value compared to other existing programmes, such as Erasmus, EU-centres or Tempus. No indications have been found that another kind of action or policy instrument would have been more useful.

*To what extent has the principle of subsidiarity been respected? In other words, what evidence is there that the Programme could not have been carried out as effectively by bilateral or multilateral arrangements between EU Member States on the one hand and states or provinces on the other?*

Bilateral agreements that exist are usually agreed between institutes and focus on one field or discipline. There are several arguments that plea for a EU coordinated Programme. This is the most effective way of dealing with a consortium of institutions in several countries. Furthermore, administration of such a Programme is best managed at EU-level instead of country level, economies of scale are likely to emerge. There are few arguments that have

been found in favour of bilateral or multilateral agreements at a lower level. The main argument is that bilateral agreements would probably better focus on the needs and policies in an individual country, state or province. In view of further mainstreaming of educational systems, this argument might be overrun in the future.

### 7.5.2 Recommendations

Based on our findings relating to utility and sustainability, we recommend the following actions:

#### *Additional grant for student mobility*

Many activities that are to be continued after the grant duration, are not very expensive or can be funded within university resources as they require mainly staff involvement. An important exception to this is student mobility. The evaluation has shown that student mobility grants are by far the most important factor for sustainability of projects.

We therefore recommend a follow-up grant solely for the purpose of student mobility which should enable successful projects to continue exchanging students. We recommend to draft a list of criteria on which projects should be judged. These criteria should encompass issues like organization, sustainability and output realized.

#### *Incorporate sustainability more into the project by requiring sustainability plan*

We have found that sustainability often is not one of the objectives that is set beforehand in a project. Sustainability should be incorporated more into the project itself, also including dissemination of activities.

A suitable way of doing this would be to require an sustainability plan to be included in the final report, which means an extension of the section which is required for the final report right now. In the sustainability plan it should be clearly indicated which activities are to be pursued, how they are to be pursued and with which means. The sustainability plan might be linked to the application of the recommended additional student mobility grant (see above).

#### *Disseminate good-practice examples on how to find additional funding*

The European Commission, FIPSE and HRDC are not the only providers of funding for these types of activities. Companies, communities, other public organs or universities themselves provide opportunities for grants that can be used to fund additional activities. We have seen that some institutes are very well capable of finding this funding while other are less capable of doing so.

Therefore we recommend to disseminate good practices on additional funding, sustainability and dissemination. This can be done in several ways:

- Presentation during the annual conference
- A handbook or database for good-practice examples available through the European Commission

*Take previous contacts into consideration but do not regard it as a major criterion for selection*

We have found from the questionnaire and the interviews that prior contacts of project partners contribute to the sustainability of the projects after the grant has ended. We recommend to take this element into consideration in the selection process but still to be careful with it. When only projects are selected in which projects have previous contacts, this inhibits the accessibility of the Programme and it may be a disincentive for innovative projects to apply. Other criteria which include the contents of the project and the design should therefore be considered as most important for the selection of projects, while previous contacts should only be regarded as a minor criterion.



## 8 Evaluation of the Fulbright/EU grant scheme

### 8.1 Introduction

The Fulbright/EU grant scheme provides support for a couple of months, a one-semester period, or a full academic year of research or lecturing on EU affairs or EU-US relations at an accredited institution in the EU or US. Participants are graduate students, doctoral students, postdoctoral students, assistant professors, professors as well as representatives of EU/US public institutions. In principal, there are no preferences or restrictions with regard to experience or background of participants.

The Fulbright/EU grant scheme was founded in the academic year 1991-1992 as a complementary activity of the general Fulbright program of the US government. The grant scheme was initially solely funded by the U.S. Information Agency in the amount of \$ 130,000,-. During the first year two American graduate students were sent to European universities and two American scholars followed an internship in Brussels at the European Commission (EC). There were also financial resources available for four officials from the European Commission to go to the US, acting as Scholars-in-Residence at selected American universities.

Due to its location in Brussels, the Belgian/Luxembourg Fulbright Commission was asked to administer the program, with the support and help of both the U.S. Mission to the EC and the Task Force on Human Resources, Education and Youth. Applicants turn in their independent research or study plan together with a short motivation. In some cases applicants are asked to come to Brussels and give further explanation to their plans.

Since the academic year 1994-1995 the Fulbright/EU grant scheme is funded bilateral (by both the EU and US). Since then, the EU supports the Fulbright/EU grant scheme through the EC/US Cooperation Programme in Higher Education and Vocational Education and Training. Although this implicates a formal connection with the Cooperation Programme, it should be stressed that the Fulbright/EU grant scheme focuses particularly on the exchange of postgraduate academics instead of undergraduate students.

Currently, the EU allocates an amount of € 65 000,- per annum to the grant scheme. With the US contributing an amount of \$ 130 000,- a year, the total budget of the Fulbright/EU grant scheme is around € 175 000,-.

## 8.2 Evaluation issues and research methods

For the evaluation of the Fulbright/EU grant scheme the following evaluation issues have been taken into account: effectiveness (output, outcome, impact), efficiency (budget, flexibility, level of bureaucracy) and utility and sustainability.

Desk research has primarily been undertaken for the issue of effectiveness. Telephone interviews with grantees and other stakeholders were held to address all three mentioned evaluation issues.

## 8.3 Added value of the Fulbright EU/grant scheme

When we address the added value of the Fulbright EU/grant scheme, it is important to confront it with three programmes to which there is a link and/or overlap: the EU-US Cooperation Programme, the general Fulbright programme and the EU centres. We will first describe similarities and differences with these three programmes.

### 8.3.1 EU-US Cooperation Programme

The Fulbright/EU grant scheme is linked to the Cooperation Programme in Higher Education and Vocational Education and Training between the US and the EU. The primer aim for both structures is the same: ‘promoting understanding between the peoples of the European Community and the United States of America and improving the quality of their human resource development’. The way through which this aim of mutual understanding is achieved differs though.

The Fulbright/EU grant scheme focuses on developing sustainable and professional ties between primarily academics and, to a somewhat lower extent, also the academic institutions in the US and the EU. Here, we find a difference in focus. The grant scheme particularly concentrates on the exchange of postgraduate academics (although exceptions are made once in a while), while the Cooperation Programme seeks to achieve mutual understanding between the peoples of the EU and US through the exchange of students and (to a somewhat lower extent) faculty participants.

Another difference is the much smaller budget available for the grant scheme. As a result, the numbers of participants are more extensive in projects under the Cooperation Programme than in the exchanges between institutions under the Fulbright/EU grant scheme.

While the people responsible for projects under the Cooperation Programme, work on administrative issues as well as managing the consortia, participants of the Fulbright/EU grant scheme seem to work quite independently on their individual research/lecturing projects. For them, updating contacts, arranging meetings and coming to mutual agreements is not part of their daily activities. Their goal is research or lecturing.

While a major component of the Cooperation Programme is curriculum building, most participants in the Fulbright/EU grant scheme do not have responsibilities in this regard. They solely spend their time abroad on fulfilling either research or teaching activities. Only two or three participants in the grant scheme have been working on some kind of curriculum development.

### 8.3.2 Fulbright programme

As mentioned in the introduction to this chapter, the Fulbright/EU grant scheme is a complementary activity to the general Fulbright program. This programme was established in 1946 by the US government to enable US and non-US scholars to study, teach, lecture and conduct research abroad. This general focus is a similarity if we compare it with the grant scheme. An important difference though is the much larger budget and amount of people sent. Since the beginning of the Fulbright Program, more than 114 000 foreign nationals have gone to the United States for study, teaching, lecturing or research. More than 61 000 Americans have gone abroad. The total budget per annum is around \$ 130 000 000,-<sup>18</sup>.

The scope of the general Fulbright programme is much wider than the Fulbright EU/grant scheme. While grantees of the grant scheme spend their time completely on academic activities like research and lecturing, the general Fulbright grantees often have different aims for their period abroad. They participate in internships, undergraduate study activities, providing information at High Schools and seminars. The focus is on strengthening US related issues in the world, instead of an exchange of opinions, ideas and visions on both US and EU matters.

### 8.3.3 EU centres

In 1998, the EC launched the plan to establish a network of EU centres for information and education on the EU in the US. EU centres have three primer aims. First of all the aim to strengthen the so-called 'New Transatlantic Agenda' through enhanced 'People-to-People Links' among the citizens of the EU and the US. Secondly, by realizing EU centres in the US, the EC strives for achieving greater understanding in the US of the EU as an evolving system of governance and as an international actor. The final goal of the EU centres is to increase awareness in the US on the political, economic and cultural importance of transatlantic relationships<sup>19</sup>.

Although the scope of the EU centres is broader than the scope of the Fulbright/EU grant scheme, both programmes seem to have similarities. First of all, they both focus on strengthening knowledge and understanding on the EU and EU – US relations. Therefore, an aim for strengthening mutual understanding between people has been set. Both EU centres and the Fulbright/EU grant scheme have strong academic ties. Their focus is on research and lecturing.

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<sup>18</sup> Source: US Fulbright programme.

<sup>19</sup> European Commission, DG Education and Culture.

On the other hand, there are differences that need to be mentioned when it comes to achieving the goal of mutual understanding. First of all, representatives of the EU centres are strongly involved in spreading knowledge on the EU and the relations with the US to institutions and actors, like high schools, colleges, state representatives and the media. In that sense, EU centres have a public relation function, which the Fulbright/EU grant scheme has not.

EU centres are only located in the US, while the Fulbright EU/grant scheme strives for transnational cooperation. This EU centres focus on EU matters, while the grant scheme takes into account the perspectives from both sides of the Atlantic Ocean.

Another issue to point out is that the EU centres are part of a network, through which they try to influence the agenda of US actors and institutions when it comes to relations with the EU. The participants in the Fulbright EU/grant scheme are not connected to a network. Researchers and lecturers under the Fulbright EU/grant scheme fulfil activities primarily on their own.

When we take into account the similarities and differences according to the Cooperation Programme, general Fulbright Programme and the EU centres, the Fulbright EU/grant scheme, with a relatively small budget, seems to fill in an important gap of creating mutual understanding through the exchange of postgraduate academics for research and lecturing activities. The very particular focus on enabling academics to work transatlantic cannot be found in either the Cooperation Programme, the general Fulbright Programme or the EU centres. Of course, the mentioned programmes have strong academic ties, but the success of their functioning relies also on fulfilling duties like administrative work, organisation, management, networking and public relations. Grantees under the Fulbright/EU grant scheme are enabled to work fulltime as academics. Mutual understanding is achieved in the activities of academics themselves.

Although the Fulbright/EU grant scheme is unique and participants are enthusiastic about the grant scheme, they also argue that without being a grantee in the Fulbright/EU grant scheme, they would probably have applied for other grants or scholarships to realise their ambition to lecture or conduct research abroad. Grantees argue that more or less the same goals can be achieved with financial resources from other programs, like the general Fulbright program, university grants and grants from national science advisory boards. On the other hand, they stress that there is no other programme that *specifically* addresses transatlantic postgraduate exchange on EU issues or EU-US relations.

## 8.4 Intervention logic

The intervention logic is set up to create understanding of how the Fulbright/EU grant scheme functions, particularly in relation to its aims and its needs.

It is assumed that the main aim of the grant scheme is achieving mutual understanding between the people of the EU and the US, through the exchange of researchers and lecturers, who are undertaking their activities in the field of EU affairs and/or EU-US relations. If the grant scheme is able to strengthen transatlantic cooperation between

academic institutions and their people, it is believed that mutual understanding of cultures from each side of the Atlantic Ocean occurs.

Although the Fulbright/EU grant scheme has a relatively small scope and budget, it is considered to be of great political importance. The main reason is that it is one of the few arrangements, which has been made between the EU and US officials for transatlantic cooperation and exchange in the field of academic research and lecturing.

## 8.5 Effectiveness

By effectiveness is meant the achievements resulting from the Fulbright/EU grant scheme (so far). More specifically, we focus our attention on the concrete issues output, outcomes and impact.

### 8.5.1 Output

#### *Number of participants*

The following table reflects the number of participants in the Fulbright/EU grant scheme since 1991-1992. The total number of participants since that year is 79, with the remark that no data are available for the academic year 1995/1996. The number of US citizens that have been given a grant is practically the same as the number of EU citizens that have been given a grant (40 US citizens, 39 EU citizens). The average number of participants per annum is around 10.

Table 8.1 Number of participants in the Fulbright/EU grant scheme since the academic year 1991-1992 until 2003-2004

Academic year	US-grantees	EU-grantees
1991/1992	4	4
1992/1993	6	4
1993/1994	4	3
1994/1995	6	7
1995/1996	Not available	Not available
1996/1997	4	5
1997/1998	5	5
1998/1999	5	6
1999/2000	5	5
2000/2001	6	7
2001/2002	5	3
2002/2003	5	5
2003/2004	5	3
<b>Total</b>	<b>40</b>	<b>39</b>

Source: Commission for Educational Exchange between the United States of America, Belgium and Luxembourg (2004), *United States-European Community Fulbright Program, overview of academic years 1991-1992 until 2003-2004*.

#### *Background of participants*

We also present a table on the background of participants. This table covers also all participants since the start of the Fulbright EU/grant scheme in 1991/1992. Following the

table, we can speak of limited heterogeneity with regard to the background of participants. We see that a majority (69%) of the participants has been working on a topic to be found in the gamma sciences<sup>20</sup> (e.g. political science, public administration, business administration and international relations). Around 24% of the participants has been working on a topic in the alpha sciences. There are hardly any participants represented from the beta sciences (3%).

An explanation for this limited heterogeneity given by a number of respondents is the preference that the Belgian/Luxembourg Fulbright Commission has for academic work and study related to EU-US relations. Lecturing or conducting research on topics like transatlantic relations, transatlantic cooperation or European integration is more applicable to a Professor of Political Science than a Professor in Physics.

Table 8.2 Background of projects of participants in the Fulbright/EU grant scheme since the academic year 1991-1992 until 2003-2004 (n=79, See footnote for an explanation on the types of science)

Type of science	Percentage
Alpha	24%
Gamma	69%
Beta	3%
Multidisciplinary	4%
<b>Total</b>	<b>100%</b>

Source: Commission for Educational Exchange between the United States of America, Belgium and Luxembourg (2004), *United States-European Community Fulbright Program, overview of academic years 1991-1992 until 2003-2004*.

### *Home institution of participants*

Another issue that has been addressed is the home institution of participants. While US scholars come from a different number of home institutions, spread widely over the country, EU grantees are often based at the European University Institute in Florence. According to former participants who have been working at the European University Institute, the Fulbright/EU grant scheme is well known among scholars in Florence. The scheme is perceived as an interesting opportunity to lecture or conduct research abroad.

The European/international character of the European University Institute in Florence is probably the main reason why so many people know the Fulbright/EU grant scheme and apply for it. This is in contrast with other (national) universities in the EU member states. Participants working or studying at these institutions argue that the scheme is practically unknown among their colleagues. It has been a matter of coincidence that they were informed about it and applied for it.

'It (the Fulbright/EU grant scheme) is known on European level (European University Institute in Florence). The focus is very much on European or transatlantic issues. I think not many people know about this grant. (...) People who are involved in European research or research about European issues are in favour.'

<sup>20</sup> By Alpha sciences we mean: sciences related to history, arts, languages and literature. By Beta sciences we mean: sciences related to mathematics, physics and chemistry. The gamma sciences are in the middle of Alpha and Beta sciences. It's often a combination of the two, which is particularly applicable to the social sciences (e.g. economics, psychology, sociology, international relations, business administration, public administration)

A second reason why many scholars haven't heard of the grant scheme is the small budget available for the Fulbright EU/grant scheme. This could be a result why not so many people apply. There is also no advertising for turning in proposals, like other programmes have.

Professionals in the gamma sciences and professionals from academic institutes with a European/international focus seem to be in favour of being admitted to the Fulbright/EU grant scheme.

#### *Output of participants*

While participants undertake so many different activities, we also see differences in personal output that is realised. Some scholars focus on giving lectures at universities and high schools; others focus on conducting research. Getting access to libraries or other sources of information as well as being able to meet (and interview) people is important for scholars whose main aim is to do research. Others use their time abroad to focus on curriculum development, writing a book or articles. Naturally, all kinds of combinations of activities are undertaken as well.

### 8.5.2 Outcome

The participants are all satisfied or very satisfied with the Fulbright/EU grant scheme. In general they say that the program has given them the opportunity to experience an interesting time in which they were able to learn something new in a different environment. They improve their skills or expand their knowledge on themes of study.

The Fulbright/EU grant scheme is open for every US and EU citizen. In principal it doesn't favour profession, experience or age, although we have seen that people with a background in the gamma sciences are more often participating in the grant scheme than people working in other fields. Their topics seem to fit better in the grant scheme than topics from other sciences. Respondents argue that there is not a strong competition on issues like age, gender or experience. The scale of the program is low, but practically everybody is welcome to apply for it.

The quality of the outcome of people's time abroad is considered to be high, particularly because the topic is perceived as very specific: EU/US (transatlantic) relations. As a result the commitment of the grantees is large. It is particularly interesting for specialists in specific topics like international relations, international law and comparative country studies.

The Fulbright/EU grant scheme gives academics the opportunity to work on their fields of experience in a different environment, in a different system and with different people. It brings European and US scholars closer in understanding each other. Professionally, but also when it comes to personal issues, there is an exchange of visions and ideas.

### 8.5.3 Impact

When it comes to the impact of the Fulbright/EU grant scheme, we deal with processes on the long term as well as issues by which more people are influenced. Participants do not argue that the long-term perspective of their lives and careers has changed increasingly. They say their time abroad was a valuable, nice or interesting time, which enabled them professionally to start, continue or finish already planned activities.

Being a Fulbright grantee has given grantees advantages, particularly for a future career in the academic world. The name Fulbright in itself (and not particularly the grant scheme) 'opens doors'. During the time people are in, but also afterwards. It is considered as a possibility for the best scholars only. Therefore, respondents value Fulbright as something that is good to 'have on their CV'. Fulbright has a name in the academic world. This is both the case for the EU and the US. On the other hand, grantees stress that this is an effect that should not be overestimated. They argue that personal abilities and achievements are of greater value than solely being a Fulbright grantee

*'Fulbright opens doors, I saw this happen in Brussels. It was very useful for my research. Finally, there are good contacts with US/EU embassies. These contacts are interesting and can be very useful.'*

If we take in perspective the impact on the issue of mutual understanding, most former participants say they were able to inform other people about traditions, habits and backgrounds of their home country, just like people at the guest institution informed them the other way round. Grantees participate in conferences, discussion groups and meetings, in which they try to inform people about their background and professional perspectives. In this respect, be it on a small scale, mutual understanding is achieved.

*'Yes, I think we have achieved mutual understanding, yes definitely. We had good and intense discussions with each other, but also with the students. We learned from each other's points of view. Of course I didn't get the chance to speak to a large number of people, but a small group has benefit of it.'*

The Fulbright/EU grant scheme seems to focus on scholars that already have concrete plans for a time abroad. It enables them to realise existing ambitions. In general, the grant scheme does not seem to create new ambitions. The link with the general Fulbright Programme is considered to be of added value when it comes to the development of future academic careers.

## 8.6 Efficiency - cost effectiveness

Efficiency (or cost-effectiveness) relates to what is obtained to the inputs that have been mobilised. While there is only scarce information on input and expected output indicators available, we are not able to make a complete analysis of the efficiency as one of the evaluation issues.

### 8.6.1 Budget

In the introduction to this chapter we mentioned that the EU currently allocates an amount of € 65 000,- per annum to the Fulbright/EU grant scheme. The US contributes an amount of \$ 130 000,- a year, which makes the total budget of the Fulbright/EU grant scheme around € 175 000,-. The general Fulbright program is with an annual budget of \$ 130 000 000,- much larger than the Fulbright/EU grant scheme.

Participants argue that there is a relatively low budget for their activities abroad. There are complaints on the average amount of money given. Some respondents say they were given a budget that was not enough to cover living and working expenses. As a result, they have to apply for an accomplishing grant or scholarship to realise initial plans abroad. Financial problems are sometimes also due to unfavourable exchange rates. While most of the grantees have additional resources through other scholarship programmes, the scarce budget for a grantee does not seem to diminish output or outcome.

Some respondents argue that there are cases in which the Commission does not specify concrete enough what is expected from a grantee. There seems to be too much freedom for scholars spending time abroad. If applicants have to write a more detailed plan, a more strict and structured evaluation could be held, e.g. by peer reviews. The current budgets may be too low to set this up, but profits of efficiency may be a result following from it.

### 8.6.2 Flexibility and low level of bureaucracy

Participants appreciate the flexibility and low level of bureaucracy of the organisation behind the Fulbright/EU grant scheme. The Commission for educational exchange between the United States of America, Belgium and Luxembourg coordinates the activities. Scholars are particularly enthusiastic with regard to the support they receive from the coordinator in Brussels. According to them, she organises and arranges many useful and practical issues.

Participants enjoy the small-scale of the program. Before, during and after the time abroad they can easily contact the coordinator in Brussels for all kinds of questions. The participants appreciate the low levels of bureaucracy. There are no complicated forms to be filled in or extended reports to be written. The amount of administration is relatively low. Grantees, which have also participated in other grants or scholarships, say the Fulbright/EU grant scheme is pleasant to deal with.

*'I enjoyed the flexibility of the organisation, less bureaucracy, quick responses to answers. To me the Fulbright/EU grant scheme seems to be the best scholarship you can get in.'*

The main reason for the high level of flexibility and low level of bureaucracy of the Fulbright/EU grant scheme seems to be its smallness. From that perspective, the Fulbright/EU grant scheme cannot be easily compared with the much larger Cooperation Programme. Although experiences of Fulbright participants sound quite promising, it can be expected that if the grant scheme would increase in budget and/or participants, the level of bureaucracy will increase rapidly. For example, a call for proposals will become stricter

and maybe even more complicated if subsidisers expect the Fulbright Commission to increase the control of eligibility of participants.

Although the information available is scarce, the Fulbright/EU grant scheme seems to be quite efficient. Around 10 successful projects per annum follow from a small budget and organisation. Participants appreciate the low level of bureaucracy as well as the flexibility of the organisation. They complain about the amount of financial resources they were given, after being selected.

## 8.7 Utility and sustainability

Utility refers to the fact that the impacts obtained by a programme correspond to *society's* needs and to the broader socio-economic problems to be solved. Sustainability refers to the ability of effects to last in the middle or long term.

### 8.7.1 Utility

Interviewees are relatively positive when it comes to the utility of the Fulbright/EU grant scheme. They argue that the cultural, political and academic ties between the EU and US have been strong for a long time and need to be kept strong in the future as well. The Fulbright/EU grant scheme is able, be it on a small scale, to keep the exchange of ideas and visions between both continents vital and up to date. Some respondents say that the current political changes in the US and EU and the growing distance between both entities make the Fulbright/EU grant scheme of even greater value.

### 8.7.2 Sustainability

Respondents argue that concrete follow-ups after completion of activities are scarce. In some cases new research projects are initiated or a small-scale exchange program for scholars and students is set up. Examples like these should be valued as success stories when it comes to sustainability. Reality is that most of the participants don't speak of sustainability following from their specific contacts or activities. Although they say that being a Fulbright grantee is very useful and appreciated in the academic world, there is in most cases no follow-up at all. Participants actually do not take in consideration to sustain their time abroad.

The Fulbright/EU grant scheme seems to have an important utility to society's needs. In general, grantees are not able to sustain their period abroad.

## 8.8 Conclusion and recommendations

In this final paragraph we present our conclusions and recommendations following from the evaluation of the Fulbright/EU grant scheme.

### 8.8.1 Conclusion

In the Terms of Reference for the evaluation, the evaluator is asked to take into account the Fulbright/EU grant scheme as specific part of the EU-US Cooperation Programme. While there is no separate research question on the functioning of the Fulbright/EU grant scheme, we hereby present a general conclusion on the basis of our findings.

Although there are formal and informal connections and overlaps with the EU-US Cooperation Programme, the general Fulbright Programme and the EU centres and other grant/scholarship programmes, the Fulbright/EU grant scheme is unique and stands on its own when it comes to facilitating the exchange of postgraduate scholars between EU and US academic institutions to achieve mutual understanding.

There is limited heterogeneity with regard to the background of grantees. Most of them are working in the gamma sciences. Limited heterogeneity is also an issue when we speak of participants' home institution. Most grantees work in an institution with a European/international character.

Grantees of the Fulbright EU/grant scheme seem to be satisfied or very satisfied with the opportunities they were given through the grant scheme. Their personal activities differ widely. Some of the participants have conducted research (data gathering), others have used their time abroad for lecturing, writing articles/books or reflection. Most participants perceive the grant they were given as an interesting possibility to realise already planned ambitions.

Being a Fulbright grantee is considered valuable for an international academic career. It helps enabling someone's ambitions, although these effects should not be overestimated. Being a grantee has not changed the long-term perspective of lives and careers increasingly. Many participants say they would have realised their international plans anyway. Be it on a small scale, mutual understanding has been achieved.

In general, participants do not have sustained their time abroad.

The budget for the Fulbright/EU grant scheme is relatively low. With a concrete output of around 10 successful grantees a year, we can speak of quite an efficient programme. Participants appreciate the small scale of the grant scheme. This means low levels of bureaucracy and informal contacts. The grant scheme seems to have a function in strengthening political, cultural and economic ties between EU and US.

## 8.8.2 Recommendations

Based on our findings, we have come to the following recommendations for the development of the Fulbright/EU grant scheme as part of the EU-US Cooperation Programme.

### *Expanding the budget*

Based on a strong utility of the Fulbright/EU grant scheme, we recommend expanding the budget for the Fulbright/EU grant scheme to have more academic exchanges per annum. An increase of the funding should be contingent to an overall reinforcement of the EU-US cooperation programme of which the Fulbright/EU grant scheme is part.

### *Check on more diversity with regard to the professional and institutional background of grantees*

While there is quite a narrow focus by the Fulbright Commission on EU related issues and relations between EU and US, we have seen that particularly scholars in the gamma sciences and scholars working at international academic institutions are selected for a grant. If the EC strives for more diversity with regard to professional and institutional background, a less strict selection on the subject of research or lecturing as well as a broader focus on European academic institutes should be considered. The European Commission should check regularly whether the specific focus of the Fulbright/EU grant scheme is still in line with the general objective of mutual understanding.

### *Improve visibility*

Currently, the Fulbright EU/grant scheme is relatively unknown among ‘national academic institutions’ in the EU. Although the budget is low, we argue that it is recommendable to publish the Call for Proposals or general information on the grant scheme in academic magazines. At the moment, too few academics seem to be familiar. Therefore the visibility of the grant scheme should be improved.

### *Study on the sufficiency of financial resources for grantees*

During our investigation, we signalled that individual budgets of grantees might not be sufficient to fully cover living and working expenses abroad. While we have only an indication, it goes too far to draw conclusions on the available financial resources. Nevertheless, we propose a separate study to check the sufficiency of grants given through the Fulbright/EU grant scheme. A standard for every grantee should be that costs for fulfilling professional activities in a project abroad are completely covered. Also should be taken into account that granted scholars have fairly different expenses than participating students under projects in the EU-US Cooperation Programme.

### *Minimum period for a time abroad*

We recommend to introduce a minimum period of a grantees’ time abroad of six months (semester). It does not pay out to send scholars abroad for a period of three or four months. People need time to adapt to new (cultural) circumstances. A longer period of time gives academics the possibility to adapt. This will also increase their output in the long term.

### *Stimulate the development of long lasting relationships*

After a period abroad, grantees should be stimulated to set up long lasting relationships between EU and US academic institutions. This will improve efficiency, effectiveness as

well as the sustainability of the grant scheme. Grantees under the Fulbright/EU grant scheme should be motivated to set up connections with their guest institution already during their time abroad. It increases possibilities of academic exchange, apart from the grant scheme itself. An option would be to provide additional subsidies to EU and US institutions for arranging ongoing exchange of (postgraduate) academics. A connection with the current plan for Mobility Grants under the EU-US Cooperation Programme could be a possibility as well.

#### *Improving insight in the output of grantees*

For the purpose of monitoring and evaluation, the Fulbright Commission should ask grantees to provide better insight in what they have exactly produced during their time abroad *and* after their time abroad. In annual reports on the Fulbright/EU grant scheme, the activities of scholars are listed, but this is not always complete. To have more insight in all the output following from a period abroad, articles, books etc. should be listed in a database.

#### *Improving the visibility and activities of the alumni organisation*

Grantees do not seem familiar with the existence of the Fulbright/EU grant scheme alumni organisation. Currently, participants hardly get in touch with each other. We believe that improving the visibility and the activities of the alumni organisation would enrich the sustainability of the grant scheme. Through the alumni organisation participants are able to exchange ideas and experiences, which can be of value of the international character of their academic careers.



## 9 Conclusions and recommendations

### 9.1 Introduction

In this chapter, we present the main conclusions and recommendations we have found during the interim evaluation of the Cooperation Programme on Higher Education and Training between the EU and US and EU and Canada. The conclusions are based on information from interviews with project partners, students, other staff involved and programme officers, a questionnaire among project partners, students and different stakeholders involved at a management level, and desk research. However, we stress that these conclusions are those of the authors and do not necessarily reflect the views of projects partners or stakeholders in the Programme.

In general the evaluation of the Cooperation Programme is positive on the effects and sustainability. The evaluation team did not find any serious shortcomings. However, we have found some aspects that deserve special attention. On these aspects, we have formulated a number of recommendations. The recommendations are highlighted in boxes.

The conclusions follow the main evaluation issues, namely:

- Intervention logic
- Relevance
- Effectiveness
- Efficiency
- Sustainability and Utility

The conclusions on the Fulbright/EU Programme are discussed separately.

### 9.2 Intervention logic

With respect to the validity of the intervention logic we may conclude that the motives for higher education institutions and students to participate in the projects are in line with the official objectives of the Programme. Most of the objectives are subscribed fully by the participants. In particular the objectives “promoting closer understanding between the peoples of the EU and Canada/USA, including broader knowledge of their languages, cultures, and institutions” and “improving the quality of human resource development in both the EU and Canada/USA, including acquisition of skills required to meet the challenges of the global knowledge-based economy” are subscribed by participants to a relatively large extent. The objective “encouraging the exchange of expertise in e-learning and open and distance education and their effective use by project consortia to broaden Programme impact” is, on the contrary, considered of minor importance; this objective is not considered to influence the overall Programme goals significantly.

### *Recommendation 1*

As the equal importance of all the objectives is not yet recognised, we recommend **prioritising the Programmes' six official objectives** (in terms of the specified goals of the Programmes). Particular consideration should be given to reformulating or suppressing the objective regarding e-learning and distance learning.

The intervention logic rests on a number of assumptions.

1. *The call for applicants generate relevant projects, well designed and feasible to implement.* This assumption holds partly.
2. *The selection process is able to select the most relevant projects.* This assumption holds.
3. *The multilateral model of co-operation results in good quality implementation.* This assumption holds.
4. *The education settings in which projects operate is appropriate.* This assumption holds partly.
5. *The number of students that is recruited is appropriate.* This assumption holds.
6. *The number of available staff (in both own and partner institution) is appropriate.* This assumption holds.
7. *The selection process at the higher education institutions is able to select the best (most motivated and talented) students. Students and staff are willing and motivated to participate and cooperate in the programme.* This assumption holds.
8. *Higher education authorities do not introduce reforms, which contradict the objectives of the Cooperation programme.* This assumption holds.
9. *Sufficient support services and educational facilities are available.* This assumption holds.
10. *Sufficient partner institutions are available.* This assumption holds.
11. *Sufficient private companies are available.* This assumption does not hold.
12. *Sufficient project management information is available.* This assumption holds.

Overall it appears that except the assumption that ample private companies are available to participate in the Programme, and the assumption that the educational settings are appropriate, all assumptions hold. When problems arise related to the educational settings, they mainly relate to differences in educational systems between countries, and to differences in educational structures between participating institutions, and to the attuning of time schedules (see recommendation 8).

With respect to the relation with other programmes or external factors we may conclude that the Cooperation Programme is complementary to other relevant programmes. No clear external factors appear to have influenced the results of the Programme significantly (besides the influence of “9-11” on the willingness to participate among American students).

## 9.3 Relevance

The analysis of the relevance of the Cooperation Programme shows that in general the Programmes objectives are still pertinent with respect to the goals of strengthening transatlantic cooperation and improving the quality of education and training systems in

the EU; most of the Programme objectives are subscribed by the participants and the contributions relate to both the Programme objectives and the Programme goals. However, a prioritisation of the Programme objectives should be considered as these objectives differ significantly in importance attached. Objectives 1 (promoting closer mutual understanding) and 2 (improving human resource development) are subscribed to a large extent, while objective 5 (encouraging the exchange of expertise in e-learning and open and distance education and their effective use by project consortia to broaden Programme impact) is not. The Programme actions and principles appear to be still pertinent with respect to the goals of the Cooperation Programme.

The analyses indicate that the Cooperation Programme offers possibilities for lifelong learning in various ways; a.o. by staff exchange, by student exchange of both younger and older students, by developing new learning methods and materials, by investing in knowledge and skill development of students and staff.

The Programme contributes to a number of the goals for lifelong learning as set by the European Commission, especially by offering (constant) access to learning and qualifications, by investing in human capital, and by improving the development of effective learning and teaching methods.

However, some elements of the Programme could be improved to further increase the lifelong learning opportunities of the Programme. A characteristic that can be considered as “negative” in the perspective of stimulating lifelong learning is the age criterion for Canadian students. Participation of Canadian students in the Programme is now restricted to undergraduate and graduate students who are not older than 30 years. From the perspective of lifelong learning one could ask if this age restriction should not be eased. The main argument for this is that lifelong learning has become practice in many countries, leading to an upward trend in the (mean) age of students. Keeping the age criterion leads to inequality in chances between students in the same courses. However it should be stressed that this restriction applies only to outgoing Canadian students and does not apply to EU students.

#### *Recommendation 2*

Participation of Canadian students is now restricted to undergraduate and graduate students up to the age of 30. Taking lifelong learning into consideration, this age restriction should be eased. Accordingly, the evaluation team recommends ***reconsidering the age criterion*** of the Canadian programme.

#### *Recommendation 3*

Furthermore, we recommend ***widening the Programmes' scope to postgraduates*** as there is a need for the exchange of postgraduates.

It should be stressed however that students are not the only target of the Programme. The success of the project largely depends on the contribution of staff of the participating institutions. Participation in the Programme offers many possibilities for staff personnel to further career development, employability and lifelong learning.

The added value of the Cooperation Programme compared to other exchange programme is formed by its integrated, more dimensional focus of both curriculum development and

student exchange in combination with its transatlantic orientation of student exchange between EU and USA/CAN. This means that the design of the Cooperation Programme is complementary to other exchange programmes. As a result the outputs and outcomes could be expected to differ from the results that can be realized with other exchange programmes.

## 9.4 Effectiveness

The effects of the Programme are described by dividing them into outputs (such as the number of participating students), outcomes (such as improvement in knowledge of foreign cultures) and impacts (such as enhanced mutual understanding between the peoples of the EU and Canada/USA).

As regards the outputs we conclude that the Cooperation Programme succeeds in establishing transatlantic partnerships in higher education according to the objectives stated. This means that in general the projects succeed in establishing student exchanges based on shared or mutually developed curricula. Furthermore, the evidence suggests that most projects succeed in organising the planned number of student exchanges, although frequently more time is needed than planned.

### *Recommendation 4*

- d. To better attune project planning to the actual project period, we recommend ***extending the possibilities for one-year preparatory projects***, preferably as an integrated part of the consortia projects.
- e. Furthermore, we recommend that the management of the Programmes clearly enunciates its position on '***no-cost***' ***project extensions*** as soon as possible.
- f. Moreover, serious consideration should be paid to enabling successful projects to apply for ***follow-up mobility funding***.

As regards the outcomes and impacts of the Programme we conclude that these are fully consistent with the objectives of the programme, especially as regards enhancing closer understanding between the participating peoples and improving the quality of human resource development. It should however be born in mind that the number of participants (2 922) in the Programme is very small in relation to the total numbers of students in higher education and vocational education and training at both sides of the Atlantic, so by nature limiting it's sphere of influence.

### *Recommendation 5*

To increase the Programmes' sphere of influence (in accordance with the Programmes' ambitions), we recommend ***substantial increases in the Cooperation Programmes' budget***.

Although the main outcomes of the Programme are consistent with the objectives of the Programme, other outcomes indicate that certain objectives are of secondary importance. Moreover, the evidence shows that, notwithstanding the large variety of projects, many projects have similar problems in organising their activities.

### Recommendation 6

As many projects encounter similar problems in organising their activities, we recommend that **good practices** be made available to applicants and project partners, for instance via the Internet. These good practices should provide information on such subjects as organising language training and cultural preparation, coordinating educational settings, structures and time schedules of participating institutions. Special attention should be given to successful dissemination and follow-up activities.

The programme management by the European Commission is experienced as bureaucratic. The decision-making process on the awarding of project proposal and requests for no-cost extensions is too long. Furthermore the decision making process is not synchronized to the planning process at the universities, frequently leading to planning problems as regards the involvement of staff and students.

### Recommendation 7

- a. We recommend **redesigning the administrative procedures** in order to relieve project partners of the administrative burden as much as possible.
- b. Furthermore, we think that a **team of programme managers** could enhance the effectiveness of communications with project partners. A possible solution involves appointing account managers to a specified number of projects.

## 9.5 Efficiency

The evaluation of the efficiency of the Cooperation Programme shows that projects vary considerable on the efficiency of input conversion. They vary significantly on the number of student exchanges. Some projects result in more than 100 student exchanges while others result in 10 to 20 exchanges. This variety in number of student exchanges over the various projects does not correspond with the variety in attributed budgets to these projects however<sup>21</sup>. On average around € 5.200 are spend for each student exchange; € 5.600 per student exchange in EU/US projects and € 4.200 in EU/CAN projects.

The fact that some 40% of projects consider the funding barely sufficient could be considered as an indication that the programme is using efficiently the limited resources available as most of the projects realise (part of) the expected outputs.

The evaluation indicates that the frequency of the calls for proposals is quite appropriate. A point of attention refers to the timing of the proposal selection procedure and the timing of deciding and communication on grant awarding. Now, most of the educational institutions are informed on the awarding of grants after the beginning of the academic or educational year. Efficiency losses are suffered in that way. To solve the problems related to this, we recommend to adapt the time schedule of the Programme procedures to the academic/educational years (see recommendation 2).

<sup>21</sup> One of the explanations for these differences are formed by the differences in focus and length of student exchange between the various projects.

### Recommendation 8

- a. We recommend allocating **additional resources** to manage the Programmes, for instance by appointing an executive agency for the Programmes.
- b. Furthermore, we recommend **adapting the calendar of the Programmes' procedures to the academic/educational years**.
- c. The institutions should be informed of the **decision regarding their proposal at least six months before the start of the academic and educational year** to improve the efficiency of the projects. Consequently, the project selection procedure should start six months earlier as well.

The evaluation also shows that with respect to project implementation, monitoring, and evaluation, efficiency gains could be realized when things are reorganized to some extent. Efficiency gains could be achieved when consortia projects would start after fulfilling some necessary conditions: a good working network, agreement on credit recognition and courses. There should be incentives to work on these conditions for the participating institutions. At the moment there seems to be a disincentive to apply for a one-year preparatory project grant because winning such a project does not guarantee a three-year project.

### Recommendation 9

We recommend focusing efforts on **fully integrating the preparatory projects and the three-year projects**. Winning a grant for a preparatory project should result in a higher chance of being granted support for a three-year project. This will encourage institutions to undertake sufficient preparatory activities.

Efficiency ways could also be realized when projects would be compared on a regular basis and a (more) structured way. The way monitoring was carried out appeared not be suited to compare projects efficiently. No uniform digital system of monitoring was operational.<sup>22</sup> Whenever such a system would be applied it would be much more easier to compare projects on a regular basis for the EC and the participating institutions and to gain valuable insights from this comparison for further project implementation.

### Recommendation 10

The current monitoring method fails to allow efficient project comparison. We recommend refining and **strengthening the existing software-based monitoring system**, preferably via the Internet. The monitoring systems in the US and Canada are good examples as they enable the comparison of projects on a regular basis and the exchange of information on good practices. The use of questionnaires in monitoring should also be considered.

<sup>22</sup> A new monitoring system and database has been introduced in 2004 for old and new projects alike. The European Commission expects this system will make it easier to compare projects on a regular basis for the EC and the participating institutions and to gain valuable insights from this comparison for further project implementation. However in this evaluation the insights from this monitoring system could not be taken into account since the period the system has been operational was too short.

## 9.6 Sustainability and Utility

The Programme has yielded substantial benefits to students and institutes which will have a long-lasting impact. Benefits to students concern both professional and personal development, which is very beneficial to their future career. Benefits to institutes relate to both subject-related deepening of knowledge and internationalization of the institute. However, benefits to institutes are highly dependant on the efforts of staff involved to disseminate the results of the project.

In order to optimize the scope of benefits to students and institutes, the activities of the projects should be sustained after the grant has finished. Project partners are very eager to continue activities and there are many plans. This is especially the case for project partners who already knew each other beforehand. They have a higher chance of continuing activities than partners who did not know each other beforehand.

### *Recommendation 11*

We recommend taking existing previous contacts into consideration in the project selection process. However, this recommendation merits caution as selecting only projects involving the participation of previous contacts may limit the Programmes' accessibility and may discourage institutions to apply.

We have found that sustainability often is not one of the objectives that has been set beforehand in a project. Sustainability usually becomes an issue towards the end of a project.

### *Recommendation 12*

We recommend ***incorporating sustainability into the project plan***. A suitable way of doing this would be to require a sustainability plan to be included in the final report. The sustainability plan should clearly indicate which activities are to be pursued, how they are to be effected and an indication of the resources involved.

In practice there are some obstacles to be overcome in terms of finance and commitment. We discuss the most important aspects of sustainability of activities and their obstacles:

Most project partners would like to continue *student exchange*. However student exchange demands an investment in both time and money. Time can usually be made available within institutes, the main problem is money for additional funding. An important conclusion is that student mobility decreases after the project has finished due to a lack of funds for mobility grants for students. The focus of activities will usually shift to other activities that are more easily carried out.

An alternative for student mobility is a summer course. Although of course summer courses only have a short duration, in many projects, this is seen as a feasible way to have students spend time abroad. Lodging is not so much a problem within universities then, staff is available and credit recognition is not an issue.

These activities include use of curriculum developed, use of web-based courses, joint research, information exchange. These are all relatively low-cost and still yield reciprocal benefits to institutes involved.

Many of the activities being carried out as described above are imbedded in a network. This may be a new network resulting from the network or a network that already existed which has been joined during or after the project. Activities are rarely being carried out together with all the project partners. Usually, only a selection of partners keeps in contact with each other.

We conclude that many activities that are to be continued after the grant duration, are not very expensive or can be funded within university resources as they require mainly staff involvement. An important exception is student mobility. The evaluation has shown however that student mobility grants are by far the most important factor for sustainability of projects.

#### *Recommendation 13*

The evaluation demonstrates that the availability of student mobility grants is by far the most important factor in fostering the sustainability of projects. We therefore recommend ***an additional grant for student mobility***, which will enable successful projects to continue exchanging students.

The European Commission, FIPSE and HRDC are not the only providers of funding for these types of activities. Companies, communities, other public organs or universities themselves provide opportunities for grants that can be used to fund additional activities. We have seen that some institutes are very well capable of finding this funding while other are less capable of doing so.

#### *Recommendation 14*

We recommend ***disseminating good practices on additional funding***. This can be done in several ways, including presentations made during the annual conference, compiling a handbook or database of examples, which is made available via the EC.

We have found no indications that the results of the projects could have been achieved by another type of action or at another level. The Programme is unique in its kind in combining student exchange and curriculum development between EU, US and EU and Canada. The structure of the Programme respects the principle of subsidiarity, which makes the EU-level the most suitable level to carry out the project.

## 9.7 Fulbright/EU Programme

The Fulbright Programme is a relatively small but important programme. Although there are formal and informal connections and overlaps with the EU-US Cooperation Programme, the general Fulbright Programme and the EU centres and other grant/scholarship programmes, the Fulbright/EU grant scheme is unique and stands on its own when it comes to facilitating the exchange of postgraduate scholars between EU and US academic institutions to achieve mutual understanding.

There is limited heterogeneity with regard to the background of grantees. Most of them are working in the gamma sciences (e.g. social sciences, political sciences, public administration, business administration and international relations). Limited heterogeneity is also an issue when we speak of participants' home institution. Most grantees work in an institution with a European/international character.

#### *Recommendation 15*

If the EC strives for greater diversity in terms of professional and institutional background, the selection of subjects should be less strict and a broader focus on European academic institutions should be considered. We recommend **increasing the visibility of the Fulbright-EU Programme**, for instance, by publishing the call for proposals in academic journals.

Grantees of the Fulbright EU/grant scheme seem to be satisfied or very satisfied with the opportunities they were given through the grant scheme. Their personal activities differ widely. Some of the participants have conducted research (data gathering), others have used their time abroad for lecturing, writing articles/books or reflection. Most participants perceive the grant they were given as an interesting possibility to realise already planned ambitions.

#### *Recommendation 16*

For the purpose of **monitoring and evaluation**, the Fulbright Commission should ask grantees to provide better insight as to what they produced *during* and *after* their time abroad. Output (e.g. articles, books, etc.) in response to participation in the scheme should be listed in a database.

Being a Fulbright grantee is considered valuable for an international academic career. It helps enabling someone's ambitions, although these effects should not be overestimated. Being a grantee has not changed the long-term perspective of lives and careers increasingly. Many participants say they would have realised their international plans anyway. Be it on a small scale, mutual understanding has been achieved. The results of participation are more substantial when the period spent abroad is longer than six months.

#### *Recommendation 17*

We recommend introducing a **minimum stay abroad of six months** (one semester). Return on investment appears to be limited when scholars are sent out for only a period of three or four months.

In general, participants do not seem to have sustained their specific contacts and activities abroad. Currently, participants of the Fulbright/EU grant scheme hardly get in touch with each other during or after participation. They do not seem familiar with the existence of the Fulbright/EU grant scheme alumni organisation. We believe that improving the visibility and the activities of the alumni organisation would enrich the sustainability of the grant scheme.

#### *Recommendation 18*

As grantees seem generally unaware of its existence, we recommend **improving the**

***visibility of the Fulbright-EU Programme alumni organisation.***

After a period abroad, grantees should be stimulated to set up long lasting relationships between EU and US academic institutions. This will improve efficiency, effectiveness as well as the sustainability of the grant scheme.

***Recommendation 19***

Fulbright-EU Programme grantees should establish ***follow-up connections with their host institution***. An option would be to provide additional subsidies to EU and US institutions for ***arranging ongoing exchange*** of (postgraduate) academics. A connection with the current plan for mobility grants under the EU-US Cooperation Programme could be considered.

The budget for the Fulbright/EU grant scheme is relatively low. With a concrete output of around 10 successful grantees a year, we can speak of quite an efficient programme. Participants appreciate the small scale of the grant scheme. This means low levels of bureaucracy and informal contacts. Grantees appreciate the function and role of the Belgium/Luxembourg Fulbright Commission with regard to the Fulbright/EU grant scheme. The informality of contacts however encompasses a risk that the programme will lead its own life.

During our investigation, we signalled that individual budgets of grantees might not be sufficient to fully cover living and working expenses abroad. While we have only an indication, it goes too far to draw conclusions on the available financial resources. Nevertheless, we propose a separate study to check the sufficiency of grants given through the Fulbright/EU grant scheme. A standard for every grantee should be that costs for fulfilling professional activities in a project abroad are completely covered. Also should be taken into account that granted scholars have fairly different expenses than participating students under projects in the EU-US Cooperation Programme.

***Recommendation 20***

While there are concrete signs that the financial resources for grantees might not be sufficient to cover the costs of professional activities abroad, we recommend ***a study to assess whether the financial resources provided to Fulbright-EU Programme grantees are sufficient***.

The Fulbright/EU grant scheme seems to have quite a strong utility. By bringing together the academic cultures of the EU and the US, it serves society's need for mutual understanding. Some grantees even assume that due to current political developments, further strengthening of the grant scheme would be welcome.

***Recommendation 21***

Given the success of the Fulbright/EU Programme, we recommend ***increasing the programme's budget*** to augment the annual number of academic exchanges. This increase should be contingent on an overall reinforcement of the EU-US Cooperation Programme.

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*Final reports of individual projects*

*Individual project descriptions*, website European Commission

*Interim reports of individual projects*

*Joint EU - US Action Plan*

*Partnership agenda for Canada*, Ottawa, 2004

*Project applications*

*The 1990 Transatlantic Declaration on EU-Canada relations*

*The 1996 Joint Political Declaration on EU-Canada relations and Joint EU-Canada Action Plan*

*Information found on the following websites:*

[http://europa.eu.int/comm/education/programmes/eu-canada/canada\\_en.html](http://europa.eu.int/comm/education/programmes/eu-canada/canada_en.html)

[http://europa.eu.int/comm./education/programmes/eu-usa/usa\\_en.html](http://europa.eu.int/comm./education/programmes/eu-usa/usa_en.html)

[http://www.fulbright.at/austrians/wissen\\_program.php](http://www.fulbright.at/austrians/wissen_program.php)

<http://www.ed.gov/programs/fipsec/index.html>

[http://europa.eu.int/comm./external\\_relations/na/index.htm](http://europa.eu.int/comm./external_relations/na/index.htm)

Project applications forms

Project annual reports



# Annexes

**Annex 1: Terms of reference**

**Annex 2: Evaluation framework**

**Annex 3: Methodology and approach**

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**Annex 9: Questionnaire FIPSE**

**Annex 10: Discussion paper**

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**Annex 12: Output of projects**

**Annex 13: Case studies**



# Annex I: Terms of Reference

**Tender no. EAC/24/04 O.J. 2004-S 77-065229 of 20/04/2004**  
**Interim evaluation of the cooperation programmes**  
**in higher education and training between**  
**the European Union and Canada and**  
**between the European Union and the USA**  
Contracting Authority: European Commission

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## BACKGROUND

### 1.1 Context

The possibility of cooperation between the European Union<sup>23</sup> and Canada in education and training was originally envisioned in the Transatlantic Declaration on EC/Canada Relations adopted in 1990<sup>24</sup>. A formal EC/Canada Cooperation Agreement was concluded in 1995. Under this first five-year Agreement (1995-2000), a total of 38 transatlantic consortia were funded involving over 200 EU and Canadian institutions and the participation of over 3000 students. The Agreement was renewed in 2000<sup>25</sup> for a further period of five years (2001-2005).

Similarly, cooperation between the European Union and the USA in education and training was first envisioned in the Transatlantic Declaration on EC/US Relations, also adopted in 1990<sup>26</sup>. A two-year exploratory phase of cooperation launched in 1993 provided the basis for a formal Cooperation Agreement in 1995. Under this five-year Agreement (1995-2000), a total of 53 transatlantic consortia were funded involving over 400 EU and US institutions and the participation of over 4000 students. This Agreement was also renewed in 2000<sup>27</sup> for a further period of five years (2001-2005).

Both the current Agreements are again due for renewal at the end of 2005. As a contribution to the reflection on their future and in fulfilment of formal evaluation requirements<sup>28</sup>, the Directorate-General for Education and Culture, the European Commission service responsible for administering the two Programmes on behalf of the European Community, has decided to commission an independent, external, intermediate evaluation.

### 1.2 The Programmes to be evaluated

#### 1.2.1 Aims

The overarching aims of both Programmes are to contribute to the promotion of greater understanding between the peoples of the European Union and Canada/USA, including broader knowledge of each other's languages, cultures and institutions<sup>29</sup>; and to improve the quality of human resource development in both the EU and US/Canada.

The principal means of accomplishing this is deemed to be the promotion of multilateral student-centred cooperation partnerships in order to create structural links between higher education and vocational training institutions on both sides of the Atlantic, exchange expertise, improve the quality of transatlantic student mobility and to complement other bilateral transatlantic and intra-Community activities<sup>30</sup>.

<sup>23</sup> The term "EC", standing for European Community, is used in this document for references to formal documents or agreements prepared or concluded before usage of the term "European Union" and its abbreviation "EU" became the norm.

<sup>24</sup> Transatlantic Declaration on EC/Canada Relations:  
<http://www.dfait-maeci.gc.ca/canadaeuropa/canada-eu-b6-2-en.asp>

<sup>25</sup> EC/Canada Agreement 2001-2005:  
<http://europa.eu.int/comm/education/programmes/eu-canada/text.pdf>

<sup>26</sup> Transatlantic Declaration on EC/US Relations:  
[http://europa.eu.int/comm/external\\_relations/us/economic\\_partnership/declaration\\_1990.htm](http://europa.eu.int/comm/external_relations/us/economic_partnership/declaration_1990.htm)

<sup>27</sup> EC/US Agreement 2001-2005:  
[http://europa.eu.int/eur-lex/pri/en/oj/dat/2001/l\\_071/l\\_07120010313en00080014.pdf](http://europa.eu.int/eur-lex/pri/en/oj/dat/2001/l_071/l_07120010313en00080014.pdf)

<sup>28</sup> See Article 7 of each of the current Agreements.

<sup>29</sup> For the full set of objectives, see Article 3 of each of the current Agreements.

<sup>30</sup> For an overview of the EU's relations with Canada and the USA, see:  
[http://europa.eu.int/comm/external\\_relations/w22/4.1.htm](http://europa.eu.int/comm/external_relations/w22/4.1.htm) (Canada)  
[http://europa.eu.int/comm/external\\_relations/us/intro/index.htm](http://europa.eu.int/comm/external_relations/us/intro/index.htm) (USA)

### 1.2.2 Instruments of intervention

The main instrument is the three-year *consortia implementation project*, which aims to benefit students through adding an international curriculum and cultural dimension to their studies via a combination of curricular innovation and study or training abroad.

The EU/US programme also features support for:

- one- or two-year *complementary activities* that may be either independent or related to a three-year consortium implementation project and designed to support the overall aim of international curriculum development;
- one-year *consortia preparatory projects*, designed to:
  - provide opportunities to develop international cooperation in multidisciplinary fields or to deal with issues of quality standards, credit recognition and accreditation;
  - enable institutions with little or no international experience to plan and develop a potential implementation project.

Each joint consortium must involve a minimum of six partners in total, with at least three European higher education or training institutions and at least three from Canada (Canada cooperation Programme) or the USA (for the US Programme). The EU partners must be from at least three different EU Member States; the Canadian partners must be from at least two different Provinces; and the US partners must be from at least three different States. On each side, fourth and subsequent partners may be other types of organisation such as industry and business groups, non-governmental organisations, publishers, government departments, chambers of commerce and research institutes.

In addition, the EU/US Programme supports the *Fulbright/EU grant scheme*, which provides support for a full academic year or a one-semester period of research or lecturing on EU affairs or EU-US relations at an accredited institution in the US or EU. More details about the above instruments can be found in the Annexes to the Agreements<sup>31</sup> and in the Guidelines<sup>32</sup> accompanying the 2003 and 2004 calls for project proposals.

### 1.2.3 Funding

The European Commission, via the Directorate-General for Education and Culture, provides funding for the direct use of EU partners, and the counterpart joint administrators — HRDC in the case of Canada, FIPSE in the case of the USA — provide funding for the direct use partners from their respective countries. As a rule, the European Commission will support a maximum of 75% of the European side of a consortium. Details of the financial support available in the current funding round for each kind of intervention instrument can be found on each Programme's website<sup>33</sup>.

<sup>31</sup> See footnotes 3 and 4.

<sup>32</sup> Canada Guidelines: [http://europa.eu.int/comm/education/programmes/eu-canada/call/guidecan\\_en.pdf](http://europa.eu.int/comm/education/programmes/eu-canada/call/guidecan_en.pdf)  
US Guidelines: [http://europa.eu.int/comm/education/programmes/eu-usa/call/guideus\\_en.pdf](http://europa.eu.int/comm/education/programmes/eu-usa/call/guideus_en.pdf)

<sup>33</sup> See "How much financial support is available?" sections in:  
Canada Programme EU website:  
[http://europa.eu.int/comm/education/programmes/eu-canada/canada\\_en.html](http://europa.eu.int/comm/education/programmes/eu-canada/canada_en.html)  
US Programme EU website:  
[http://europa.eu.int/comm/education/programmes/eu-usa/usa\\_en.html](http://europa.eu.int/comm/education/programmes/eu-usa/usa_en.html)

Programme financing is done on the basis of an overall matching of funds between the parties to each Agreement. The European Union annual budget for the EU/Canada Programme is about 0.7 million EUR, and for the EU/USA Programme, about 1.5 million EUR.

#### 1.2.4 Actions launched to date

Under the 2001-2005 Cooperation Agreements, a total of 56 projects involving the US and Canada have been launched to date. The great majority (and in the case of Canada, all) are three-year consortia implementation projects:

*Table 1: 2001-2005 Cooperation Agreement projects launched to date, per year*

	<b>US</b>	<b>Canada</b>	<b>Total</b>
2001	13	6	19
2002	13	6	19
2003	12	6	18
<b>Total</b>	<b>38</b>	<b>18</b>	<b>56</b>

Under the preceding 1996-2000 Cooperation Agreements, a total of 96 projects involving the US and Canada were launched:

*Table 2: 1996-2000 Cooperation Agreement projects launched, per year*

	<b>US</b>	<b>Canada</b>	<b>Total</b>
1996	11	6	17
1997	12	13	25
1998	11	6	17
1999	10	7	17
2000	13	7	20
<b>Total</b>	<b>57</b>	<b>39</b>	<b>96</b>

As detailed in section 3.1 below, the evaluation to be undertaken will cover projects launched in 1999, 2000, 2001 and 2002.

### 1.3 Previous evaluations, studies and reviews

An independent, external evaluation of each Programme was carried out on behalf of the European Commission in 1999<sup>34</sup>. The Commission's interpretations of the evaluation findings are contained in the explanatory memoranda supporting the Commission's proposals (in 2000) concerning the current Agreements<sup>35</sup>. The EU-Canada programme

<sup>34</sup> *The Evaluation of the Cooperation Programme in Higher Education and Training between the European Community and Canada*, Circa Group Europe, August 1999  
<http://europa.eu.int/comm/education/programmes/eu-canada/finalrep.pdf>

*The Evaluation of the Cooperation Programme in Higher Education and Training between the European Community and the United States*, Circa Group Europe, August 1999

[http://europa.eu.int/comm/education/programmes/eu-usa/eval\\_us.pdf](http://europa.eu.int/comm/education/programmes/eu-usa/eval_us.pdf)

<sup>35</sup> Canada: COM(2000) 655, 18.10.2000, sections II.4 and II.5

[http://europa.eu.int/comm/education/programmes/eu-canada/prop\\_canada.pdf](http://europa.eu.int/comm/education/programmes/eu-canada/prop_canada.pdf)

was the object of a formative evaluation completed on behalf of Human Resources Development Canada in June 2002.

## **2. CONTRACT OBJECTIVES & EXPECTED RESULTS**

### **2.1 Overall objectives**

The overall objectives to which this contract will contribute are as follows:

- the preparation of proposals for the renewal of the current (2001-2005) EU/Canada and EU/US Agreements;
- possible improvements in the structure, content and implementation of the current Programmes.

### **2.2 Specific objectives**

The specific objective of this contract is to procure an external, independent interim evaluation of the current (2001-2005) EU/Canada and EU/US Cooperation Programmes in higher education and training. This evaluation should additionally encompass the projects launched in 1999 and 2000 under the preceding 1996-2000 Cooperation Agreements (for details, see Table 2 above and section 3.1 below).

### **2.3 Results to be achieved by the contractor**

The results to be achieved by the contractor are as follows:

#### **EU/Canada Cooperation Programme**

- an interim evaluation of the current (2001-2005) EU/Canada Programme in higher education and training according to the provisions of section 3 below;
- recommendations regarding a potential future EU/Canada Programme (post-2005);
- a presentation to the Joint Committee.

#### **EU/US Cooperation Programme**

- an interim evaluation of the current (2001-2005) EU/US cooperation Programme in higher education and training according to the provisions of section 3 below;
- recommendations regarding a potential future EU/US Programmes (post-2005);
- a presentation to the Joint Committee.

## **3. THE EVALUATION**

### **3.1 Scope**

The evaluation should focus on the implementation of the current Agreements (2001-2005) since their adoption in 2000, encompassing the launch of calls from 2001 onwards (see Table 1 above).

However, in order to complement the 1999 evaluation of the previous Programmes (1995-2000), the scope at the project level should also include projects launched in 1999

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USA: COM(2000) 656, 18.10.2000, sections II.4 and II.5  
<http://europa.eu.int/comm/education/programmes/eu-usa/proposal.pdf>

and 2000 under the previous 1996-2000 Cooperation Agreements with the US and Canada (see Table 2 above).

The evaluation should encompass European, Canadian and US interlocutors. However, **the main focus, in terms of site visits and analysis of project activities and outcomes, will be on European lead and partner institutions.**

The specific issues to be evaluated for each of the current Cooperation Programmes are as follows:

- the intervention logic of the Programme;
- relevance of the Programme's objectives, priorities and implementing instruments;
- the effectiveness and impact of the Programme;
- its efficiency and cost-effectiveness;
- its utility and sustainability.

### 3.2 Main evaluation questions

This section separately applies to the EU/Canada Cooperation Programme and to the EU/US Cooperation Programme. The evaluators are expected to prepare two separate reports for the two above mentioned programmes.

The main evaluation questions have been grouped under five headings:

- i) Intervention logic
- ii) Relevance
- iii) Effectiveness
- iv) Efficiency
- v) Utility and sustainability

The detailed questions have been arranged hierarchically. *It is expected that the contractor selected will use their knowledge and experience to refine these questions and propose further questions to the Steering Group (see section 3.4, below).*

#### i) Intervention logic

The contractor will be expected to reconstruct the original intervention logic of the Programme. The contractor should then evaluate the validity of the apparent casual assumptions involved, relating in particular to:

- how the Programme is expected to produce its intended effects;
- the Programme's relationship to any related policy interventions and to relevant external factors.

#### ii) Relevance

- To what extent are the Programme's objectives, principles and actions, as laid down in articles 3, 4 and 5 (plus annex) of the Agreement, still pertinent with respect to the

goals of strengthening transatlantic cooperation and improving the quality of education and training systems in the EU?

- The current Cooperation Programme focuses on student-centred higher education and training. Looking at its overarching aims<sup>36</sup>, and taking account of other bilateral and multilateral cooperation programmes between the parties, to what extent should the scope of the Programme be opened up to encompass a wider spectrum of lifelong learning?

### iii) Effectiveness

*It is anticipated that some research by the contractor, both documentary and on the basis of interviews with relevant players, will be required in order to clarify the current interpretation of official goals.*

- Is the Programme achieving its objectives as specified in Article 3 of the Agreement? In particular, to what extent is the Programme on track to:
  - "promote closer understanding between the peoples of the European Community and [Canada/USA], including broader knowledge of their languages, cultures and institutions"?
  - "improve the quality of human resource development in both the European Community and [Canada/USA], including the acquisition of skills required to meet the challenges of the global knowledge-based economy"?
  - "improve the quality of transatlantic student mobility by promoting transparency, mutual recognition of qualification and periods of study and training, and where appropriate, portability of credits"?
  - "encourage the exchange of expertise in e-learning and open and distance education and their effective use by project consortia to broaden Programme impact"?
- To what extent has the implementation of consortia projects contributed to
  - enhancing "transatlantic education" in terms of new courses, new materials, new distance education courses, new research spin-offs;
  - addressing issues of credit recognition;
  - addressing issues of accreditation and quality control;
  - provide students access to internationalised curricula;
  - preparing students to work in a global marketplace.
- To what extent have implementation projects fulfilled their specific objectives?

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<sup>36</sup> See objectives 1 and 2 in Article 3 of Agreement.

- What was the added value of the financial support granted to the beneficiaries of the Programme compared to the possibility of obtaining equivalent support from other sources?
- Would the participant institutions have been able to strengthen transatlantic cooperation and student mobility if they had not received funding under the programme?
- The fields of study that can be covered by the projects supported by the Programme are not specified in advance: the process is a bottom-up one. Would the parties be likely to benefit from a more top-down, targeted approach, involving the identification of objectives that are relevant to the common challenges they face at a more strategic level? If yes, what could be a sensible methodology for implementing such an approach?
- Looking at the experience of the past few years, are there disciplines that appear to be more suitable for international (transatlantic) credit recognition and accreditation?

#### **iv) Efficiency**

- How economically have the various inputs of the Programme (budget and human resources) been converted into outputs (projects and complementary activities) and results<sup>37</sup>?
- How appropriate has the frequency and timing of calls for proposals been?
- How efficient has the proposal selection process been?
- How efficiently have projects been implemented, monitored and evaluated by beneficiary institutions?
- To what extent are the budget of the Programme and the resources deployed for its implementation commensurate with its intended outputs and results?

#### **v) Utility and sustainability**

- To what extent has the Programme been of benefit to the institutions (both public and private) and individuals (students and teachers) involved?
- To what extent could the positive changes or trends induced by the Programme be expected to last if it were terminated?
- Would another kind of action or policy instrument have been more useful?

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<sup>37</sup> As indicated in section 2 of Guidelines: international and cultural dimension added to studies; international cooperation in multidisciplinary fields developed; issues of quality standards, credit recognition and accreditation addressed; potential implementation projects planned by institutions with little or no international experience; international curriculum development supported; students helped to prepare for work in the global marketplace

- To what extent has the principle of subsidiarity been respected? In other words, what evidence is there that the Programme could not have been carried out as effectively by bilateral or multilateral arrangements between EU Member States on the one hand and states or provinces on the other?

### 3.3 Methodology to be followed in data collection and analysis

This section separately applies to the EC/Canada Cooperation Programme and to the EC/US Cooperation Programme.

This section gives broad guidelines on the data collection and analysis methods to be followed by the contractor. It is expected that the contractor selected will use their knowledge and experience to refine the suggested approach in discussion with the Steering Group (see section 3.4 below). **Tenderers should justify their choice of evaluation techniques and point out relative advantages and disadvantages.**

The evaluation should be approached in six stages:

- a) Reconstruction of the intervention logic
- b) Basic data and information-gathering
- c) Structured surveys
- d) In-depth interviews
- e) Case-studies
- f) Analysis and assessment.

*All data used or referred to in the final evaluation report must be linked to comprehensive metadata (i.e., information enabling users to interpret the data correctly, such as definitions of variables used, sampling decisions, how the data was processed, etc). The sources of all information cited or otherwise referred to must also be given.*

**a) Reconstruction of the intervention logic** (see also section 3.2 i) above)

The reconstruction of the intervention logic of the Programme should be used to identify the data and information needed to carry out an analysis and assessment.

**b) Basic data and information-gathering**

Data and information should be gathered from published sources (Programme documentation, Programme website, minutes of Joint Committee meetings, evaluation reports, speeches, etc) and directly from the parties (applications, interim reports, final reports, project databases, etc).

**c) Structured surveys**

The evaluation should draw on information and views supplied directly by key Programme stakeholders, including project participants, Commission staff (including staff of relevant services in other Directorates-General and staff of relevant delegations), staff of the counterpart joint administrator (HRDC / FIPSE), EU Member State representatives, etc.

The key tool for gathering such views should be one or several structured questionnaire scripts. Focus groups could also be considered. Particular emphasis should be placed on

the effectiveness of the Programme and on gathering counterfactual views. **The contractor should invite questionnaire respondents to provide objectively verifiable evidence in support of their views.**

**d) In-depth interviews**

A sample of beneficiaries should be interviewed in depth.

**e) Case-studies**

Case-studies should be undertaken of an illustrative sample of best-practice projects, and consideration given to examining less successful projects.

**f) Analysis and assessment**

**Considerable emphasis should be placed on this stage of the evaluation.** The detailed evaluation of the Programme should be guided by the data and information gathered from published sources, internal information from the joint administrators of the Programme (European Commission and HRDC/FIPSE), the results of surveys, and information and opinion gathered by interviews. The contractor must support findings and recommendations by an explanation of the degree to which these are based on opinion, analysis and objectively verifiable evidence. Where opinion is the main source, the degree of consensus and the steps taken to test the opinion should be given. Where overall judgements in terms of standard evaluation criteria are made (see section 3.2 above), the criteria used should be explained.

The contractor must enter completed survey returns into specialist data analysis software. The rationale for the processing and extraction of data from results tables must be comprehensively documented. Both the full set of data and the full sets of results tables must be made available, on request, to the European Commission.

### **3.4 Management**

The contract will be managed by unit A5 (Tempus programme - Cooperation with the US & Canada) of the European Commission's Directorate-General for Education and Culture. A stakeholder Steering Group will be involved in the management of the evaluation. The responsibilities of the Steering Group will include ensuring that the monitoring and supervision of the contractor does not compromise the contractor's independence in evaluating the action.

## **4. LOGISTICS, TIMING & BUDGET**

### **4.1 Location**

The operational base for the evaluation will be the contractor's home office. It is anticipated that the contractor will need to carry out some interviews in the USA, in Canada, and in a number of EU Member States<sup>38</sup>.

### **4.2 Starting date**

The indicative starting date is **31 July 2004**. The contract will actually start after both parties have signed the contract.

### **4.3 Period of execution**

The period of execution of the contract is five months.

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<sup>38</sup> The 15 Member States before the EU's enlargement on 1 May 2004.

#### 4.4 Work-plan and timetable

The following outline work-plan and timetable are envisaged:

Deadline (from starting date)	Task
<i>Inception phase</i> fifteen calendar days	Contractor prepares <b>inception report</b> and presents to Steering Group in Brussels
<i>Data and information collection phase</i> end of month 3	Desk and field research completed. Contractor presents <b>interim report</b> to Steering Group in Brussels.
<i>Analysis phase</i> end of month 4	Contractor presents <b>draft final report</b> and <b>draft executive summary</b> to Steering Group in Brussels
middle of month 5	<b>Final report</b> and <b>final executive summary</b> sent to Steering Group for sign-off
end of month 5	Delivery of printed and electronic versions of final report and executive summary as specified in section 6 below.

The reporting requirements are specified in detail in section 6 below.

#### 4.5 Budget

The estimated total budget for the evaluation of both Programmes, covering all the results to be achieved by the contractor as listed in section 2.3 above, is between EUR 90,000 and EUR 140,000.

### 5. REQUIREMENTS

#### 5.1 Personnel

##### 5.1.1 Overall requirements

The tenderer should propose an allocation of resources that they believe will best achieve the desired results, taking into account the evaluation scope and indicative methodology described in section 3 above.

##### 5.1.2 Key experts

All experts who have a crucial role in implementing the contract are referred to as key experts. The profiles of the key experts for this contract are set out below. **It is not necessary that each of these profiles correspond to a single individual. One expert may have the skills and experience required to cover more than one role in the project. Equally, one role may be divided between two or more experts if the Tenderer believes that this will be the most effective way to achieve the desired results. In addition, a higher number of experts may be proposed than indicated below.** Whatever the case, the team proposed by the Tenderer must possess all the skills and experience described below:

##### **Key expert 1: Team Leader**

##### *Qualifications and skills*

Graduate qualification. Excellent project planning and project management skills.  
Excellent oral and written communications skills. Team-building and management skills.

### *Professional experience*

In-depth, up-to-date knowledge of and practical expertise in leading-edge evaluation techniques. A minimum of 5 years of experience of the evaluation of policies or expenditure programmes. Significant experience of leading evaluation projects in international settings. In-depth knowledge of EU higher education and training systems.

#### **Key expert 2**

##### *Qualifications and skills*

Graduate qualification. Excellent project management skills. Excellent oral and written communications skills. Excellent survey, questionnaire and structured interview design skills. Skilled in manipulating and analysing survey data.

##### *Professional experience*

In-depth, up-to-date knowledge of and practical expertise in leading-edge evaluation techniques. At least 3 years of experience of the evaluation of expenditure programmes. Significant experience of taking a prominent role in evaluation projects in international settings. Experience in conducting interviews.

#### **Key expert 3**

##### *Qualifications and skills*

Graduate qualification. Excellent communications skills.

##### *Professional experience*

Knowledge of evaluation techniques. Experience of the evaluation of expenditure programmes. In-depth knowledge of the US and Canada higher education and training system.

#### **Key expert 4**

##### *Qualifications and skills*

Graduate qualification. Excellent communications skills.

##### *Professional experience*

Knowledge of evaluation techniques. Experience of the evaluation of expenditure programmes. In-depth knowledge of the Canadian higher education and training system.

### **5.2 Facilities to be provided by the Contractor**

The Contractor shall ensure that experts are adequately supported and equipped. In particular it shall ensure that there is sufficient administrative, secretarial and interpreting provision as necessary, to enable experts to concentrate on their primary responsibilities.

## **6. REPORTS**

### **6.1 Reporting requirements**

Six copies of each report must be submitted to the responsible body (see section 3.4 above) in printed form, and each report must also be sent to the responsible body by e-mail. Electronic files must be in Microsoft® Word for Windows format.

The language and style required for each report are specified in sections 6.2 to 6.5 below. The period within which the responsible body will comment on all reports is specified in sections 6.2 to 6.5 below. In the absence of observations from the responsible body within the deadlines specified, the report will be considered as being approved.

Within 10 days of receiving the responsible body's observations, the contractor must submit the report in definitive form, taking full account of these observations, either by following them precisely, or by explaining clearly why they cannot be followed. If the

responsible body still considers the report unacceptable, the contractor will be invited to amend the report until the Commission is satisfied.

## **6.2 Inception report**

The inception report must be submitted in English within fifteen calendar days of the date of signature of the contract by the last of the two parties. The responsible body will comment on the inception report within fifteen calendar days of its receipt.

It should detail how the methodology proposed by the contractor is going to be implemented in the light of an examination of the quality and appropriateness of existing data, and in particular how the methodology will answer each evaluation question and provide a judgement.

## **6.3 Interim report**

The interim report must be submitted in English within three months of the date of signature of the contract by the last of the two parties. The responsible body will comment on the interim report within ten calendar days of its receipt.

It should provide information about the initial analyses of data collected in the field (primary data) and secondary data. The contractor may be in a position to provide preliminary answers on some of the evaluation questions.

This report will provide the basis for a dialogue between the contractor and the Steering Group about the adequacy of analyses, the factual accuracy of observations and the realism of assertions and interpretations.

## **6.4 Draft final report**

The draft final report, including a draft executive summary, must be submitted, in English, within four months of the date of signature of the contract by the last of the two parties. The responsible body will comment on the draft final report within fifteen calendar days of its receipt.

This document must provide the conclusions of the evaluator in respect of the evaluation questions in the terms of reference and must be clearly based on evidence generated through the evaluation. **These conclusions should include an explicit description of lessons to be learnt in terms programme objectives, structure, resources and delivery mechanisms for potential future programmes of a similar type, and should also cover the potential for broadening the scope of such programmes. Judgements provided must be clear and explicit.** The draft final report should also contain some exploratory recommendations developed on the basis of the conclusions reached by the evaluator.

It is essential that the report be clear, unambiguous and comprehensible for the non-specialist. Any potential reader must be able to understand:

- the purpose of the evaluation;
- exactly what was evaluated;
- how the evaluation was designed and conducted;
- what evidence was found;
- what conclusions have been drawn on the basis of this evidence;
- what recommendations are being made / lessons learnt on the basis of these conclusions.

The structure of the report should reflect its different uses and follow a broad classification into three parts:

- **Executive summary.** This must provide, in a maximum of five pages, a synthesis of the main conclusions of the evaluation, the key items of evidence that underpin them, and the resulting recommendations.
- **Main report.** This must be aimed at those directly involved in the evaluation and the management of the Programmes. The main report must present in full the results of the analyses, conclusions and recommendations arising from the evaluation. It must also contain a description of the activity to be evaluated, the context of the evaluation, and the methodology used (with an analysis of the latter's strengths and weaknesses).
- **Technical annexes.** These should collate the technical details of the evaluation, and must include the terms of reference, questionnaire templates, interview guides, any additional tables or graphics, and references and sources.

More details about the structure of the main part of the draft final report will be provided to the selected contractor by the responsible body<sup>39</sup>.

The draft final report will be subjected to a preliminary quality assessment that will verify the extent to which it respects the relevant criteria contained in the contracting authority's Evaluation Standards<sup>40</sup>.

## 6.5 Final report

The final report and executive summary must be submitted within four-and-a-half months of the date of signature of the contract by the last of the two parties. The responsible body will comment on the final report within fifteen calendar days of its receipt.

The body of the report must be written in English. The executive summary must be written in English, French and German.

It must take into account the results of the quality assessment of the draft final report and discussions with the Steering Group about the draft final report insofar as these do not interfere with the autonomy of the evaluator in respect of their conclusions.

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<sup>39</sup> The structure will be broadly in line with that described on pp. 49-50 of the European Commission's *Practical Guide for Evaluating EU Activities*,  
[http://europa.eu.int/comm/budget/evaluation/pdf/evaluation\\_guide\\_final.pdf](http://europa.eu.int/comm/budget/evaluation/pdf/evaluation_guide_final.pdf)

<sup>40</sup> See standards D.1 to D.6 inclusive on p.13 of the European Commission's *Communication on Evaluation Standards and Good Practice*, C(2002) 5267, 23.12.2002  
[http://europa.eu.int/comm/budget/evaluation/pdf/C\\_2002\\_5267\\_final\\_en.pdf](http://europa.eu.int/comm/budget/evaluation/pdf/C_2002_5267_final_en.pdf)



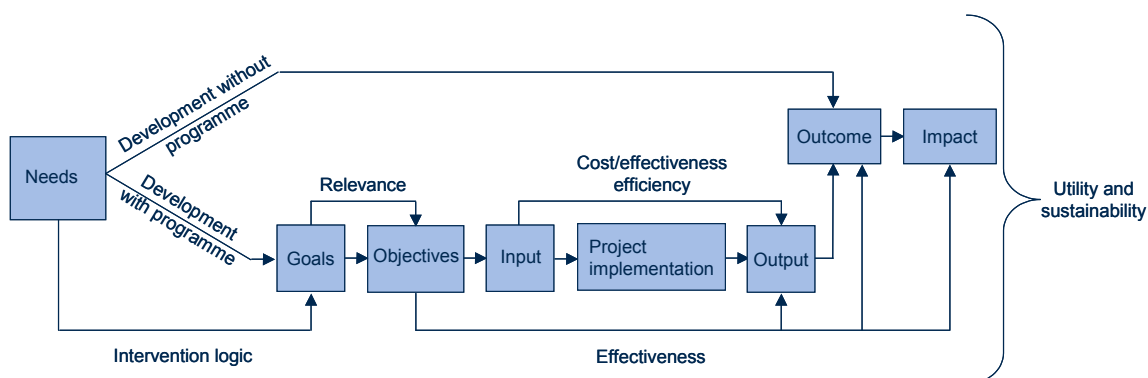
## Annex 2: Evaluation framework

### Elements of the framework

The evaluation focuses on five issues: (1) intervention logic, (2) relevance, (3) effectiveness, (4) efficiency or cost-effectiveness, and (5) utility and sustainability. To determine these evaluation issues, we need insights in the underlying factors and the interrelations between them: needs, overall goals, objectives, input, output, outcome, and impact.

Figure 1.1 provides a global overview of the relevant issues in the evaluation of the cooperation programme, the underlying factors and the interrelations between them. In this section we deal with the underlying factors.

Figure B2.1 Overall analytical framework



### Needs

The needs for the programme refer to original problems that were identified and need to be solved, but also to more positive grounds: good practices that could be strengthened by the programme. These have been formulated in several documents, among which the Transatlantic Declaration on EU/Canada and EU/USA cooperation in 1990.

### Goals

The overall goals are aimed at fulfilling the needs that have been identified.

#### Overall goals

To contribute to the promotion of greater understanding between the peoples of the European Union and Canada/USA, including broader knowledge of each other's languages, cultures and institutions; and to improve the quality of human resource development in both the EU and US/Canada.

### *Objectives*

The objectives of the programme are derived from the overall goals and are designed to meet these goals.

#### **Examples of objectives:**

- Promote closer understanding between the peoples of the European Community, Canada and the US, including broader knowledge of their languages, cultures and institutions;
- Improve the quality of human resource development in both the European Community, Canada, and the US, including the acquisition of skills required to meet the challenges of the global knowledge-based economy;
- Encourage an innovative and sustainable range of student-centred higher education and training cooperative activities between the different regions in the European Community, Canada and the US that have a durable impact;
- Improve the quality of transatlantic student mobility by promoting transparency, mutual recognition of qualifications and periods of study and training, and where appropriate, portability of credits;

### *Input*

The *input* refers the means that have been invested to perform a project.

- **Examples of input** are: staff, administration, location, materials, out-of-pocket, documentation, financing, et cetera.

### *Output*

The *output* refers to the *direct* products of the implementation of the projects that originate during the implementing period.

- **Examples of output** are: number of exchange students, number of institutions, papers and reports produced during the programme and exchange of expertise on specific subjects.

### *Outcome*

The *outcomes* relate to the effects of the *direct products of implementation* of the projects (the output) that contribute to the overall goals (i.e. promotion of greater understanding between the peoples of the European Union and Canada/US and improve the quality of human resource development in both the EU and Canada/US). These effects should be cleared by examining the development with and without implementation of the projects.

#### **Examples of outcome:**

- added international and cultural dimension to studies;
- (broader) international cooperation in multidisciplinary fields;
- more chances for students to work in an international environment after participating in a project;
- higher educational performances;
- knowledge of foreign languages, et cetera.

### *Impact*

The *impact* concerns the wider, macro effects of the projects that arise during or after implementation. These can be distinguished in desired and not desired effects, direct and indirect effects, short-term and long-term effects.

#### Examples of impact

- higher quality of human resource development;
- greater understanding between people of the EU, Canada, and the US;
- higher labour market participation rates in the EU, Canada, and the US;
- higher productivity rates in the EU, Canada, and the US;
- more economic growth in the EU, Canada, and the US, et cetera.

The fore mentioned evaluation aspects can be related to the evaluation issues, i.e. intervention logic, relevance, efficiency and cost effectiveness, effectiveness, utility and sustainability. In the next section we give a brief overview these issues.

## Intervention logic

Part of the study includes a reconstruction of the intervention logic of the programme. This investigation entails the validity of apparent casual assumptions in particular relating to how the Programme is intended to produce its intended effects and the Programmes relationship to any related policy interventions and to relevant external factors.

In order to reconstruct the original intervention logic, we have to identify the original assumptions of the goals of the Programme in relation to the original needs on which the programme is based.

In order to be able to reconstruct the intervention logic, two steps can be taken, based on the figure presented in the previous section.

First, the needs for the programme have to be further identified. The programme has been constructed based on a need or a problem that needed to be solved. As the current evaluation concerns a mid-term evaluation, we also need to identify whether these problems or needs are still current or whether they have been evolving.

The second step concerns the overall goals relating to the needs. The goals need to make clear what ambitions have been set with the Programme. Questions that can be asked are whether the goals lead to the right actions within the programme in relation to the original needs. An important part of the step is to look at the extent in which the needs of this programme are also targeted by other policies. The coherence of the programme in relation to other programmes should be looked at.

When these steps have been taken, the causal chains that are the underlying assumptions of the Programme become clear. Probably, there is more than one chain that forms the intervention logic.

## Relevance

The relevance concerns the extent to what the programme objectives are justified in relation to the overall goals. In order to be able to assess the relevance, we use a number of indicators that relate the programme objectives to the goals that have to be met. Special attention shall be paid to the extent into which the programme's objectives should give way to a wider spectrum of lifelong learning.

## Effectiveness

Effectiveness is commonly defined as the degree to which the desired effects of a measure (programme) have been reached. However, measures may yield undesired or unintended effects (also called: side effects) as well as desired effects, in terms of output, outcome and impact. For instance, some projects within the cooperation Programme may improve the educational performance of participating students, while at the same time non-participating students receive less support and as a result perform worse. This undesired effect is called substitution. Another negative side effect could be that the institutes for higher education that take part in the programme become more selective to other partnerships because of lack of time or differences in expectations between cooperation programmes in which they participate. Examples of positive side effects that could occur are: attract external involvement from other partners, acquisition of knowledge on different curricula, and stimulating research co-operation between the partners. Furthermore, besides the direct effects, also indirect effects will occur. This should be taken into account when the impact of a measure is assessed. For instance, successful cooperation programmes may raise the performance of participating institutions, which may result in higher quality of human resource development, and higher productivity rates. Finally, effects need to be assessed not only immediately after the completion of a project, but also in the longer run. Whereas output by definition relates to short-term effects, the study of lasting or long-term effects is particularly relevant when assessing outcome and impact of a project. Previously it was already mentioned that effects should be compared with the situation of no programme. This is important in order to determine to what extent effects can be attributed to the programme or would have occurred without it anyway (dead-weight losses).

## Efficiency and cost-effectiveness

Efficiency (or cost-effectiveness) relates to what is obtained relative to the inputs mobilized. An efficiency indicator is therefore the ratio of two indicators: the measurement of the effects obtained and the measurement of inputs mobilised to obtain it. For this project attention is paid on two aspects of efficiency:

- efficiency of the output;
- efficiency of the process.

A cost-effectiveness analysis can be applied when the main effects of a programme can not be monetarized, but *can* be quantified. In a cost-effectiveness analysis alternative cost flows are compared that produce similar outputs. This analysis can be designed in various

ways. One option is to analyse which alternative, given a particular size of the intended effects, can be realised at minimum costs (cost minimalisation). An alternative approach is to analyse how with given means as many of the desired effects as possible can be achieved (effect maximalisation).

## Sustainability and utility

Sustainability refers to the ability of effects to last in the middle or long term. Effects are sustainable if they last after the funding granted by the programme has ceased. They are not sustainable if an activity is unable to generate its own resources, or if it is accompanied by negative effects, particularly on the environment, and if that lead to blockages or rejection.

Utility refers to the extent to which the impacts obtained by a programme correspond to *society's* needs and to the broader socio-economic problems to be solved. To concretize utility insights in the extent that expected and unexpected effects are globally satisfactory from the point of view of direct and indirect addressees is needed. Utility is a special evaluation criterion because it disregards all reference to stated objectives of a programme. In particular it may be useful to apply this criterion when there are many unexpected and indirect effects<sup>41</sup>.

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<sup>41</sup> See European Commission (1999), *Evaluating socio-economic programmes – evaluation design and management*, Luxembourg, Office for Official Publication of the European Communities.



## Annex 3: Approach and methodology

In this annex, three tables are shown regarding the approach of the evaluation:

- table B3.1 shows the projects selected for the interviews
- table B3.2 shows details of these projects
- table B3.3 shows the research methods in relation to the evaluation questions of the ToR.

Table B3.0.1 Selection of projects

		Leading partner EU		Leading partner US/Canada		6 or less partners	More than 6 partners	Involvement of non-university partners	Less than 30 student exchanges <sup>a)</sup>	More than 30 student exchanges <sup>a)</sup>	1999, 2000	2001, 2002
Project visit Can	1213	Humanistinen Ammattikorkeakoulu/Kauriaisten	FI	Universite du Quebec a Montreal	Ca	x			x			X
Project focus group	1353	Universidad Computense de Madrid	ES	University of Georgia	US		x	x			x	
Project visit US	693	University d'Orleans	FR	Pennsylvania State University	US	x			x		x	
Project visit US	700	Politecnica University of Catalunya	E	Princeton University	US	x		x	x		x	
Project visit EU	1335	AOC Groenhorst College	NL	Front Range Community College	US	X				X		X
Project visit EU	1247	University of Maastricht	NL	Samford University	US	x			x			x
Project visit EU	1261	Bournemouth University	UK	Vanderbilt University-TN	US	x				x		x
Project visit EU	1274	Saint Etienne Graduate School of Business	FR	Nicholls State University	US		x			x		x
Project visit EU	1346	University of Kalmar	S	Otterbein College – Ohio	US	x			x			x
Project focus group	1347	Umea University	S	Wright State University – OH	US	x				x		x
Project visit EU	1350	Eindhoven University of Technology	NL	University of Cincinnati – OH	US	x				x		x
Project visit EU	1339	Catholic University of Leuven	BE	University of Regina	Ca		x			x		x
Project visit EU	1343	The Danish School of Journalism	DK	Carleton University	Ca		x	x		x		x
Project visit EU	1228	University of Luton	UK	University of Alberta	Ca	x				x		x

a) This concerns an estimation based on the (interim) reports. Where projects have not yet finished numbers concern expected number of students to go abroad.

The project numbers relate to the following projects:

Table B3.0.2 Project description

No	Project name	Project description
1213	2001: Cultural Production in an International Environment	The project combines different methods of cultural production from within two continents and four countries. Mutual understanding of each other's cultures is one of the main achievements of the project
716	1999: Globalisation and Employability: Benchmarks for Overseas Educational Exchanges	The project shows how universities and other organisations are able to collaborate on applied research and technology development.
1353	2002: Veterinary Curriculum and the Future : Public Health, food security and agroterrorism	The project tries to formulate an answer to the animal and public health problems, like foot-and-mouth disease, that have become so problematic in our current international society.
693	2000: ICEEIT: Interdisciplinary-International Curriculum on Energy and the Environment: Innovative Technologies)	The ECEE IT project provides an integrated, international and interdisciplinary curriculum and training on issues of energy and environment.
700	2000: EC-US Architectural Education Network	the project strives for new modes of the international architectural practice and aims to come up with new pedagogical methodologies for the future of the architectural profession
1335	2002: PETVET - Program for Transatlantic Exchange of Veterinary Nurses and Technicians.	Petvet organises a transatlantic exchange programme for veterinary nurses and technicians.
1247	2001: TAC: Transatlantic Cooperation for Problem-Based Learning in the Humanities	The goal of Complementary project without student exchange is engaging in cooperative development of problem-based learning modules to benefit from each other's expertise and experience.
1261	2001: Developing intercultural competence in multicultural health care workforces	The aim of this project is to strengthen transatlantic ties in the nursing profession. It is implemented by bringing into perspective the current challenge that globalization poses to the nature of the nursing workforce.
1274	2001:Alliance for the Promotion of Cross-cultural skills for Business Students	The purpose of this project is to prepare American and European business students for working in an economy in which forces of globalization play an increasing role.
1346	2002: AGE: NICE Advancing Gerontologic Education: Nursing through International Collaborative Endeavors	The project focuses on global and multicultural issues of health care for older adults. An international and interdisciplinary gerontologic model for nursing education has been developed by all participating institutions.
1347	2002: RENEEUS - Regional Education Network between the European Union and the United-States.	The project fosters close cooperation and a support network between universities in specific regions of both the US and the EU: regions that are in a significant social, economic and technological transition
1350	2002: Joint Masters - META – University EC/US.	Three EU and three US academic institutions have set up a project to come to exchange and expand knowledge on architecture, urban design, planning and information design. The main aim for the project is to become more familiar with the similarities and the differences in

No	Project name	Project description
		issues and approaches of participating institutions
1339	2002: GLOBUS - Social Justice and Human Rights in the Era of Globalisation: Learning from one another	The overall purpose of the GLOBUS project is to improve knowledge among staff and students on social problems following from globalization, which are present at both sides of the Atlantic.
1343	2002: 11 September and beyond - the Challenges for Journalism Education	A Canadian-EU consortium, which consists of both educational and professional institutions, has been built up to develop courses on war reporting, risk reporting and journalism ethics.
1228	2001: Economic and Cultural Exchange through Sport Tourism, Preparing Tomorrow's Leaders	This project aims to facilitate the development of professionals in the field of sport tourism. It is realized by setting up a new course as well as through the provision of study exchanges between leading European and Canadian sport tourism institutions.
1213	2001: Cultural Production in an International Environment	The project combines different methods of cultural production from within two continents and four countries. Mutual understanding of each other's cultures is one of the main achievements of the project

Table B3.0.3 Matrix on how methodology will answer each research question (for explanation: see also legend below the table)

	Desk research	Inter-views 1	Inter-views 2	Focus groups	Survey 1	Survey 2	Survey 3	Survey 4	Case studies
<b>Intervention logic</b>									
What is the intervention logic of the Programme, how is it expected to produce its intended effects, and what is the Programme's relationship to any related policy interventions and to relevant external factors	X	X	X						X
<b>Relevance</b>									
To what extent are the Programme's objectives, principles and actions still pertinent with respect to the goals of strengthening transatlantic cooperation and improving the quality of education and training systems in the EU?	X	X	X						
To what extent should the scope of the Programme be opened up to encompass a wider spectrum of lifelong learning?		X	X	X	X	X			
<b>Effectiveness</b>									
What is the current interpretation of official goals?	X	X		X	X	X			X
Is the Programme achieving its objectives as specified in Article 3 of the Agreement?									
- promote closer understanding		X	X	X	X	X	X	X	X
- improve the quality of human resource development		X	X	X	X	X	X	X	X
- improve the quality of transatlantic student mobility		X	X	X	X	X	X	X	
- encourage the exchange of expertise in e-learning and ODL		X	X	X	X	X	X	X	
To what extent has the implementation of consortia projects contributed to enhancing "transatlantic education" in terms of new courses, new materials, new distance education courses, new research spin-offs		X	X	X	X				
To what extent have implementation projects fulfilled their specific objectives?		X	X	X	X				
What was the added value of the financial support granted to the beneficiaries of the Programme compared to the possibility of obtaining equivalent support from other sources?		X	X	X	X				
Would the participant institutions have been able to strengthen transatlantic cooperation and student mobility if they had not received funding under the programme?		X	X	X	X				
Would the parties be likely to benefit from a more top-down, targeted approach, involving the identification of objectives that are relevant to the common challenges they face at a more strategic level?		X	X	X	X				
Are there disciplines that appear to be more suitable for international (transatlantic) credit recognition and accreditation?		X	X	X	X				

	Desk research	Inter-views 1	Inter-views 2	Focus groups	Survey 1	Survey 2	Survey 3	Survey 4	Case studies
<b>Efficiency</b>									
How economically have the various inputs of the Programme (budget and human resources) been converted into outputs (projects and complementary activities) and results?	X	X	X	X	X	X			X
How appropriate has the frequency and timing of calls for proposals been?		X	X		X				
How efficient has the proposal selection process been?	X		X						
How efficiently have projects been implemented, monitored and evaluated by beneficiary institutions?		X	X	X	X	X			X
To what extent are the budget of the Programme and the resources deployed for its implementation commensurate with its intended outputs and results?		X	X	X	X				
<b>Utility and sustainability</b>									
To what extent has the Programme been of benefit to the institutions (both public and private) and individuals (students and teachers) involved?		X	X	X	X		X	X	
To what extent could the positive changes or trends induced by the Programme be expected to last if it were terminated?		X	X	X	X		X		
Would another kind of action or policy instrument have been more useful?		X	X	X	X	X			
To what extent has the principle of subsidiarity been respected? In other words, what evidence is there that the Programme could not have been carried out as effectively by bilateral or multilateral arrangements between EU Member States on the one hand and states or provinces on the other?		X	X	X	X	X			

**Legend to the table**

Interviews 1: project directors

Interviews 2: other stakeholders

Questionnaire 1: Project coordinators and other project partners

Questionnaire 2: EU and Canada/US government officials and member state representatives

Questionnaire 3: Participating students

Questionnaire 4: Non-participating students

## Annex 4: List of interviews

Table B4.0.1 Interviews conducted by the evaluation team (excluding focus groups and interviews with students)

Name	Organisation	Description
Nicole Versijp	EC DGTREN	Former programme manager at EAC (98-03)
Augusto Gonzales	EC DGEAC	Head of unit (and former programme manager)
Diego Sammaritino	EC DGEAC	Programme manager since 2003
Christine Hughes	EC DG RelEx	Desk officer US, Canada
Lies Wesseling	Universiteit Maastricht	Project coordinator of project no. 1247, TCA: Transatlantic Cooperation for Problem Based Learning in the Humanities
Frank Frankfort	FIPSE	Programme coordinator
Joan Laurie	Project leader	Health care and technology
Derek Elsworth, Semih Eser	Project leader and teacher	Energy and environment Penn State college
Britt-Inger Saveman	University of Kalmar	Project coordinator
Eva Justafson	University of Kalmar	Faculty participant
Margaretha Hagberg	University of Kalmar	Faculty participant
Clara Axelsson	University of Kalmar	Faculty participant
Hans Henrik Holm	Danish School of Journalism	Project coordinator
Inger Munk	Danish School of Journalism	Head of international educational department
Kristian Strobech	Danish School of Journalism	Faculty participant
Chester Folming	Danish School of Journalism	Faculty participant
Pierrick Mallissard	UQAM	Programme officer international relations
M. Latraverse	UQAM	Professor in philosophy, involved in uqam project
Kees Doevendans	Eindhoven University of Technology NL	Project leader
Ian Graham	Bournemouth University	Project leader
Peter Mason, Sean PMPM, and Iona Evans	University of Luton	Projectleader and teachers
Alida Moene	AOC Groenhorst	Assistant project leader
Ralph Lerner	Princeton University; School of Architecture	Project coordinator US
Frédéric Marion Poll	Grande Ecole	Projectleader
Ginette Carle	Ministry of Education (Canada)	Programme coordinator Canada
Betty Beeler	St Etienne Business School	Project coordinator
Stephan Parmentier + Elmar Weitekamp	Universiteit Leuven	Project coordinators

Table B4.0.2 (telephone) interviews conducted by US-consultants with project leaders of projects mentioned (Non-EU project leaders)

Project Title
Transatlantic Consortium on Early Childhood Intervention
Marine Science Student Mobility
IECAT - Innovative Educational Concepts for Autonomous and Tele-operated Systems
TransAtlantic Textile Network
Graduate Nursing Student Exchange Program in International Family-Focused Health Care
International Leadership of Educational Technology (ILET)
Developing Intercultural Competence in Multicultural Health Care Workforces
Experiential Learning for the Interdisciplinary Study of the Food and Society Nexus
Advancing Gerontologic Education-Nursing International Collaborative Endeavors
Joint Masters Meta-University EC-US
Urban Ecology
Project Inclusion
Alliance for Cross-Cultural Understanding

Apart from the interviews mentioned above, a number of students have been interviewed during the project visits.

Furthermore, four focus groups have been conducted with in total about 40 participants from different projects.

## Annex 5: Questionnaire project partners

### Introduction

‘To what extent has the Co-operation Programme between the European Union and Canada/USA contributed to better mutual understanding between the peoples on both sides of the Atlantic, including broader knowledge of each other’s languages, cultures and institutions?’

This is one of the key questions formulated by the European Commission, DG Education & Culture, for the interim evaluation of the Co-operation Programmes in higher education and vocational education and training. The aim of this questionnaire is to generate information to respond to this question, which is why **your help** is so important. It will take you approximately 15 minutes to participate and it gives you the opportunity to share with us your experiences and views on the subject question.

This questionnaire has been designed by ECORYS after having been awarded a contract by the European Commission to conduct the interim evaluation of the Co-operation Programme. You may verify this by following this link to a letter of authorisation.

*ECORYS guarantees that the information you provide will be treated confidentially. No individuals or projects will be recognizable in the final results. Moreover, apart from the evaluation team, no one will have or gain access to the information provided by you, unless you specifically indicate in the questionnaire that your views are to be made accessible to others.*

Many thanks in advance for your co-operation. If you have any questions, please feel free to send an e-mail to [etcp@ecorys.com](mailto:etcp@ecorys.com). We will endeavour to respond as quickly as possible.

## General Questions

### *Please fill in the following information*

Name of the project:

Name:

Telephone number:

E-mail:

#### 1. What is your position in the project? One answer possible

- Co-ordinator (EU)
- Co-ordinator (US)
- Co-ordinator (Canada)
- Project leader (EU partner institution)
- Project leader (USA/Canada partner institution)
- Other, namely:.....

#### 2. In what type of project are you or have you been involved? More than one answer possible

- One-year preparatory project
- Three-year consortia implementation project
- Two-year complementary project
- Don't know

#### 3. What is the formal status of the project at the moment? One answer possible

- In preparation
- Ongoing
- Finished: ...../.....(month/year)

#### 4. What was the subject area of the project? More than one answer possible

- Engineering
- Agriculture
- Health Care
- ICT
- Environment and biotechnology
- Law
- International relations
- Economics/Business
- Education
- Social sciences
- Multidisciplinary
- Other sciences
- Other, namely:.....

**5. To what extent did your organisation have contact with project partners before the project was initiated? One answer per row possible**

	No contact	Occasional	Frequent
With European educational institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With other European partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With American/Canadian educational institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With other American/Canadian partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. Is your organisation involved in other transatlantic co-operation programmes?**

- Yes; please specify: \_\_\_\_\_
- No (*go to question 8*)

**7. How do you think each of these other programmes relate to the EU/USA or EU/Canada Co-operation Programmes? One answer possible**

- Complementary
- Competitive
- No relation

**8. Is your organisation involved in other international co-operation programmes (for instance ERASMUS or LEONARDO)?**

- Yes please specify: \_\_\_\_\_
- No (*go to question 10*)

**9. How do you think these other programmes relate to the EU/USA or EU/Canada Co-operation Programmes? (See Q8) One answer possible**

- Complementary
- Competitive
- No relation

## Exchanges

*Following questions relate to the EU-USA and EU-Canada Co-operation Programmes in Higher Education and Vocational Education and Training*

**10. How many participants did your institution send out and how many did you receive?**

	Sent out	Received
Number of students	.....	.....
Number of teachers	.....	.....
Number of trainers	.....	.....
Number of administrators	.....	.....
Number of other persons	.....	.....

**11. How many students of your institution participated in the project but did not take part in the exchange?**

Number of students .....

**Your organisation’s objectives**

**12. Please rate – on a scale of 1 (minor importance) to 5 (major importance) – each objective below in terms of the importance they play(ed) in your project. One answer per row possible**

<i>Objectives</i>	<i>Minor importance</i>			<i>Major importance</i>	
	←				→
	1	2	3	4	5
Mutual understanding between the peoples of the European Union and the USA/Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fostering participants' personal development including international skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of innovative transatlantic curriculum in which student mobility is a key aspect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement of the quality of transatlantic student mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving the capacity of my institution to equip students with the skills required to meet the challenges of the global knowledge-based society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of innovative education programmes based on e-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of open and distance learning education programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Realisation of partnerships with institutions and organisations in Europe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Realisation of partnerships with institutions and organisations in the USA/Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of a European dimension in our courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of a USA/Canada dimension in our courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reinforcement of other co-operation programmes and initiatives in our organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**The project’s impact**

**13. How would you rate the outcomes of your project in relation to its objectives? Please rate your project between 1 (not successful) and 5 (highly successful).**

1
  2
  3
  4
  5

**14. To what extent has the project contributed – or do you expect it to contribute – to the following objectives? For each statement below, please indicate the project’s contribution on a scale of 1 (weak contribution) to 5 (strong contribution) One answer per row possible**

	<i>Weak contribution</i>			<i>Strong contribution</i>	
	←				→
	1	2	3	4	5
<b>Mutual understanding</b>					
Knowledge of foreign languages among exchange students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of foreign cultures among exchange students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of foreign institutions/organisations among exchange students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of foreign institutions among staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better mutual understanding between students of different cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Improvement of quality of human resource development</b>					
Improvement of the quality of courses provided by the participating institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhanced students’ knowledge and skills to work in an international context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhanced study motivation among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better academic performance of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Innovation</b>					
International co-operation in curriculum development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Targeted improvement of existing educational programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement of teaching methods and practices to prepare students for work in an international context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of new and innovative educational programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of new teaching materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of new teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of new research spin-offs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Quality of transatlantic mobility</b>					
Promoting transparency of transatlantic student exchange opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhanced recognition of credits for periods of study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of a credit transfer system among the partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilisation of the ECTS among EU-USA/Canada partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Web- and computer-based technologies</b>					
Development of web-based communication between participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of e-learning technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of distance learning technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the Internet for dissemination of project results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Partnerships</b>					
Development of durable transatlantic partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of partnerships with (other) transatlantic higher education institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of partnerships with (other) transatlantic vocational education and training institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of partnerships with transatlantic professional associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of partnerships with transatlantic public authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of partnerships with transatlantic private sector organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to co-operate with foreign organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reinforcement of a European and Canadian/American dimension to transatlantic co-operation</b>					
Development of a European dimension in courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of an American/Canadian dimension in courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	←					→
	1	2	3	4	5	
<b>Complementary to other (bilateral) EU/USA or EU/Canada programmes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reinforcement of the international orientation of our organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reinforcement of other co-operation programmes and initiatives between EU and the USA/Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reinforcement of other co-operation programmes and initiatives in our institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**15. What other effects have been achieved by the project?**

*Please describe:*

.....

.....

.....

**Sustainability**

**16. To what extent have you continued/are you planning to continue the project activities beyond the EU funding period? One answer possible**

- Unchanged (continuation of project as it is now; same partners/same activities)
- More (partners/activities)
- Less (partners/activities)
- No continuation

**17. To what extent do you maintain contact with the partner institutions that have participated in the co-operation programme? One answer per row possible**

	No contact	Occasional	Frequent	On-going
With European educational institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With other European partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With American/Canadian educational institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With other American/Canadian partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**18. What is discussed as part of these contacts? Multiple answers possible**

	With European institutes	With American/Canadian institutes
Student exchange	<input type="checkbox"/>	<input type="checkbox"/>
Staff exchange	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum development	<input type="checkbox"/>	<input type="checkbox"/>
Exchange of expertise	<input type="checkbox"/>	<input type="checkbox"/>
International projects	<input type="checkbox"/>	<input type="checkbox"/>
Research and consulting	<input type="checkbox"/>	<input type="checkbox"/>
Other; please specify:.....	<input type="checkbox"/>	<input type="checkbox"/>

**19. What do you consider the most important factors/issues determining the sustainability of the project beyond the EU funding period? Please rate the three most important factors/issues: 1 (most important), 2 (second important) and 3 (third important).**

- ..... Close relationship with regular curriculum
- ..... Mobility grant for students
- ..... Mobility grant for teachers
- ..... Transferability of the project to other subject areas in the institution
- ..... Commitment of staff to transatlantic projects
- ..... Involvement of more institution staff
- ..... More student exchanges
- ..... More innovative attitude among teachers and staff
- ..... Full recognition of credits for study completed abroad
- ..... Full documentation on the project organisation
- ..... More project public relations
- ..... Other:

## Resources

**20. Have the available resources been sufficient for a successful project organisation? One answer possible**

- Amply sufficient
- Sufficient
- Barely sufficient
- Insufficient

**21. To what extent are you satisfied with the availability of the following resources? One answer per row possible**

	<i>Not</i>			<i>Very</i>	
	<b>satisfied</b>			<b>satisfied</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Availability of staff at my own institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of staff at partner institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of financial resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of educational facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of motivated students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of partner institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of private companies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of project management information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**22. Finally, here are some general statements about transatlantic relations. For each statement, please indicate the extent to which you agree on a scale of 1 (completely disagree) to 5 (completely agree) One answer per row possible**

	<i>strongly disagree</i>			<i>fully agree</i>	
	←				→
	1	2	3	4	5
Cultural differences in international communication and business are easy to overcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education plays a vital role in enhancing mutual understanding between the peoples of EU and Canada/USA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spending time abroad should become compulsory for each student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am actively following news headlines on the transatlantic continent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transatlantic student exchange enhances the mutual understanding between the peoples of EU and Canada/USA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**23. What might you (further) suggest to enhance the success of future projects?**

Thank you very much for your participation in this study. The overall results of the interim evaluation will be available in spring 2005.

## Annex 6: Questionnaire participating students

### Introduction

‘To what extent has the Co-operation Programme between the European Union and Canada/USA contributed to better mutual understanding between the peoples on both sides of the Atlantic, including broader knowledge of each other’s languages, cultures and institutions?’

This is one of the key questions formulated by the European Commission, DG Education & Culture, for the interim evaluation of the Co-operation Programmes in higher education and vocational education and training. The aim of this questionnaire is to generate information to respond to this question, which is why **your help** is so important. It will take you approximately 15 minutes to participate and it gives you the opportunity to share with us your experiences and views on the subject question.

The questionnaire is in English. Some questions ask for your opinion. You may respond in either English or French.

This questionnaire has been designed by ECORYS after having been awarded a contract by the European Commission to conduct the interim evaluation of the Co-operation Programme. You may verify this by following this link to a letter of authorisation.

*ECORYS guarantees that the information you provide will be treated confidentially. No individuals or projects will be recognisable in the final results. Moreover, apart from the evaluation team, no one will have or gain access to the information provided by you, unless you specifically indicate in the questionnaire that your views are to be made accessible to others.*

Many thanks in advance for your co-operation. If you have any questions, please feel free to send an e-mail to [etcp@ecorys.com](mailto:etcp@ecorys.com) We will endeavour to respond as quickly as possible.

## Background

### 1. What is your home country?

- Austria
- Belgium
- Canada
- Denmark
- Finland
- France
- Germany
- Greece
- Ireland
- Italy
- Luxembourg
- Netherlands
- Portugal
- Spain
- Sweden
- United Kingdom
- United States of America

### 2. Name of university / institution in your home country?

.....

### 3. What is your area of study?

- Engineering
- Agriculture
- Health Care
- ICT
- Environment and biotechnology
- Law
- International relations
- Economics/Business
- Education
- Social sciences
- Multidisciplinary
- Other, namely:

### 4. Do or did you participate in the EU-Canada/US co-operation programme?

- Yes
- No. If no, this survey does not apply to you. You will be asked to complete another survey.

**5. Did you spend time abroad under the programme?**

- Yes
- Yes, I am abroad at the moment (skip to question 8)
- No, but I will go abroad shortly (skip to question 8)
- No, skip to question 8

**6. When did you participate in the exchange programme?**

From ..... (month/year) to ..... (month/year)

**7. In what country did or do you spend time abroad?**

- Austria
- Belgium
- Canada
- Denmark
- Finland
- France
- Germany
- Greece
- Ireland
- Italy
- Luxembourg
- Netherlands
- Portugal
- Spain
- Sweden
- United Kingdom
- United States of America

**8. What were the main reasons for you to participate in the project? For each reason suggested below, please indicate how much you feel it applies to you on a scale of 1 (not applicable) to 5 (highly applicable).**

	<i>Highly</i>		<i>Not</i>		
	<i>Applicable</i>		<i>Applicable</i>		
	←				→
	1	2	3	4	5
Deeper exploration of my subject of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to come into contact with another culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interesting course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement of my language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhancement of future career prospects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal challenge to spend time abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of personal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to get to know a new country/city	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to return to a country/city where I spent time before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to experience other educational approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive experience with earlier participation in exchange programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to study at renowned university abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Just longing to travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternative for a sabbatical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possibility to get in touch with foreign students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other; please specify:.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**9. Do you know of any other transatlantic exchange programme offering student exchanges between the USA or Canada and Europe?**

- Yes
- No, skip to question 2

**10. What other programmes do you know about?**

**11. Why do or did you participate in the current programme instead of other programmes?**

- My institution does not co-operate in other programmes
- The other programmes had less favourable financial conditions
- The other programmes had less interesting content
- The other programmes did not offer the countries of my choice
- The other credits earned in the other programmes would not be recognised
- I was not admitted to the other programme
- This programme is renowned
- My friends participated in this programme
- My supervisor advised me to
- Other; please

## Preparation

specify:.....

12. Please rate your preparation prior to your stay abroad. Please select only one response.

- Excellent
- Good
- Average
- Bad
- Very bad
- Not applicable

13. To what extent did you receive adequate preparation for the following topics?

**Inadequa**  
**adequate**

## Preparation

12. Please rate your preparation prior to your stay abroad. Please select only one response.

13. To what extent did you receive adequate preparation for the following topics?

	←				→
	1	2	3	4	5
Language training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross cultural preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content of courses available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Did you take part in language training before participating?

- Yes
- No

15. Were the credits earned during your stay abroad recognised? Or will the credits be recognised?

- Yes
- No
- Don't know

16. To what extent are the number of credits equivalent to the number of credits of your home curriculum?

- More than equivalent
- Equivalent
- Less than equivalent

## Participation

17. **What were (are) the main activities during your study abroad? Select all applicable responses.**

- Following a number of regular courses within the institution
- Following specially developed courses for this programme
- Involved in a special project/special projects not directly relating to a course
- Internship/work placement
- Other; please specify:

18. **Below are a number of statements that may have applied to your stay abroad. For each statement below, please indicate how much you feel it applies to you on a scale of 1 (not applicable) to 5 (highly applicable)**

	applicable ←			Not applicable →	
	1	2	3	4	5
I was involved with students from my own country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was involved with students from other foreign countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was involved with students from the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in cultural activities (e.g. museums, concerts, theatre)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I came into contact with local people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I stayed with a host family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I stayed in student residence with their students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoyed the night life (e.g. restaurants, bars or discos)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I undertook excursions to see the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in language training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. **Was the primary subject area you studied abroad the same as your major field of study at your home institution?**

- Yes
- No
- Don't know

20. **How did the curriculum abroad fit in your home curriculum? Please select only one response.**

- Very well
- Just fine
- Not too well
- Very bad

21. **What do you think of the grant you received?**

- It was more than enough to cover my additional expenses
- It just covered my additional expenses
- It was not enough to cover my additional expenses
- Other:

## Judgement

**22. Please rate the quality of each of the following aspects of your stay abroad.**

	<i>Low</i>				<i>High</i>
	←				→
	1	2	3	4	5
Quality of guidance abroad by host institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of guidance abroad by home institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of computer and educational facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of teaching material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of information received before leaving abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality and clarity of curriculum and courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possibility for contacts with local people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possibility for contacts with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**23. Please indicate your overall opinion of the project, using a mark between 5 (highest/outstanding) and 1 (lowest).**

.....

*Any additional comments on overall opinion:*

## The effects of your experience

- 24. Below are some possible effects of your participation in the programme. For each statement below, please indicate how much you feel it applies to you on a scale of 1 (not applicable) to 5 (highly applicable).**

	Not applicable			Highly applicable	
	←			→	
	1	2	3	4	5
Studying at educational institutions in different countries has enhanced the quality of my education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Studying at educational institutions in different countries has contributed considerably to my personal development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spending time abroad has greatly enhanced my language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spending time abroad has greatly enhanced my cultural understanding of people abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more interested in EU/Canada/US culture (i.e. music, arts, literature) since spending time there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more interested in EU/Canada/US politics since spending time there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more interested in EU/Canada/US history since spending time there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spending time abroad has enhanced my motivation to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My marks improved significantly due to my participation in the exchange programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have shared my personal experience with students, friends and family in my home country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have shared my new knowledge in my field with students at my home institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am still in touch with students from the host institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am still in touch with the host institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am still in touch with local people in the country I visited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 25. For each statement below, please indicate the extent to which your time abroad may have an impact on your future life, on a scale of 1 (no impact) to 5 (substantial impact).**

	No impact			Substantial impact	
	←			→	
	1	2	3	4	5
Work in an international environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Return to the host country for study or work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Return to the host country for personal visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work abroad (not being the host country)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved chances of finding a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved career opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**26. Finally, below are some general statements about transatlantic relations. For each statement, please indicate the extent to which you agree with them on a scale of 1 (completely disagree) to 5 (completely agree)**

	<i>Do not agree</i>			<i>Fully agree</i>	
	←				→
Cultural differences in international communication and business are easy to overcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spending time abroad should become compulsory for each student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in different countries are not as different as is generally believed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am actively following news headlines of the country I visited in the exchange programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transatlantic student exchange enhances the mutual understanding between the peoples of EU and Canada/USA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**27. Many thanks for participating in this survey. If you have any other remarks or questions, you can write them down below.**



## Annex 7: Questionnaire stakeholders

### Introduction

"To what extent has the Cooperation Programme between the European Union and Canada/USA contributed to better mutual understanding between the peoples on both sides of the Atlantic, including broader knowledge of each other's languages, cultures and institutions?"

This is one of the key questions formulated by the European Commission, DG Education & Culture, for the Interim evaluation of the Cooperation programmes in higher education and vocational education and training. The aim of this questionnaire is to generate information for answering this question, which is why **your help** is so important. It will take you approximately 15 minutes to participate and it gives you the opportunity to share with us your experience and views on the subject question.

The questionnaire is in English. In some questions, you will be asked to give your opinion; you may do this either in English or in French.

This questionnaire has been designed by ECORYS after having been awarded a contract by the European Commission for undertaking the Cooperation programme interim evaluation. You may authenticate this by following this link to a letter of authorization.

*ECORYS guarantees that the information you provide will be treated confidentially in the sense that no individual persons or projects will be recognizable in the final results. Moreover, apart from the evaluation team, no one will have or get access to the information provided by you, unless you specifically indicate in the questionnaire that your views are to be made accessible to others.*

Many thanks in advance for your co-operation, and if you have any questions please feel free to send an e-mail to [etcp@ecorys.com](mailto:etcp@ecorys.com) which we will endeavor to answer as quickly as possible

**Please give your answer to the following questions. If it is not possible for you to give an answer, you can skip the question.**

## Background

### 1. What is your home country?

- Austria
- Belgium
- Canada
- Denmark
- Finland
- France
- Germany
- Greece
- Ireland
- Italy
- Luxembourg
- Netherlands
- Portugal
- Spain
- Sweden
- United Kingdom
- United States of America
- Other, namely .....

### 2. Name of your organisation

.....

## Programme

### 3. Are you familiar with the EU-USA and/or EU-Canada Cooperation Programme in Higher Education and Vocational Education and Training?

- Yes
- No, go to question 11

### 4. How are you involved with the EU-US/Canada Cooperation programme? Please tick your main involvement.

#### Meer dan 1 antwoord mogelijk

- Programme design and development
- Programme coordination
- Programme implementation
- Programme administration
- Programme support
- Monitoring and evaluation
- Involved in (international) education in general
- Involved in international policy in general
- Other, please specify: .....

5. **What are in your opinion the main objectives of the EU-US/Canada Cooperation programme?**  
**Please rate the following objectives between 1 and 5 with 1 representing ‘minor importance’ and 5 ‘major importance’.**

	Major importance ←			Minor importance →	
	1	2	3	4	5
Fostering knowledge and skills of participating students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhancing international career possibilities of participating students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of transatlantic student mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving the capacities of the parties involved to meet the challenges of the global knowledge-based society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of innovative curricula in which transatlantic student mobility is a key aspect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of innovative education programmes based on e-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of open and distance learning education programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of a transatlantic dimension in education courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of transatlantic partnerships between educational institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributing to economic growth in the participating countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributing to mutual understanding between the peoples of the European Union and the USA/Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. **To what extent are these programme objectives achieved or expected to be achieved in your opinion?**

Low accomplishment ←	High accomplishment →
-------------------------	--------------------------

	←					→
	1	2	3	4	5	No opinion
Fostering knowledge and skills of participating students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhancing international career possibilities of participating students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of transatlantic student mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving the capacities of the parties involved to meet the challenges of the global knowledge-based society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of innovative curriculum in which transatlantic student mobility is a key aspect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of innovative education programmes based on e-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of open and distance learning education programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of a transatlantic dimension in education courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of transatlantic partnerships between educational institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributing to economic growth in the participating countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributing to mutual understanding between the peoples of the European Union and the USA/Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. What are in your opinion the main reasons why not all objectives are fully achieved?**

	<i>applicable</i> ←				<i>Not Hig applicable</i> →
	1	2	3	4	5
Differences between national education systems lead to operational problems in the projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural partnerships in education are difficult to establish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project period (3 years) is too short to get things going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More financial resources are needed to establish sustainable impacts among the target groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The programme needs more time to prove its impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme management should be improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project management should be improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme objectives should be more specific	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational education and training projects are too modest to have an impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good practices should be more disseminated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The possible impact of the programme on enhancing the mutual understanding between the peoples of EU and USA/Canada is overestimated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The maximum age of 30 years for exchange students leads to a unwanted reduction of the target group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outcomes and impacts are largely unknown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, namely:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, namely:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. How confident are you about the sustainability of the projects after the funding period has ended?**

**Please tick one answer.**

- In general the cooperation between the partners is continued in an unchanged way
- In general the cooperation between most partners is continued but the scope of the projects is narrowed
- In general the cooperation between most partners is continued but the scope of the projects is widened
- In general the cooperation is restricted to some of the partners but the scope of the project remains identical
- In general the cooperation is restricted to some of the partners and the scope of the projects is narrowed
- In general the cooperation is restricted to some of the partners and the scope of the projects is widened
- In general most project are not sustained at all after the funding period has ended

**9. Please indicate your overall opinion on the EU-USA and/or EU-Canada Cooperation Programmes on a scale of 5 (outstanding) to 1 (poor).**

**Poor**

**Outstanding**

1

2

3

4

5

**10. What policy(changes) would you recommend to achieve more fully the objectives of the EU-USA and EU-Canada Cooperation Programmes?**

**11. Do you know of other exchange programme(s) enabling student exchanges between US or Canada and Europe?**

- Yes (please specify below)
- No, go to question 13

**12. Which other programmes do you know about?**

**13. According to you, what is the main advantage of the EU-USA and EU-Canada Cooperation in relation to other cooperation and exchange programmes in education?**

*Many thanks for participating in this survey. If you have any other remarks or questions, you can write them down below.*

## Annex 8: Topic list for interviews

### Interviewleidraad projectcoördinatoren/-leiders (EE11869)

#### **Aims and back ground of the project**

- What are the aims of the project?
- How have these aims been decided on?
- How do the aims of the project relate to the overall goals of the programme?
- To what extent are the overall goals of the programme supported?
- Which party has taken the initiative for the project? Why?
- Is the project linked up with other (already existing) projects or programmes? If so, how?
- Is the project competitive to other institutional policies or programmes?
- What possibilities exist to widen the spectrum of the project to the issue of lifelong learning?

#### **Organisation**

- Which parties are involved in the organization of the project?
- How is the cooperation between these parties?
- How could the cooperation be improved?
- Are there parties missing? If yes, why?

#### **Strengths and weaknesses**

- What are in your opinion the most beneficial factors for the implementation of the project?
- What are in your opinion the most obstructing factors for the implementation of the project?

#### **Reach / target groups**

- What number of institutions and students are involved in the project?
- Is the participation of institutions and students in your opinion satisfactory?
- Could the number of institutions and students be enlarged? If so, how?

#### **Results of the project (output, outcome and impact)**

##### ***Output***

- What outputs have been produced by the project in terms of:
  - number of participating students
  - number of students going abroad
  - cooperation arrangements with project partners (concerning e.g. quality standards and credit recognition and accreditation)
  - cooperation agreements with subsequent partners (industry and business groups, non-governmental organizations, publishers, government departments, chambers of commerce, research institutes)

- international contacts
- exchange of expertise (subdivided by discipline)
- curriculum development
- new materials
- new e-learning and distance learning courses
- language skills

### ***Outcome/results***

- In what way do the output indicators (see above) contribute to the overall goals of the programme? (*i.e. promotion of greater understanding between the peoples of the European Union and Canada and US; and improvement of the quality of human resources in both the EU and Canada and US.*)
  - added international and cultural dimension to studies;
  - (broader) international cooperation in multidisciplinary fields;
  - enhanced student mobility
  - improved computer skills (due to use of internet)
  - improved intercultural communication skills (due to international contacts)

### ***Value added***

- What outcomes could have been realized if your institution did not participate in the programme?
- Are there other policies or projects that contribute to the overall goals of the programme? To what extent are these other policies/projects complementary or competitive to the EU-programme?
- Are there external factors that have a positive or negative influence on the outcomes of the project?

### ***Impact***

- What are the longer-term effects of the programme, in terms of:
  - enhanced labour mobility (after graduation)
  - improved knowledge of the international participants in the project
  - improved knowledge of the peoples (EU, US and Canada)
  - enhanced mutual understanding
  - improved quality of human resources (e.g. improved skills to surf on the world-wide-web, improves intercultural communication skills)
  - stronger international orientation of participants (university staff, students)

### ***Sustainability***

- To what extent can any positive changes resulting from the project be expected to last after it has been terminated or when beneficiaries are no longer supported? What evidence is there for this?
- Has there been any follow-up after termination of the project? Or is a follow-up anticipated (on-going projects).

## Annex 9: Questionnaire FIPSE

The responses to a number of questions from the FIPSE questionnaire referred to in section 2.3.4 of the main report have been taken into consideration. The questions concerned are listed below.

**What steps did you take to become proficient in the language of the country you visited?**

- Not necessary
- I was proficient in the language before departure
- I took language courses at my home institution before I left
- I took special language instruction off campus in the US
- I took language courses offered at the institution abroad
- I took language courses offered via computer
- I learned the language through self study
- I learned the language through tutors
- I received no special language preparation
- other

**How would you rate your proficiency in the language spoken in the country you visited BEFORE you participated in the mobility program? (Check one. For reference, view the definitions for each level.)**

- No proficiency
- Novice
- Intermediate
- Advanced
- Superior
- Native speaker

**Please indicate your agreement/disagreement with each of the following statements as it pertains to your academic experience abroad.**

- a. The study abroad experience related well to the subject area that I study at my home institution.
- b. What I learned abroad added to my knowledge of my major subject area.
- c. Before I left, I was prepared for the academic work required of me in the host country.
- d. After my study abroad, I would be able to continue studies in the host country.
- e. Before I left, I was well prepared for the cultural adjustments that faced me in the host country.
- f. By the time I returned from my study abroad, I understood the cultural differences between my host country and my own.
- g. Overall, I was satisfied with my academic experience abroad.

**To what extent did your exchange experience influence the likelihood that you would: ( To no extent To some extent To a great extent Completely N/A)**

- a. Consider taking additional language courses
- b. Change your major to include an international dimension
- c. Pursue a career that is international in nature
- d. Consider working oversea

## Annex 10: Discussion paper for project leaders

### *Aim of this paper*

In the past few months *ECORYS Research and Consulting* has performed several activities as regards the interim evaluation of the Cooperation Programmes in higher education and vocational training between EU and USA and between EU and Canada. In this paper we draw some initial conclusions and present some preliminary recommendations based on a first analyses of the interviews and questionnaires. The ultimate aim of this paper is to get feedback from the project partners to test the recommendations and with this gain insight in validity and feasibility of these recommendations. This feedback will be used in drawing up the final report.

### *Overview*

Our initial conclusions and recommendations refer to the following topics:

- project duration
- good practices
- programme management EC
- monitoring
- dissemination
- sustainability
- additional mobility grant

### *Project duration is too short*

In general the project duration of three years is experienced as too short. The need for a ‘no-cost’ extension in a number of projects illustrates this. Preparation as well as the implementation of student exchanges and curriculum development often takes more time than anticipated, i.e. that the three-year consortia projects need more time to fully implement the project plan. To some extent this problem is handled by sustaining a “no-cost” extension of the projects. Since this is not officially arranged, this appears to be a time consuming process with a lot of uncertainty for the project partners.

From a policy point of view the question is how these extensions can be avoided and with this enhance the management and accountability of the programme. Besides emphasizing more discipline among the project partners, there are two solutions to this. A *generic solution* is simply to extend the official duration of the three-year consortia projects to four years. However, if this would mean that all projects would be given more time, including the good performing projects, this could lead to a reduction of the efficiency of the successful projects when the results will be the same as in a three-year project. A more *specific solution* would focus on the projects in need of more time. The evidence suggests that these projects will benefit from a well-defined preparatory phase in which they can built their network and arrange all kinds of practical things. So the preparatory

one-year preparatory projects, which now play a small role in the programme, might become a more integrated part of it.

If time is the main obstacle for implementing the project according to plan, the proposed extension of the project duration could be introduced without additional funding. From this it can also be argued that the projects themselves decide beforehand to apply for a three-year or four-year project, however under the condition of equal funding. This last option would have the attractiveness of a 'tailor –made' solution.

#### *Good practices need more attention*

In some way all projects are unique. This does not mean, however, that the problems they encounter are unique. Stronger even, a lot of problems appear to be more or less similar. The guidelines provide some information on practical issues as for instance the recognition or transfer of credits and the importance of institutional commitment when proposing a project. In general however, we think it necessary that more information on good practices should be available for the applicants and project partners e.g. via the Internet. This could enhance the efficiency of projects. The good practices could provide information on subjects like the organization of language training and cultural preparation or the planning of projects. Special attention should be paid to successful dissemination and follow-up activities. The annual conference in this respect offers too little possibilities for the exchange of experiences. For obvious reasons plenary meetings and project meetings prevail. The exchange of information and experiences between participants in *different* projects should be promoted.

#### *Programme management*

In general the programme management is experienced as bureaucratic. The decision-making process on the awarding of project proposal or no-cost extension is seen as too long. While the calendar of the grant awarding process is made clear in the published guidelines the decision making process is not perceived as synchronized to the planning process at the universities meaning that project grants are sustained while the academic year is already well on it's way. Ultimately this might harm the commitment of project leaders and project partners ('missing the momentum'). These problems are due the existing procedures legal framework and partly to staff turnover in the programme management in recent years at the European Commission. It should be considered (by the European Commission) if additional resources could be organised for the management of the Programme. An executive agency for the Programme could also facilitate this.

#### *Monitoring*

A more software-based version of the monitoring, preferably via the Internet, could substantially enhance the monitoring function of the programme management. The American and especially the Canadian programme management have a more strict monitoring system. Project partners as well as exchange students can play an active role in the monitoring, more or less similar to their contribution in this evaluation. The American programme management recently launched an on-going internet survey among participating students which generates important information about the outcomes of the programme. A periodic uniform survey among all participants seems advisable. This might also facilitate future evaluation procedures.

### *Dissemination and sustainability need more attention*

In general dissemination of products and curricula receive little attention in the projects. The project partners are focused on the implementation of the project within their own institutions. Sustainability in practice mainly refers to follow-up activities in the project and the perceived impacts at the participating institutions. Follow-up activities do receive attention but do not seem to take place in a structured way.

Dissemination of new products and curricula might be hampered by practical reasons as for instance the time that is needed to develop new products or curricula of good quality. However, also more strategic reasons can be mentioned. After all, internationalization of education is an important tool in the competition with other universities (reputation). So universities might have a disincentive to disseminate the products and curricula they have developed. If dissemination of products and curricula is to be an important element of the Cooperation programme this should be stressed more explicitly in the monitoring and evaluation of the projects. The use of good practices (see above) can be instrumental for this.

### *Additional mobility grant to enhance sustainability*

An important obstacle for creating sustainable impacts is the lack of funding to continue with student exchange after the project funding has ended. Although the projects are more than solely student exchange, it is seen as a very important feature of the projects. Therefore it should be considered to organize a system of mobility grants which can be used for student exchange after the project funding has ended. This would considerably contribute to a prolongation of the projects and with this enhance to sustainable impacts. The mobility grants should cover travel and subsistence expenses and should be explicitly linked to the formerly funded project that proved to be successful in creating an effective framework for student mobility. Follow-up mobility grants should therefore be considered as a measure for recognizing and promoting excellent and not an automatic provision of additional funds.



## Annex 11: Operationalisation of intervention logic: indicators (chapter 3)

A number of indicators have been formulated to clarify the intervention logic for the Programme and to measure the validity of the logic assumed.

### *Validity relation objectives - activities*

*To find out in what way and to what extent the Programme's objects are addressed by the various projects, the following indicators are used:*

- |             |  |
|-------------|--|
| Indicator 1 | The perceptions of project leaders and students on the importance of the objective of 'mutual understanding between the peoples of the EU and USA/Canada' in their projects + the perception of the other stakeholders on the importance of that objective and the extent to which it is achieved by the Programme.                            |
| Indicator 2 | The perceptions of project leaders and students on the importance of the objective of 'Fostering participants' personal development including international skills' in their projects + the perception of the other stakeholders on the importance of that objective and the extent to which it is achieved by the Programme.                  |
| Indicator 3 | The perceptions of project leaders and students on the importance of the objective of 'development of innovative transatlantic curriculum in which student mobility is a key aspect' in their projects + the perception of the other stakeholders on the importance of that objective and the extent to which it is achieved by the Programme. |
| Indicator 4 | The perceptions of project leaders and students on the importance of the objective of 'development of open and distance learning education programmes' in their projects + the perception of the other stakeholders on the importance of that objective and the extent to which it is achieved by the Programme.                               |
| Indicator 5 | The perceptions of project leaders and students on the importance of the objective of 'realization of partnerships with institutions and organizations in Europe' in their projects + the perception of the other stakeholders on the importance of that objective and the extent to which it is achieved by the Programme.                    |
| Indicator 6 | The perceptions of project leaders and students on the importance of the objective of 'realization of partnerships with institutions and organizations in the USA/Canada' in their projects + the perception of the other stakeholders on the importance of that objective and the extent to which it is achieved by the Programme.            |

- Indicator 7 The perceptions of project leaders and students on the importance of the objective of ‘development of a European dimension in courses’ in their projects + the perception of the other stakeholders on the importance of that objective and the extent to which it is achieved by the Programme.
- Indicator 8 The perceptions of project leaders and students on the importance of the objective of ‘development of a USA/Canada dimension in our courses’ in their projects + the perception of the other stakeholders on the importance of that objective and the extent to which it is achieved by the Programme.
- Indicator 9 The perceptions of project leaders and students on the importance of the objective of ‘reinforcement of other co-operation programmes and initiatives in our organization’ in their projects + the perception of the other stakeholders on the importance of that objective and the extent to which it is achieved by the Programme.
- Indicator 10 The perceptions of project leaders and students on the relation between the results of the project and the objectives of the Cooperation Programme.

#### *Validity of relation needs – activities*

In order to analyze to what extent the Cooperation Programme has addressed (and thereby changed) the need for further mutual cooperation between the peoples of the European Union and Canada/USA, the following indicators were used:

#### *Enhanced mutual understanding*

- Indicator 1 The perceptions of students and project leaders on the extent to which the Cooperation Programme contributes to a better knowledge of foreign languages among exchange students.
- Indicator 2 The perceptions of students and project leaders on the extent to which the Cooperation Programme contributes to a better knowledge of foreign cultures among exchange students.
- Indicator 3 The perceptions of students and project leaders on the extent to which the Cooperation Programme contributes to a better knowledge of foreign institutions/organizations among exchange students.
- Indicator 4 The perceptions of students and project leaders on the extent to which the Cooperation Programme contributes to a better knowledge of foreign institutions among staff.
- Indicator 5 The perceptions of students and project leaders on the extent to which the Cooperation Programme contributes to a better mutual understanding between students of different cultures.

#### *Enhanced labour mobility (after graduation)*

- Indicator 1 The perceptions of students and project leaders on the extent to which the Cooperation Programme promotes transparency of transatlantic student exchange opportunities.
- Indicator 2 The perceptions of students and project leaders on the extent to which the Cooperation Programme enhances recognition of credits for periods of study abroad.

Indicator 3 The perceptions of students and project leaders on the extent to which a credit transfer system among the partners is developed by the Cooperation Programme.

Indicator 4 The perceptions of students and project leaders on the extent to which ECTS is used among EU-USA/Canadian partners.

*Improved knowledge of the international participants in the project*

Indicator 1 The perceptions of students and project leaders on the extent to which the Cooperation Programme develops durable transatlantic partnerships.

Indicator 2 The perceptions of students and project leaders on the extent to which the Cooperation Programme develops partnerships with (other) transatlantic higher education institutions.

Indicator 3 The perceptions of students and project leaders on the extent to which the Cooperation Programme develops partnerships with (other) transatlantic vocational education and training institutions.

Indicator 4 The perceptions of students and project leaders on the extent to which the Cooperation Programme develops partnerships with transatlantic professional associations.

Indicator 5 The perceptions of students and project leaders on the extent to which the Cooperation Programme develops partnerships with transatlantic public authorities.

Indicator 6 The perceptions of students and project leaders on the extent to which the Cooperation Programme develops partnerships with transatlantic private sector organisations.

Indicator 7 The perceptions of students and project leaders on the extent to which the Cooperation Programme improves the willingness to co-operate with foreign organisations.

*Improved knowledge of the peoples (EU, US and Canada)*

Indicator 1 The perceptions of students and project leaders on the extent to which the Cooperation Programme contributes to a better mutual understanding between students of different cultures.

*Improved quality of human resources (e.g. improved skills to surf on the world-wide-web, improves intercultural communication skills)*

Indicator 1 The perceptions of students and project leaders on the extent to which the Cooperation Programme develops a European dimension in courses.

Indicator 2 The perceptions of students and project leaders on the extent to which the Cooperation Programme develops an American/Canadian dimension in courses.

Indicator 3 The perceptions of students and project leaders on the extent to which the Cooperation Programme improves the quality of courses provided by the participating institutions.

Indicator 4 The perceptions of students and project leaders on the extent to which the Cooperation Programme enhances students' skills and knowledge to work in an international context.

Indicator 5 The perceptions of students and project leaders on the extent to which the Cooperation Programme improves the study motivation among students.

Indicator 6 The perceptions of students and project leaders on the extent to which the Cooperation Programma results in better academic performance of students.

*Stronger international orientation of participants (university staff, students)*

Indicator 1 The perceptions of project leaders on the extent to which the Cooperation Programma contributes to a reinforcement of the international orientation of the participation organisations.

Indicator 2 The perceptions of project leaders on the extent to which the Cooperation Programma contributes to a reinforcement of other co-operation programmes and initiatives between EU and the USA/Canada.

Indicator 3 The perceptions of project leaders on the extent to which the Cooperation Programma contributes to a reinforcement of other co-operation programmes and initiatives in the participating institutions.

*Innovation*

Indicator 1 The perceptions of project leaders on the extent to which the Cooperation Programma improves the international co-operation in curriculum development.

Indicator 2 The perceptions of project leaders on the extent to which the Cooperation Programma improves the existing educational programmes.

Indicator 3 The perceptions of project leaders on the extent to which the Cooperation Programma develops new and innovative educational programmes.

Indicator 4 The perceptions of project leaders on the extent to which the Cooperation Programma develops new teaching materials.

Indicator 5 The perceptions of project leaders on the extent to which the Cooperation Programma develops new teaching methods.

Indicator 6 The perceptions of project leaders on the extent to which the Cooperation Programma develops new research spin-offs.

Indicator 7 The perceptions of project leaders on the extent to which the Cooperation Programma contributes to a further development of web-based communication between participants.

Indicator 8 The perceptions of project leaders on the extent to which the Cooperation Programma contributes to a further development of e-learning technologies.

Indicator 9 The perceptions of project leaders on the extent to which the Cooperation Programma contributes to a further development of distance learning technologies.

Indicator 10 The perceptions of project leaders on the extent to which the Cooperation Programma uses internet for dissemination of project results.

*Validity assumptions*

In addition to the validity of the intervention logic, the Evaluation Team looked at the validity of a number of assumptions underlying the intervention logic as mentioned in the previous section.

*To assess the validity of these assumptions, the Evaluation Team used the following indicators:*

- Indicator 1: The satisfaction of project leaders on the availability of staff at the own institution.
- Indicator 2: The satisfaction of project leaders on the availability of staff at partner institutions.
- Indicator 3: The satisfaction of project leaders on the availability of financial resources.
- Indicator 4: The satisfaction of project leaders on the availability of educational facilities.
- Indicator 5: The satisfaction of project leaders on the availability of support services.
- Indicator 6: The satisfaction of project leaders on the availability of motivated students.
- Indicator 7: The satisfaction of project leaders on the availability of partner institutions.
- Indicator 8: The satisfaction of project leaders on the availability of private companies.
- Indicator 9: The satisfaction of project leaders on the availability of project management information.

*Validity influence external factors and other policy interventions*

In order to analyse the relation between the Cooperation Programme and other policy interventions and other external factors, the following indicators were used:

- Indicator 1 The perception of project leaders and other stakeholders on the relation between the Cooperation Programme and other transatlantic cooperation programmes and the character of that relation (competitive, complementary, no relation).
- Indicator 2 The perception of project leaders and other stakeholders on the relation between the Cooperation Programme and other international cooperation programmes and the character of that relation (competitive, complementary, no relation).
- Indicator 3 The opinion of other stakeholders on the advantages of the Cooperation Programme in relation to other cooperation and exchange programmes in education.
- Indicator 4 The perception of project leaders on the influence of external factors on the outcomes of the project.



## Annex 12: Output per project in terms of students (chapter 6)

The following table is a more detailed version of the output in table 6.1, which summarises the findings.

Table B12.1 Output per project in terms of student exchanges

Project no.	Total # student exchanges	# EU	# intra EU	# US	# intra US	# CAN	Project finished/not finished op moment van inventarisatie
C-1999-1281	9	3	.	.	.	6	finished
C-1999-1282	26	7	.	.	.	19	finished
C-1999-1284	40	20	.	.	.	20	finished
C-1999-1285	unknown						finished (but no interim or final report)
C-1999-1286	23	.	.	.	.	.	finished
C-1999-1287	122						finished
C-2000-0711	76						finished
C-2000-0712	35	17	.	.	.	18	finished
C-2000-0714	64	.	.	.	.	.	finished
C-2000-0715	75	.	.	.	.	.	finished
C-2000-0716	93	.	.	.	.	.	finished
C-2000-0718	unknown						finished (but no interim or final report)
C-2001-1180	4	3				1	finished (interim report but no final report)
C-2001-1184	142	72	.	.	.	70	finished
C-2001-1213	12	.	.	.	.	.	finished (interim report but no final report)
C-2001-1218	45	27				18	finished (but no interim or final report)
C-2001-1228	15	.	.	.	.	.	finished (interim report but no final report)
C-2001-1234	6						finished (interim report but no final report)
C-2001-1342	9	.	.	.	.	.	finished (interim report but no final report)
C-2002-1339	18	12	.	.	.	6	not finished (interim report)
C-2002-1341	21	8	.	.	.	13	not finished (interim report)
C-2002-1343	84	42		42			finished (interim report but no final report)
C-2002-1344	20	.	.	.	.	.	finished
C-2002-1345	2	2	.	.	.	.	not finished (interim report)
US-1999-709	44	12	17	15		.	finished
US-1999-0711	unknown						finished (but no interim or final report)
US-1999-0714	unknown						finished (but no interim or final report)
US-1999-0715	49	20	.	29	.	.	finished
US-1999-0716	0	.	.	.	.	.	finished
US-1999-0717	50						finished
US-2000-0669	30	.	.	.	.	.	finished

Project no.	Total # student exchanges	# EU	# intra EU	# US	# intra US	# CAN	Project finished/not finished op moment van inventarisatie
US-2000-0693	unknown						finished (but no interim or final report)
US-2000-0696	67	.	.	.	.	.	finished
US-2000-0697	30	15	.	15	.	.	finished
US-2000-702	15	8	.	7	.	.	finished
US-2001-1247	0	.	.	.	.	.	finished
US-2001-1261	26	.	.	.	.	.	finished
US-2001-1272	60	30	.	30	.	.	finished
US-2001-1273	33	20	.	13	.	.	finished
US-2001-1274	73	48	.	25	.	.	finished
US-2001-1279	105	25	33	14	33	.	finished
US-2002-1346	26	13	.	13	.	.	not finished (interim report)
US-2002-1350	60	30	.	30	.	.	finished
US-2002-1352	28	.	.	.	.	.	not finished (interim report)
US-2002-1355	0						not finished (interim report)
US-1999-0700	48	.	.	.	.	.	finished
US-1999-0704	unknown						finished (but no interim or final report)
US-1999-0709	44	26	.	18	.	.	finished
US-1999-0711	38	.	.	.	.	.	finished
US-1999-0712	29	18	.	11	.	.	finished
US-1999-0713	6	1	.	5	.	.	finished
US-1999-714	unknown						finished (interim report but no final report)
US-1999-0715	49	.	.	.	.	.	finished
US-2000-0699	22	.	.	.	.	.	not finished (interim report)
US-2000-701	131	87	.	44	.	.	finished
US-2000-0705	29	.	.	.	.	.	finished
US-2000-0706	18	18	.	.	.	.	finished (interim report but no final report)
US-2000-0707	36	.	.	.	.	.	finished
US-2000-0708	18	.	.	.	.	.	finished
US-2000-0709	18	9	.	.	.	9	finished (interim report but no final report)
US-2001-1201	47	25	.	22	.	.	finished
US-2001-1255	0						finished (interim report but no final report)
US-2001-1258	0						finished (interim report but no final report)
US-2001-1265	unknown						finished (but no interim or final report)
US-2001-1281	12	4	4	4	.	.	finished
US-2001-1283	0						finished

Project no.	Total # student exchanges	# EU	# intra EU	# US	# intra US	# CAN	Project finished/not finished op moment van inventarisatie
US-2001-1291	0						finished
US-2002-1335	6	6	.	.	.	.	not finished (interim report)
US-2002-1337	1	.	.	1	.	.	finished
US-2002-1347	15	.	.	.	.	.	finished
US-2002-1348	2	1	.	1	.	.	not finished (interim report)
US-2002-1349	0	.	.	.	.	.	not finished (interim report)
US-2002-1351	0						not finished (interim report)
US-2002-1353	5	4	.	1	.	.	finished
US-2002-1354	0						not finished (interim report)
<b>Total (so far)</b>	<b>2.172</b>	<b>657</b>	<b>54</b>	<b>340</b>	<b>33</b>	<b>201</b>	

44 projects finished; output information available.

11 finished, output information from interim report, but no final report.

12 not finished, output information from interim report.

8 projects from which output is completely unknown (no interim and no final report).

75 total.

Source: ECORYS, 2004.

## Annex 13: Case studies

### Introduction

In this chapter, we present a number of case studies. The case studies are meant to illustrate the findings of the report and back up the conclusions. The case studies are all based on interviews with project partners and desk research on the projects. The case studies are not necessarily good practice examples, they mainly illustrate the process and results of a number of projects. This is why we present both the strengths and weaknesses of the projects.

### PETVET: Program for Transatlantic Exchange of Veterinary Nurses and Technicians<sup>42</sup>; Period: 2002-2005

#### *Needs and motives*

The profession of veterinary nurses/technicians is a relatively new profession in Europe. Only a few EU states have a longer history of their national curriculum of 25 years (UK, NL, DK), but many even less than 10 years. Contrary to the situation in Europe the USA has a long tradition in training for the profession, based on a national curriculum sustained by an existing Association of Veterinary Technician educators. The needs to participate in the Cooperation Programme refers to various interrelated aspects:

- Due to an increased foreseen international labour mobility of Veterinary Nurses and Technicians there is a growing need for international acceptance and accreditation of professional skills, also transatlantic.
- The methodology of American accreditation can be used as an example to unify the European system for accreditation of courses for Veterinary Nurses and Technicians.
- Learning from the American experiences with distance learning.
- USA partners can benefit from the work done by EU partners on international networking and cooperation in the development of international standardized curricula.
- International work and study experience will improve the quality of education for students.

#### *Output/activities*

The project aims to establish a transatlantic student exchange. From each participating institution 6 students participate in the exchange, adding up to a total of 36 students involved. The student exchange starts in the second year of the project. For their exchange

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<sup>42</sup> Remark: this is one of the few projects in the Cooperation Programme at the level of vocational education and training (VET).

the students are facilitated to travel across the Atlantic. This includes participation in an introductory module for the student before departure, a short instruction/teaching period at the partner institution and a transatlantic work placement in a veterinary practice. The exchanges have a duration of 10-15 weeks

Furthermore there is an exchange of expertise and learning materials and methods between teachers. Teacher exchanges are also part of the project. During these 1-week exchanges they among others deliver guest lectures. To organise and discuss the project activities and progress made every year a work meeting is being organised at the annual conference of the Cooperation programme.

### *Outcomes*

One of the main outcomes for the partner institutes relates to the tremendous amount of new insights in foreign curricula and corresponding new contacts that have emerged. Without the project there would not have been any transatlantic exchange whatsoever. There would, however, have been – and will be – exchanges within Europe under the flag of the Leonardo Programme. Due to the Cooperation Programme the contacts between the European partners even have led to a new application for a Leonardo project. So, the value added mainly concerns the transatlantic cooperation.

### *Impacts and sustainability*

The project aims at establishing a transatlantic network, which will ensure the possibilities of maintaining the exchange and curricular development after the project has ended. A long-term effect expected from this project is cooperation via a network of trainers and associated institutions. If possible, the network will include professional bodies, certifying bodies and other organisations at both sides of the Atlantic. All EU member states with current formal veterinary nurse training courses are represented in the current network. Also in the US there is the Association of Veterinary Technician Educators. Because of these existing networks there appears to be a stable basis for long-lasting and persisting cooperation between the training institutions for Veterinary Nurses and Technicians. It has been recently suggested that the members of the professional bodies on both sides of the Atlantic are allowed to make use of each other's websites and attend each other's conferences. This can be seen as a small step forward in creating mutual understanding of professional skills.

The legally based qualification structures, which are typical phenomena for VET institutions in many countries, create a specific problem in implementing the outcomes of the project in sustainable new curriculum developments. New curriculum developments often only can take place after long procedures of consultation and approval of professional bodies, often eventually formalised by the Ministry of Education.

Sustainability of exchanges is seriously hampered by a shortage of financial means to support student mobility in the future. This seems to apply especially to students in vocational education and training since these usually are from less privileged social backgrounds.

### *Strengths and weaknesses*

The good personal relations between the project partners are seen as a success factor for the project, although partners contributed in differing degrees to the project. Moreover, it is clear that the European project partners already were familiar with each other. Within the EU international cooperation already has proven to be very useful for development of training of Veterinary Nurses/Technicians. Also the relative young history of the profession made it especially viable for new developments and mutual learning effects.

The progress in the project has been hampered by VISA problems for the US. Furthermore, for some American partners it proved to be difficult to interest students for participating in the exchange. In general, this was no problem at the European side.

### *Partners*

Groenhorst College (Netherlands): lead partner  
Edinburgh's Telford College (Scotland - United Kingdom)  
Insitut Bonaparte (France)  
Argosy University (Minnesota, USA)  
St. Petersburg College (Florida, USA)  
Front Range Community college (Colorado, USA)

## 11 September and beyond – the Challenge for Journalism Education; Period: 2002-2005

### *Needs and motives*

Since the terrorist attacks on September 11, media and journalism are placed in a perilous crossfire. Journalists and journalism have to cope with a spectrum of all kinds of challenging, interesting as well as dangerous forces. Through this project the consortium partners want to address the following needs:

- Formulate an academic, practical, but even more important, transnational response of journalism to an international climate with recurring wars, terrorist attacks and political ‘crusades’.
- Curriculum development, covering a broad range of theoretical, practical and technical aspects of risk reporting to have students prepared for a future career as risk reporter.
- Providing the field of journalism with a new generation of professionals in the field of risk reporting. Journalists who are able to work under extreme conditions and able to distribute reliable news and information to a globalised world.
- Facilitating the strategy of consortium institutes to become international educational institutes.
- Work with new techniques and educational tools, like distance learning, web-based learning and satellite communication to prepare both students and teachers for current and future developments in education and the profession of journalism.

### *Output/activities*

A number of 84 students have been exchanged since 2002, which is more or less the number that was expected when the project proposal was turned in. The exchange of students starts in the second year, after a curriculum on risk reporting has been developed. At every participating institution, there is a short introduction period designed for

exchange students. Students from the home institution actively participate in this. Also after the introduction period, both groups of students mix up. Exchanges have an average duration of one semester. Material that students produce is published on a project website. Some courses have their own website. On these project websites, students are provided with their own web space to do assignments and publish articles, unfinished work, reflections and documentaries. Due to the enthusiasm of students and teachers, these websites have become a success as a communication tool. The guest lectures by journalists from professional media institutes are considered to be enriching. These inspire both teachers and students in their producing. At some consortium institutes, a field trip with practical assignments is organised

### *Outcomes*

One of the main outcomes is that a large group of students has been prepared for working under the conditions in the profession of risk reporting. Secondly, a curriculum with new courses has been developed, from which parts will be covered up in the general journalism education at the participating institutes. Then, it is considered as a main achievement that teachers have become more familiar with the details on risk reporting as well as teaching in English and working with new educational techniques. The project has led to an increase in the international focus of consortium institutes. Contacts are of great value for follow-ups when it comes to research, teaching and journalism activities. The EU Lead Partner has, together with some other project partners; concrete plans for a new project under the Erasmus/Mundus Programme.

### *Impacts and sustainability*

The long-term effect expected from the ‘11 September and beyond’ project is that new journalists have been trained and facilitated well enough to become the risk reporters for the upcoming decades. Due to the described successful output on both quality and quantity, we can expect that a response to the so-called ‘perilous crossfire’ will be formulated. Media institutions have already become interested in the students who participated in the project. The expectation is that it will be a matter of time before graduated students are offered internships and jobs. These are signs that the project fills a gap of well-trained risk reporters at media institutions.

The general experiences of exchange students have changed their views, opinions and ideas of the culture and country they visited. These students have learned to make their way in a completely different environment, which strengthens them in their future lives.

The project not only enables students, but also strengthens the international focus of the participating consortium institutes. Skills and contacts, present now, are the basis for a future development with regard to international cooperation on education, research and journalism.

Although it will probably be on a somewhat lower level, the consortium partners continue their activities on student exchange. They will also integrate large parts of the courses under the project in the regular curriculum. Another activity through which the partners strive for sustainability is the previously mentioned proposal that was turned in for a project under the Erasmus/Mundus Programme.

### *Strengths and weaknesses*

Standing on your own legs in a strange country is essential. It is considered to be one of the most important aspects of student exchange. Students learn to open up themselves. The project '11 September and beyond' seems to be able to achieve this essential element. Another strength is that the project partners have been able to make a unique concrete combination and integration of theoretical and practical issues. Journalism education is still very much theoretical, while the field itself asks for practical skills. In this project, exchange students are confronted with the practical matters as a journalist, which is believed to be an enriching experience. Finally, we can speak of good contacts and good connections in the consortium network. Also with people in the higher ranks of the participating institutes there are tight relations. This makes it efficient to apply, execute and report.

An important weakness is that distance learning, as it was originally intended, did not work out well. The main reason is that there is no affinity between students at both sides of the ocean if they don't know each other. There is no personal contact and the motivation is too low. The consortium partners have come to the conclusion that physical student exchange remains ideal in achieving the aims of the project.

### *Partners*

The consortium consists of the following Canadian participants:

- Carleton University (Lead Partner)
- Ryerson University
- Université Laval
- Concordia University
- The Globe and Mail (media)
- The Ottawa Citizen (media).

The following EU institutions participate in the project:

- Danish School of Journalism (Denmark, Lead Partner)
- City University London (United Kingdom)
- Institutes des Hautes Etudes des Communications Brussels (Belgium)
- Hogeschool van Utrecht (The Netherlands)
- Le Monde (media, France)
- The Mirror (media, United Kingdom)
- Jyllands-Posten (media, Denmark)
- Le Soir (media, Belgium)

## **RENEEUS - Regional Education Network between the European Union and the United-States; Period: 2002-2005**

### *Needs and motives*

The project originated from bilateral relationships between universities within the EU and the US. The joint motives were twofold. All partners wanted to have an expansion of international activities. Furthermore, the partners are all situated in medium-sized towns that have experienced substantial economic and social change within their region. The

project is inspired by the wish to help the regions facing the challenges relating to innovation and globalization.

Some of the partners had other motives as well: linking up with a larger university, learn from exchange experiences of other universities, establish research contacts, give a new dimension to existing relations, have faculty exchange, experience on how to outreach for communities, share experiences from regions in transition, helping to internationalise their city. The side-motives of some of the partners have not affected the project itself and its outcomes.

#### *Output/activities*

RENEEUS represents an innovative approach by a consortium of six institutions of higher education in Europe and in the USA to design and deliver an interdisciplinary academic programme in regional planning, development and leadership. The project seeks to foster close cooperation in a support network between universities in regions of Europe and the USA that are experiencing significant social, economic and technological change.

The project partners have envisaged five objectives in their project plan.

- Develop a permanent consortium agreement to allow for student mobility, transfer of credit and faculty collaboration in curriculum development, teaching and research
- Create a Certificate Program in comparative planning and development available to students of all consortium members
- Establish practical training opportunities (internships) for students studying abroad among the consortia institutes
- Develop a web-based learning experience in comparative leadership in regional development for students at each institution
- Promote faculty exchanges between EU and US institutions

All the objectives encompass a number of activities. The large number of activities sometimes makes it difficult to deal with but all activities that have been planned have been developed or are being developed, goals have been reached. Still, the project partners experience the period of three years as too short. The first year they have spent on preparation. The second year they have started to exchange students. In their experience however, the first round of students is very difficult. In the third year all the bugs have been over won and then the programme funding ends. More time would have been better for the project.

Student mobility is an important aspect of the programme. The first time it was difficult to recruit students but afterwards, no major problems were encountered. Once the project was known, people were quite eager to participate. Students have usually taken classes in English but they managed to get around in the host country language. Even if classes are given in English, host country language should be stimulated.

The project partners have been working on a Certificate in Comparative Development which is a program in which both students from both EU and US can participate. It includes both common curriculum as well as internship modules including web-based instruction. Regular meetings have been held to discuss this Program between the project partners.

An e-learning module is being developed. It is in a testing phase, the project partners indicate that it will add a more institutionalized aspect to the programme. Besides from that, two new courses have been developed in which students from three different disciplines can take place.

With regard to credit recognition arrangements have been made. However, it was sometimes quite difficult due to different set-up of curricula in different institutes. Progress is still being made in this field.

Apart from student exchanges, also faculty exchange has been an important aspect within the project, although sometimes it is difficult to free people from their day-to-day obligations. Sometimes staff only get enthusiastic after a period of time. Staff exchange is considered very valuable in order to gain understanding of other teaching methods, regional problems elsewhere, and develop research contacts.

### *Outcomes*

As the project has not finished yet, the main outcomes relate to the students that went abroad. Students not only get to know other cultures, but also appreciate their own institute and environment more than they had before. Students have certainly changed. They have had internships abroad, which has shown them what work is like abroad. Some of them want to work internationally. It has certainly affected students' career choices.

### *Impacts and sustainability*

The impact mainly lies at an individual level, and at institution level regarding course development. The impact for individuals is tremendous, within the project there are mixed feelings on the broader impact, some stress the small scale but others say that the dissemination effects are greater. As people are very enthusiastic, they tell other people about their experiences.

At many institutions, other faculty staff is involved as well. Presentations and lectures are being organized, and sometimes peoples from other faculties want to get involved as well. Dissemination to communities is a goal to some of the institutes involved, but is difficult to establish. However, some results have been achieved, like attention in local media, giving lectures to people etc.

There will be several spin-offs like research but also a joint mba-programme and deepening of relations with companies (internships). In two cases city partnerships have been created. A large group of people has been involved, however, to make optimal use of programme more time is needed to obtain optimal impact.

Currently, the project partners are looking for ways to finance activities after the grant. The university is also an entrée to other organizations such as rotary and companies, which can be used for grants as well. Bilateral agreements have been signed, arrangements made for credit recognition but mobility funding remains a problem. Universities themselves though can offer small grants. Four year grants would make the programme more sustainable.

### *Strengths and weaknesses*

The main strengths concern the following

- Good interpersonal relationships of the project partners,
- Motivated people,
- The focus on regional development (having a common topic which everybody is facing),
- Faculty exchange,
- Having an external evaluator.

The weaknesses concern the following:

- EU-bureaucracy has been huge (US much easier).
- Communication in the beginning.
- Three year period too short
- People coming and going (although solved well),
- Limited number of meetings.

Apart from the weaknesses, a number of obstacles have been encountered:

- Visa have been very difficult, especially from EU to US
- Internships difficult to organize.
- Not every institute had made use of language department,
- Technology (e-learning) needed to be developed.

#### *Partners*

The partners from the EU side were:

Umea University – SE

Universidad Pontificia de Salamanca–ES

Fachhochschule Jena – DE

From the US side the partners were:

Wright State University - OH

Ball State University - IN

University of Memphis - TN

## ICEEIT: Interdisciplinary-International Curriculum on Energy and the Environment: Innovative Technologies)<sup>43</sup>; period: 2000-2003

#### *Needs and motives*

The initiative for the project came originally from the EU-side. The institutes had some contacts before. The different people that were eventually involved in the project however only knew each other indirectly through other colleagues. The leading US institute had always been interested in the subject and had tried to start up a whole study on the subject. This did not work because students were not interested. Participating in this project was an excellent opportunity to work with the subject.

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<sup>43</sup> This case study is based on interviews with US partners and desk research, we have not been able to speak with the European counterpart which the case study mentions which had troubles. We have studied the European reports that were submitted by the European partner and these have been taken into account to obtain an objective view.

All partners wanted to engage in interdisciplinary activities concerning energy and environment, which was the main motive to start the project.

#### *Output/activities*

The project suffered from some complications which made the whole project rather low-profile. Due to internal problems at the EU-partner's university, only few activities could be exploited. The back-up within that university was limited and there had been substantial administrative problems with the grant within the university so money was not available.

While few activities could be exploited and there were many uncertainties, it was not possible to advertise the project within the universities. This was a large shadow on the efforts of the project partners.

Nevertheless, despite these difficulties, the project partners succeeded in setting up several activities. The main activities were the following:

- Limited student exchange
- Faculty exchange
- Module development
- Internet course

The main impact of the difficulties experienced was in the field of student exchange. Only very few students have been exchanged, which was rather a disappointment for the project partners. The students that have been exchanged were very positive about their stay abroad.

Despite the limited student exchange the project is still considered a success by the partners because of the other activities developed through curriculum development, an internet course, staff exchange and experience working with other universities:

A special programme for advanced undergraduate students has been developed, with input from different partners. An internet course where students discuss issues virtually has been set up. Students from different countries have been able to discuss several topics with each other. The US students that have participated regard the course is quite useful but would have liked to go deeper into the subject and learn more about other cultures and views. For them, it has been very useful to learn the about the views and preferences in their subject of students within other countries. The subject is not very common in the US but is really a big issue in the EU. Is currently not being used but might be used again.

There have been several faculty exchanges, which were regarded as very useful and beneficial both for the project and for the staff itself. It has yielded important insights in the methods and knowledge of other universities.

#### *Outcomes*

The outcomes relate to valuable insights for those involved. It has been very beneficial to staff in order to get to know partners, other educating methods and developing relationships. Students have learned to appreciate different values.

### *Impacts and sustainability*

Due to the low profile of the project, the impact is limited and relates mainly to the experiences of teachers and students and to the courses developed. Not all material developed during the project is being used at the moment but it still is there to be used in the future. The main impact of the project activities relates to other activities that have been exploited in relation to this project.

Some contacts between the partners still exist. There have been some small spin-offs for other exchange programmes related to the current topic. These have yielded some exchange of students with other universities. They might not have been set up otherwise. Furthermore a new course is being developed together with some of the partners and there some research activities might arise together with some universities.

The Programme may also have spin-offs to other colleagues in different disciplines. Some colleagues might apply for their own project as a result of this. Many other staff have been involved in the project, it attracted some attention and people were attracted to it but it was quite limited as exchange was limited.

For one of the European partners, the project has been crucial in developing a new interdisciplinary degree, which would not have happened otherwise.

### *Strengths and weaknesses*

The main strengths were having a theme that everybody can relate to and sharing knowledge. Another strength was having big-picture students, who were very willing to learn during the courses and were eager to participate in the internet course.

The main weakness concerns the lack of exchange as a result of the organizational problems described. These problems have had a major impact on the whole project.

### *Partners*

The EU participants were the following:

Universite d'Orleans – F  
University Federico II of Naples – I  
Universidade da Beiro Interior – P  
Universita del Sannio – I

The US participating institutes were:

The Pennsylvania State University – PA  
University of Vermont – VT  
Colorado School of Mines – CO

## **AGE: NICE Advancing Gerontologic Education: Nursing through International Collaborative Endeavours: Period: 2002-2005**

### *Needs and motives*

Due to ongoing globalisation and migration, the gerontologic nursing profession is facing difficulties in adapting to the multicultural aspects of today's society. Through

international cooperation, the partners in this project aim to enrich and facilitate the national nursing profession with perspectives to be found in the nursing traditions of other cultural settings.

The AGE: NICE project addresses the following specific needs:

- Developing an international and interdisciplinary gerontologic model for nursing education to promote collaboration of both students and faculty staff for enlightening the (cost effective) quality of gerontologic health care across cultures.
- Promote cultural competence between faculty and students of the EU and US
- Use interactive video and web-based technology for the exchange of ideas and expertise to support the development of an international nursing program and learn from this for eventual future implementation.
- Facilitate the ambition of project partners to become international academic institutions.

#### *Output/activities*

The first year of the project primarily consists of the development of an integral course, which is implemented into the curriculum of all participating institutions. In the first year, also the administrative infrastructure for the project is set up. In the second year, actual student exchange starts. A period abroad begins with language and behavioural training and follows on to courses in the project curriculum like studies on differences in health care systems and integral nursing methods for implementation in different cultural settings. At some institutions, exchange students are offered the possibility to do a short internship of one or two weeks.

The exchange of expertise between faculty members takes place at the annual FIPSE conference in Washington. Actual teacher exchanges between institutions are part of the project. Guest lectures are given for a couple of weeks. The number of students willing to exchange is lower than expected, partly due to the fact that nursing students are older of age and with more obligations following work and families. So far, 26 students have been exchanged.

#### *Outcomes*

The exchange period changes views and opinions on the country that students visit. It also enriches their personal lives. They are able to make new contacts and experience different activities. The course offered to students is appreciated. Students have become more interested in the cultural facets of their profession. For some it has even strengthened their ambition to work internationally.

The expected outcome from faculty exchange has not been achieved. Faculty participants of the EU institutions argue that their period abroad has not been as demanding as they expected. According to them it is quite hard to interact with American students, while they are not used to receive information and transform it into questions or a discussion with the teacher. Some EU faculty participants felt they went back in time. Nevertheless they stress that teaching in English was an enriching experience for them.

#### *Impacts and sustainability*

It can be expected that a number of students has been equipped for working as gerontologic nurses in the future. The training given makes it possible for them to adapt

easier to different cultural settings. Working in an international environment has become an interesting possibility for a large part of the exchange students.

Participants stress that it has been possible to come to mutual understanding, but on a small scale. The EU lead partner stresses that there is primarily an impact of a project like AGE: NICE at the institutional level. The impact of projects at a national or international level shouldn't be overestimated.

Currently, there are no concrete plans for follow-ups. This is primarily due to the enormous amount of administrative work, which actually surprises participants. Some doubt whether they would have participated if they had known how much procedural work it takes to organise all activities. On the other hand, it is expected that contacts for faculty and student exchange will remain after finishing the project. There are ideas for collaboration on research activities in the field of nursing.

### *Strengths and weaknesses*

First of all, the project seems to address a specific and important issue for the future of the gerontologic nursing profession. Both faculty and students appreciate the focus on multicultural issues, which is taken into account from different perspectives. External evaluations have proven the added value of the project to the field of nursing. Secondly, we can speak of good personal relations between the project partners. Thirdly, a strong evaluation plan has helped the project to keep focussed on original intentions, plans and activities.

A weakness of the project is that it takes more time than expected beforehand. It is also more costly than originally budgeted. Participating universities do not welcome this, while in practice they have to pay for it. Another problem is that -as a result of legislation- a non-US citizen is not able to follow a nursing internship in the US. While practical experience is important for every nursing student, it was quite disappointing this could not be arranged. It even makes students less motivated to go abroad.

### *Partners*

From the US the following institutes participate:

Otterbein College, Ohio (Lead Partner).

Hampton University, Virginia.

East Tennessee State University.

The EU consortium consists of the following institutes:

Kalmar University, Sweden (Lead Partner).

University of Padua, Italy.

University of Ulster, Northern Ireland.