Intra-ACP Academic Mobility Scheme

Scholarship Holders' Impact Survey Results

Contact information

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FOREWORD

Dear reader,

Given the importance of higher education as a driver for societal development, it has also become a key component of international cooperation strategies.

The Intra-ACP Academic Mobility Scheme began in 2011 in the framework of the Intra-ACP Strategy for the period 2008-2013, which foresaw the support to student mobility within the African, Caribbean and Pacific countries.

The general objective of the programme was to promote sustainable development and poverty alleviation by increasing the availability of trained and qualified high-level professionals in the ACP countries. During the lifetime of the Programme, three selections of projects were organised providing an opportunity for more than 1700 students and staff to benefit from international exchange.

This publication is a collection of more than 900 completed questionnaires providing a glimpse into the experience of the scholarship holders who participated in the Mobility Scheme. The analysis of the survey results clearly demonstrates that the Programme has had a wide-ranging impact at individual, as well as at institutional levels. The overwhelming majority of respondents agree that the Intra-ACP Academic Mobility Scheme has had a favourable effect on their personal development, skillset and professional growth.

This report highlights the positive outcomes that the Intra-ACP Academic Mobility Scheme has generated and identifies potential challenges that require further reflection. The direct experience of those who benefited from such programme so far will now feed the reflection and provide useful insights for all the relevant stakeholders, policy makers, and the European Commission alike.

Roberto CARLINI
Director
Education Audiovisual and Culture Executive Agency

EXECUTIVE SUMMARY

The Intra-ACP Academic Mobility Scheme – Scholarship Holders' Impact Survey Results presents the results of a survey carried out in the form of a questionnaire during the period December 2018 – January 2019. The survey was launched with the aim to evaluate the implementation of the Intra-ACP Academic Mobility Scheme, the experience and satisfaction of the scholarship holders, as well as the impact on individuals who benefitted from the Mobility Scheme. The results also provide a useful guidance and a reference point for the development of future mobility programmes in the targeted regions.

The following pages provide an encouraging picture of the Programme. The majority of respondents view their experience during mobility very positively both from an academic and administrative perspective. In addition, most of the scholarship holders who took part in the survey agree that their participation in the Programme has had a very positive impact on their personal and professional development. Nearly all survey participants reported that they either returned or intend to return to their home country, which suggests that the favourable impact on the scholarship holders would spillover in their countries of origin resulting in brain gain.

However, the survey results also draw attention to several challenges that need to be addressed, including tackling gender imbalance, improving feedback loops and recognition, as well as uneven mobility flows.

A representative sample

The survey can be considered representative of the actual population of beneficiaries:

- 922 scholarship holders participated in the survey, out of which 87% are students while 13% are staff. They represent 53% of all 1741 scholarship holders. The regional distribution of respondents compared to the real scholarship holders is commensurate.

- The gender distribution among the survey participants and the real beneficiaries is also analogous. The overall rate of male survey participants (66%) is nearly double that of the female (34%).

- Most respondents are Master students, followed by Doctorate students, as well as Academic and Administrative staff, reflecting the actual profile of the beneficiaries and the Programme's targets per type of mobility. The majority of the survey participants have finished their mobility at the time of the survey.

- All 20 funded projects were represented in the survey with an average response rate of 55% per project.

Inclusiveness

Every partnership selected under the Programme was required to tackle cross-cutting issues like gender-balance, equal opportunities and the participation of disadvantaged groups. The data supplied by the survey suggests mostly promising results with regard to inclusiveness.

- In total 30% of the respondents consider their background as disadvantaged varying from 28% for Africa to 35% for Caribbean and Pacific.

- The scholarship holders come from very varied households in terms of their parents' level of education and employment status. 55% of the respondents' mothers and 38% of their fathers either had no formal education or attained only primary level of education.

- As with the real figures of the scholarship holders in Africa, the gender balance scale is significantly skewed in favour of male scholarship holders. At the same time, the Caribbean and the Pacific scholarship holders are more evenly distributed with female respondents slightly overtaking their male counterparts.

Overall satisfaction of scholarship holders with their mobility

The survey provides valuable information on various administrative and logistical aspects of mobility that are essential for ensuring smooth processes and scholarship holders' satisfaction:

- Most of the survey participants appreciate the academic guidance received during the mobility (87%), the quality of activities at the host institution (86%), and academic structures (84%).

- A large majority of respondents are satisfied with the logistical arrangements and administrative support during the mobility period.

Impact on scholarship holders

An opportunity to pursue studies and academic or professional training abroad can be a very enriching experience that enables scholarship holders to develop new competencies and hone already existing skillset. The survey participants report very positive impact on their personal and professional development:

- Scholarship holders strongly agree that the Intra-ACP Academic Mobility Scheme had a substantial impact on their specialised knowledge (92%), personal development (96%), skills and expertise (95%), and their career (88%).

- They also concur that the Programme has had a sgnificant impact on their personal development, especially with respect to problem-solving skills (94%) as well as their self-management skills (96%).

- 44% of the survey participants indicate that their present job was influenced by the Programme to a large extent while 26% consider that the mobility had a moderate impact on their current occupation.

- 77% of the scholarship holders are confident that their participation in the Intra-ACP exchange allowed them to access education or training that would otherwise be unavailable to them due to their socio-economic background and limited access opportunities in their home countries.

Impact on institutions

The positive effects of the Programme have not been only limited to individual scholarship holders. The results of the survey suggest that both home and host institutions have benefitted from their participation in the Mobility Scheme in a number of ways.

- Respondents believe that the most significant positive effect on home universities can be observed in the strengthened research capacity (69%), development of scientific/academic capacity (67%), and research innovation (60%).

- Host institutions have been impacted the most in the same three areas as the home institutions just to a slightly lesser extent.

- Around half of the respondents also believe that attractiveness and visibility of both home and host institutions was enhanced thanks to their participation in the Programme.

Remaining challenges

Aside from the favourable impact that the Programme generated on different levels, the survey results also shed light on some challenges that should be addressed to maximise the effectiveness of future similar academic mobility programmes.

- The mobility flows were not always balanced whereby some countries have received significantly larger inflows rather than outflows of scholarship holders.

- Gender balance in Lot 1 – Africa was not attained and two-thirds of all the respondents as well as the real scholarship holders are male. The gender distribution among the scholarship holders could be attributed to the prevailing socio-economic conditions on the continent. This is why the gender balance issue was given further prominence in the successive Intra-Africa Academic Mobility Scheme.

- The survey also shows that there is room for improvement when it comes to collecting and addressing the scholarship holders' feedback by their home and host institutions. 40% of the survey participants claim that they were not asked to provide regular feedback while 52% believe that their feedback was not taken into account by their institutions to improve mobility mechanisms.

- Further synergies between HEIs on recognition of credits and diplomas should be encouraged and supported to maximise the benefits of mobility and interinstitutional cooperation.

1. INTRODUCTION

1.1. Purpose of the publication

The present document was prepared by the A3 Unit Erasmus+: Higher Education – Erasmus Mundus, Sport, Audiovisual and Culture Executive Agency (EACEA) in charge of the management of the Intra-ACP Academic Mobility Scheme (Intra-ACP).

The objective of the publication is to present the results, insights, and conclusions of the Intra-ACP Scholarship Holders' Impact Survey conducted at the end of 2018 – beginning 2019.

This Intra-ACP Impact Survey was carried out with the following aims:

- To evaluate the mobility experience of the Intra-ACP scholarship holders;
- To analyse the impact of the programme on the personal development and professional career of the scholarship holders;
- To assess the overall satisfaction of the individuals involved in mobility;
- To analyse the influence of the Intra-ACP mobility on the home and host institutions;
- To provide reference data and insights to policy makers for the development of future programmes.

The target audience of this report comprises all the stakeholders taking part in the design and implementation of international higher education cooperation programmes with a focus on the relevant actors involved in the Intra-ACP but also the Intra-Africa Academic Mobility Schemes, such as the European Commission, the African Union Commission (AUC), the Secretariat of the African, Caribbean and Pacific (ACP) Group of States.

1.2. The Intra-ACP Academic Mobility Scheme (2011-2019)

General framework

The Intra-ACP Academic Mobility Scheme promoted cooperation between higher education institutions (HEIs) and supported mobility of students and university staff in Africa, the Caribbean and the Pacific (ACP) regions. It funded partnerships between HEIs from different countries within these regions and granted scholarships for students (Masters and Doctorates) and university staff (administrative and academic) to carry out studies, research, or teaching activities in another country covered by the programme. Mobility took place within two separate lots, namely Lot 1 - Africa and Lot 2 – the Caribbean and the Pacific.

The Programme aimed to increase access to quality education. It encouraged the ACP students to undertake postgraduate studies, and promoted student retention in the region along with the mobility of staff. The Mobility Scheme contributed to sustainable development and poverty alleviation by increasing the number of highly trained, skilled and qualified personnel in the ACP countries.

This European Union funded programme built on the African Union's Mwalimu Nyerere programme for Africa, granting additional funding, and setting up a similar scheme for the Caribbean and the Pacific regions.

The scheme was implemented by EACEA, under the supervision of the European Commission Directorate-General for International Cooperation and Development (DEVCO), in collaboration with the African Union (AU) and the ACP Secretariat.

In total, three Calls for proposals were published in the period 2011-2013, resulting in the selection of 20 projects. The grant allocated to the selected projects amounts to 44 million € in total:

- 34 M € for Lot 1 - Africa (15 projects selected);
- 10 M € for Lot 2 - Caribbean and Pacific (5 projects selected).

The last selected projects have continued to run and offer scholarships until October 2019. The selected projects organised and implemented mobility for more than 1700 individuals (students and university staff):

Project selection year	Master Students	Doctoral candidates	Staff	Total
2011	217	107	74	398
2012	265	108	103	476
2013	516	185	166	867
Total	998	400	343	1741

The figures refer to the number of selected scholarship holders whose mobility was implemented and encoded in the EACEA Mobility Tool until 28 February 2020 (main list and drop-out list)

Based on its success, the Programme has continued in Africa through the Intra-Africa Academic Mobility Scheme[1] launched in 2016.

Implemented mobility

The mobility flows during the lifetime of the Programme were geographically varied. 27 countries in Africa and 8 countries in the Caribbean and the Pacific have hosted scholarship holders from 45 African nations and 19 countries from the Caribbean and the Pacific. For more information on the geographical mobility distribution, see Annex IV.

Figure A below presents the top five host countries that received the largest mobility inflows in each Lot. In Africa, the five countries that represent all regions except North Africa[2] hosted 43% of all scholarship holders from the continent. In the Caribbean and the Pacific, the countries with the greatest mobility inflows hosted 89% of the total mobility in the region with comparable mobility distribution between the Caribbean countries and their Pacific counterparts.

With regard to the countries with the highest mobility outflows in Africa, the top five countries represent 41% of all scholarship holders, while in the Caribbean and the Pacific they account for 66% of all outgoing mobility flows in their respective regions (Figure B).

When it comes to the distribution of scholarship holders across sending and receiving states, several trends can be observed. While some countries have relatively balanced mobility distribution, others have stark disparities in the ratio of incoming and outgoing mobility flows.

For instance, in Lot 1 – Africa, South Africa was the largest recipient of scholarship holders (Figure A) from across the continent. At the same time, only 10 South African students and staff embarked on the academic exchange. In contrast, countries like Cameroon and Ghana had more proportional ratio of mobility inflows and outflows (Figure A and B).

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1 For more information see: *https://eacea.ec.europa.eu/intra-africa_en*
2 The participation of the Northern Africa in the Programme was very limited: HEIs from Northern Africa could only participate as partners in project; they could host students and staff from other African regions. However, Northern African nationals could only participate in staff mobility.

In the Caribbean and the Pacific, the discrepancy between the incoming and outgoing students and staff per country appears to be greater than in Africa. The country with the largest contrast between inflows and outflows of scholarship holders is Guyana that hosted 24 scholarship holders compared to 60 Guyanese students and staff who benefited from an international experience in another Caribbean and Pacific country. Fiji is another example of a relatively large difference between mobility flows. The country had hosted 121 scholarship holders compared to 45 outgoing ones.

The high incoming mobility flows in certain countries can be in part explained by more advanced research and academic facilities available at their universities. This phenomenon allows sharing of expertise between more developed countries and universities with their less developed counterparts. However, it must be noted that the countries that have higher mobility inflows benefit from internationalisation at home. The subsequent mobility programmes should strive to address any disparities of this nature to ensure more balanced geographical coverage.

In terms of mobility distribution per type of mobility, the figures are in line with the requirements of the programme whereby the Master students were the most populous category in the overwhelming majority of the host as well as home countries, followed by Doctoral students, and Staff. No particular patterns have been observed for the different types of mobility.
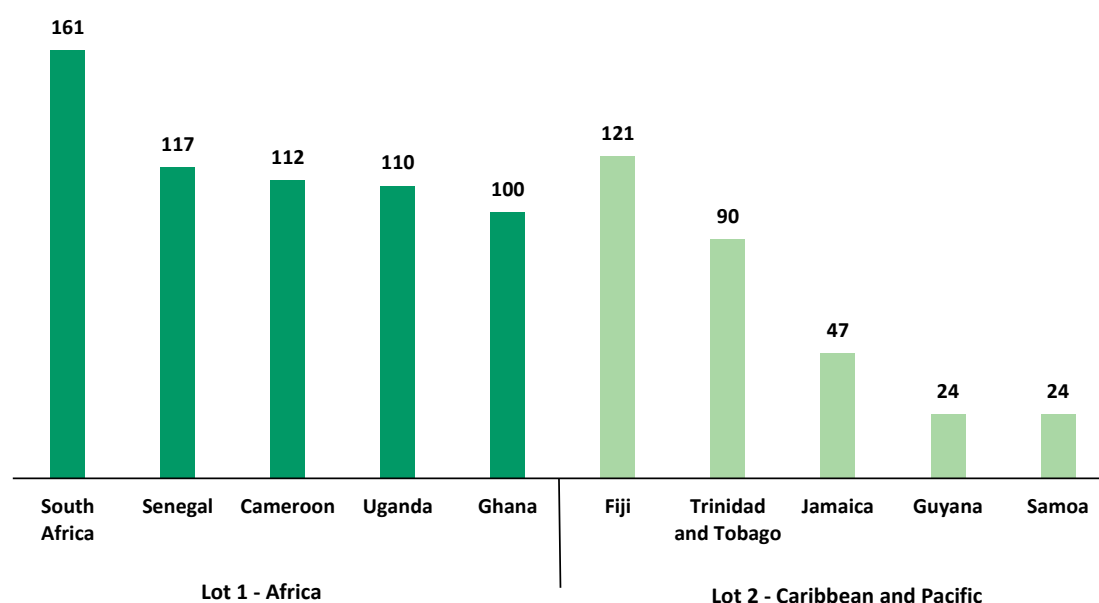
Figure A – Top 5 host countries with the largest number of scholarship holders per Lot
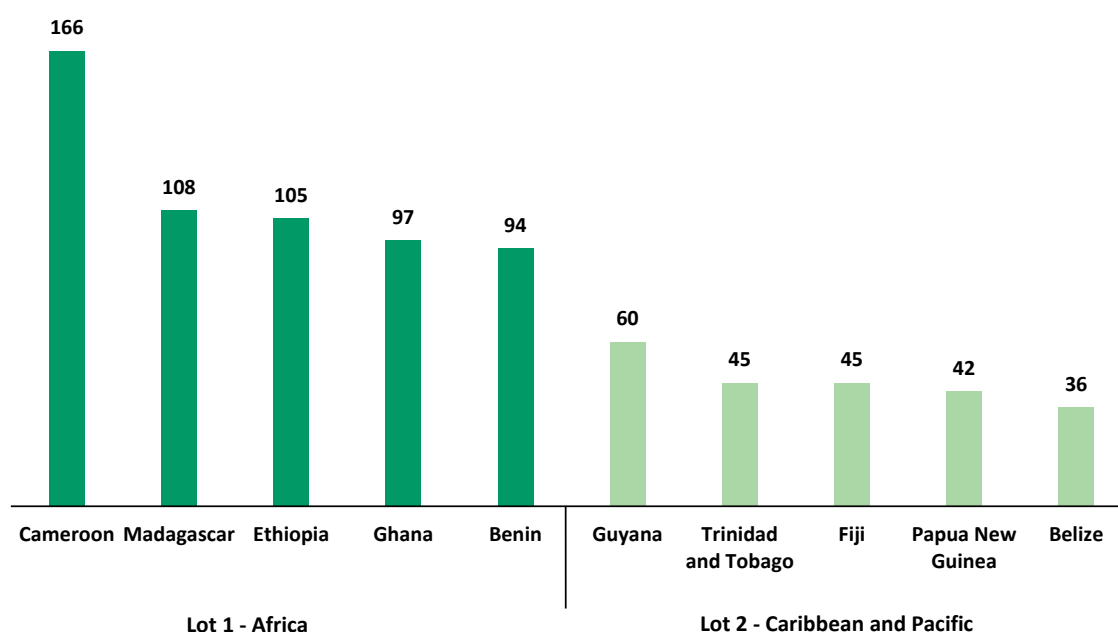
Figure B – Top 5 home countries with the largest number of scholarship holders per Lot

1.3. Methodology

The Intra-ACP Scholarship Holders' Impact Survey was launched between December 2018 and January 2019 for all Intra-ACP scholarship holders whose data was available in the EACEA Mobility tool[3] at that time.

The survey was based on a mixed approach that involved a combination of different single choice, multiple choice, as well as scaling questions. The survey consisted of 35 questions in total. The open comments section of the survey gave the respondents a possibility to provide more in-depth feedback about their experience.

The survey is a collection of quantitative and qualitative information from 922 scholarship holders from 58 countries representing all the 20 Intra-ACP projects selected in the three Intra-ACP Calls for proposal.

Dependent questions were also used to distinguish different respondents' profiles (type of mobility, credit-/degree-seeking mobility, etc.). In this context, it should be stressed that not all questions represent 922 answers but rather a set of replies relevant to the topic (e.g. for recognition of studies upon return the number of replies taken into consideration is the one of the students in exchange mobility who have already finished their mobility).

The survey also recognises the regional dimension of the Programme. For the purpose of this publication, the two different Lots (Lot 1 – Africa and Lot 2 – Caribbean and Pacific)[4] have been presented separately.

Finally, it must be noted that for the values expressed in percentages there can be a margin of error of one percent accumulated during the automatic calculations and rounding in Excel.

The main body of the publication offers a brief but complete analysis of its overall results. Regional data are compared where relevant and some questions are intertwined based on the type of mobility. Internal EACEA data on the real mobility figures are used in order to make comparisons and assess the relevance as well as representativeness of the data obtained from the survey.

Regional and country data should be considered with caution as the number of replies is limited and split between a large number of countries that each might have specific context and characteristics.

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3 The EACEA Mobility Tool (EMT) is a database that has been developed in order to monitor scholarship holders' activities, mobility tracks and related financial aspects.
4 For the list of all countries see: *https://eacea.ec.europa.eu/sites/2007-2013/Intra-ACP-academic-mobility-scheme_en*.

2. OVERALL RESULTS

2.1. Main features of the survey results

The purpose of this section is to demonstrate that the sample is a scale model for the entire Programme based on comparisons of data between the respondents and all scholarship holders discussed below.

A total of 922 scholarship holders from 58 Programme countries participated in the survey. This figure represents around 53% of the 1.741 scholarship holders who were granted a mobility opportunity under the Intra-ACP Programme.

Programme/Type of mobility	Number of respondents to the survey	Number of selected scholarship holders	Percentage of scholarship holders who participated in the survey
Master students	568	998	57%
Doctoral candidates	230	400	58%
Staff	124	343	36%
Total	922	1741	53%

Figure 1 – Number of respondents to the survey per type of mobility compared to the real number of scholarship holders

Figure 1 presents a comparison between the number of respondents to the survey and the number of selected scholarship holders encoded in the EACEA Mobility Tool. When comparing the figures, it can be seen that on average every second scholarship holder participated in the survey. In addition, participation across all types of mobility exceeded 50% with an exception of staff where the rate of participation was 36%.

Africa is the most represented region in the survey (81%) followed by the Caribbean and the Pacific (19% – Caribbean 12%, Pacific 7%). The regional distribution of the real scholarship holders is proportionally nearly identical to the results of the survey. The African beneficiaries account for 80% of the total scholarships awarded (1.397) while the percentage for the Caribbean and the Pacific is around 20% (344).
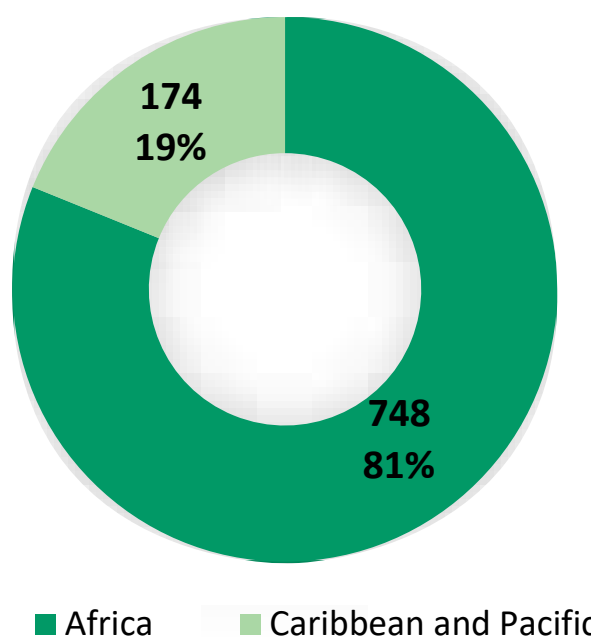
Figure 2 – Respondents' distribution by region (n=922)
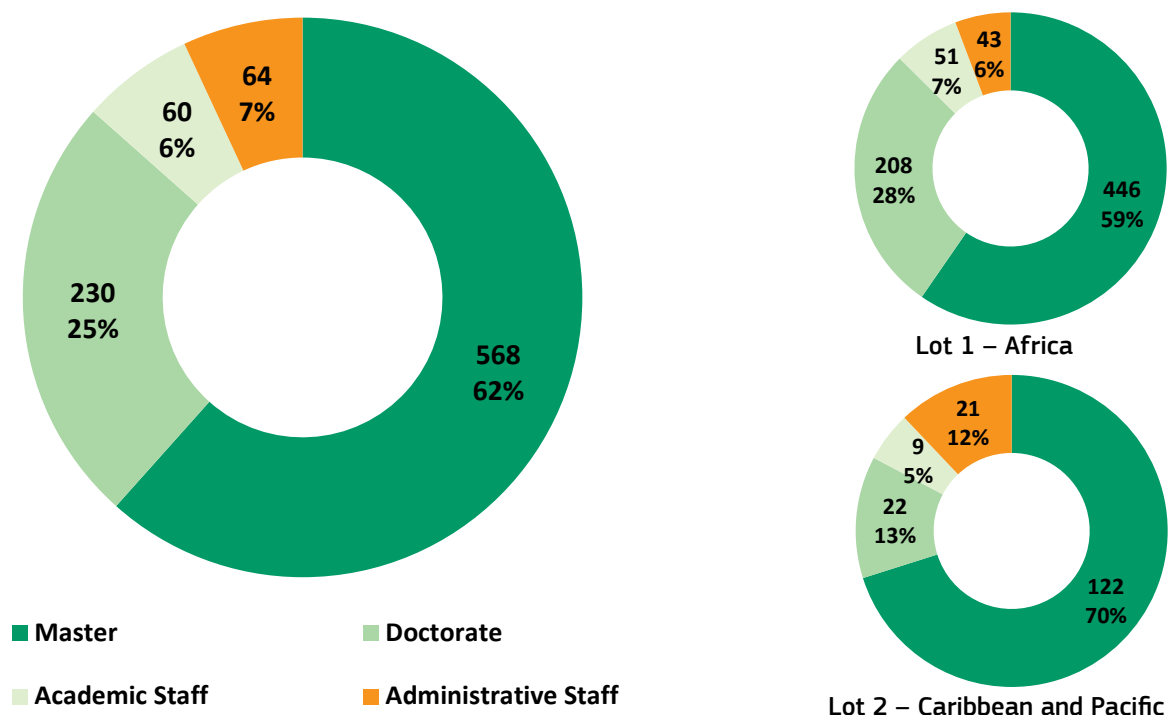
Figure 3 – Respondents' distribution per type of mobility (n=922)

In regard to the type of mobility, the majority of the respondents are scholarship holders at Master (62%) or Doctoral level (25%) while the Academic staff and Administrative staff constituted 13% of all respondents (Figure 3). The distribution of the respondents per type of mobility is comparable to the real scholarship holders whereby 57% were Master students, 23% Doctoral students, and 20% staff. This distribution is pre-defined by the Programme's requirements where a range of minimum-maximum mobility per type is permitted.

However, the ratios of the respondents per type of mobility differ in the two Lots. Lot 1 - Africa has a higher representation of Doctoral mobility flows, while Lot 2 – the Caribbean and Pacific has the highest percentage of both Master level (70%) and Administrative staff (12%) respondents.

In terms of gender balance of the sample, the gender distribution among the respondents and the real figures of scholarship holders are analogous. The overall rate of male survey participants (66%) is nearly double that of the female (34%). Equally, the real male scholarship holders represent 66% (1149 mobilities) of all mobilities while the female ones account for 34% (592 mobilities).

Beneficiaries from all the 20 Intra-ACP projects selected during the three Intra-ACP Calls for Proposals participated in the survey to a varying degree (Figure 4).

The rate of participation of the scholarship holders from the African projects is comparable to their counterparts from the Caribbean and the Pacific. On average 55% of all the grantees per project in Africa expressed their views via survey, while the rate of student and staff participation per project in the Caribbean and the Pacific is 52%. Out of 20 projects, nine projects had higher than the average participation rate.
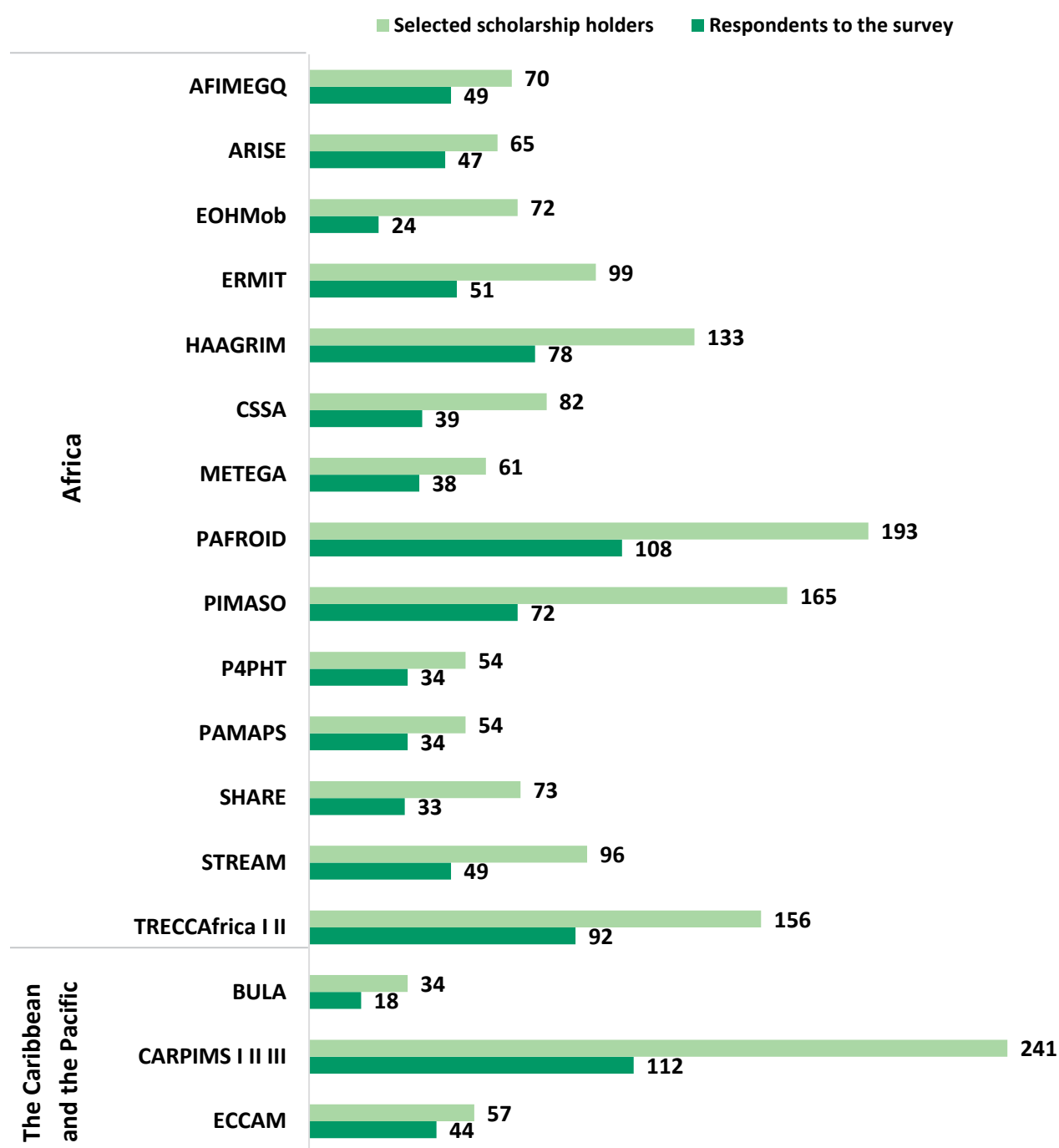
Figure 4 – Respondents' distribution per project by region (n=922)

The main thematic fields of study represented by the respondents are agriculture (25%), followed by natural sciences (16%) and engineering (13%). In Lot 1 – Africa the most scholarship holders have specialised in agriculture (28%) followed by natural sciences (15%), and engineering (15%), whilst in Lot 2 - Caribbean and Pacific the top thematic fields are natural sciences (21%) followed by governance and social sciences (14%), as well as management and education (14%) (Figure 5).

Overall, the distribution of the thematic fields among the survey participants mostly resembles the distribution of the real scholarship holders with the main difference in the proportion of engineering, governance and social sciences, as well as natural science.

Thematic field	Africa	Caribbean and Pacific	Total respondents	Total scholarship holders
Agriculture	28%	13%	25%	26%
Communication and information sciences	3%	3%	3%	4%
Energy	5%	0%	4%	3%
Engineering	15%	6%	13%	8%
Governance and Social Sciences	3%	14%	5%	11%
Management and education	4%	14%	6%	6%
Medical Sciences	12%	7%	11%	13%
Natural Sciences	15%	21%	16%	5%
Other	15%	21%	16%	23%
Grand total	100%	100%	100 %	100%

Figure 5 – Respondents' distribution by thematic field of study (n= 922)

Figure 6 presents the respondents' distribution by nationality highlighting the wide range of countries that are part of the Intra-ACP Academic Mobility Scheme. In Africa, the highest number of survey participants are from Cameroon (10%), while the most represented country in the Caribbean and the Pacific is Guyana (4 %). These statistics are in line with the real mobility figures whereby the most scholarship holders in their respective regions are from Cameroon (10%) and Guyana (3%).

Africa

Country	Value
Benin	54
Botswana	9
Burkina Faso	35
Burundi	15
Cabo Verde	6
Cameroon	88
Central African Republic	4
Chad	6
Comoros	5
Congo	2
Democratic Republic of Congo	17
Eswatini	1
Ethiopia	51
Gabon	1
Gambia	1
Ghana	55
Guinea	13
Ivory Coast	29
Kenya	25
Lesotho	4
Liberia	1
Madagascar	44
Malawi	10
Mali	8
Mauritania	1
Mauritius	4
Morocco	1
Mozambique	10
Namibia	4
Niger	5
Nigeria	50
Rwanda	34
Senegal	41
South Africa	1
South Sudan	3
Sudan	5
Tanzania	22
Togo	21
Uganda	45
Zambia	12
Zimbabwe	5

The Caribbean and the Pacific

Country	Value
Bahamas	1
Barbados	1
Belize	20
Dominica	2
Dominican Republic	2
Fiji	23
Guyana	33
Haiti	22
Jamaica	3
New Guinea	21
Saint Lucia	4
Saint Vincent and the Grenadines	1
Samoa	4
Solomon Islands	8
Timor-Leste	3
Trinidad and Tobago	21

Figure 6 – Distribution of the respondents by nationality (n=922)

2.2. Inclusiveness

Making higher education systems inclusive is of utmost importance for creating an inclusive and thriving society. Both Africa and the Caribbean and the Pacific have their region specific socio-economic conditions when it comes to inclusiveness in the higher education.

2.2.1 Gender

The Intra-ACP Academic Mobility Scheme strongly encouraged equal participation of men and women. The survey results on gender balance are representative of the difficulties in attaining gender parity in certain regions[5]. The overall rate of male survey participants (66%) is nearly double that of the female (34%) (Figure 7).

As with the real figures of the scholarship holders in Africa, the gender balance scale is significantly skewed in favour of male scholarship holders. At the same time, the Caribbean and the Pacific scholarship holders are more evenly distributed with female respondents slightly overtaking their male counterparts.

316
34%

606
66%

216
29%

532
71%

Lot 1 – Africa

74
43%

100
57%

Lot 2 – Caribbean and Pacific

■ **Female**　　■ **Male**
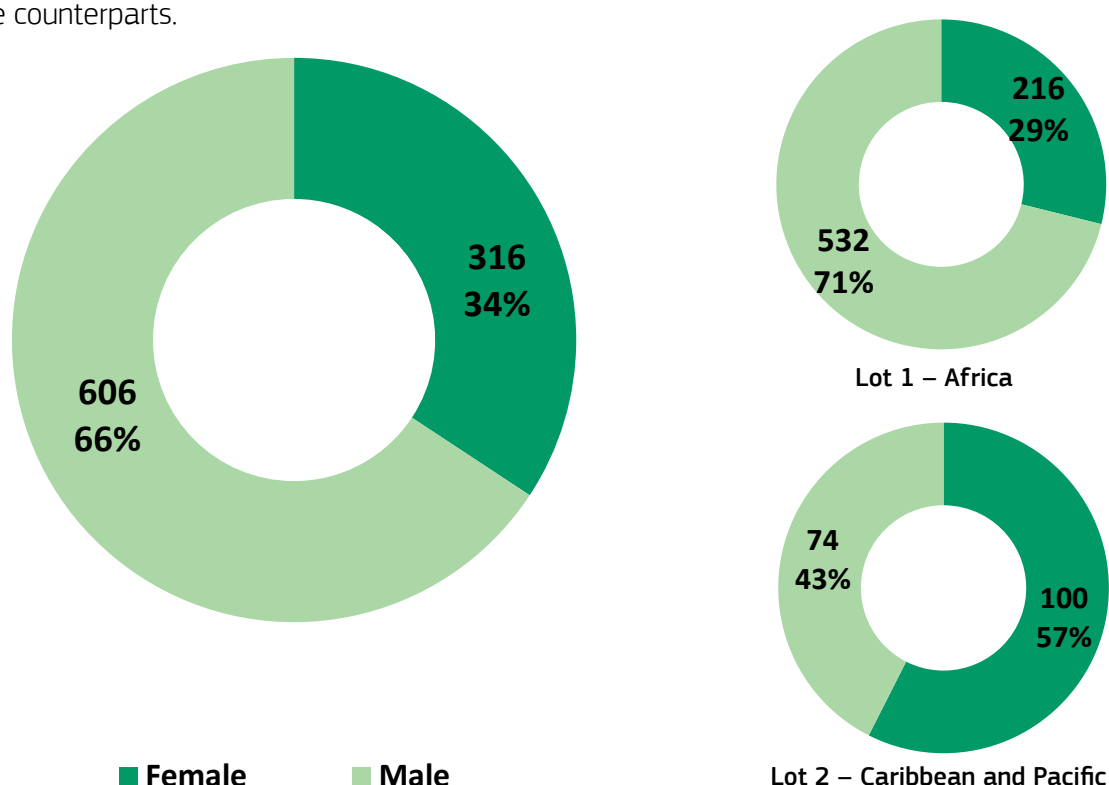
Figure 7 – Respondents' distribution by gender and area of origin (n=922)

Figure 8 below demonstrates that the gender balance among the respondents per region and type of mobility varies significantly. The male overrepresentation is most striking in Africa where male respondents make up over 70% of survey participants. In this region, the biggest gender disparity can be observed among the Doctoral mobility where only 18% of the survey participants are female. In terms of real figures of scholarship holders, the gender imbalance is similar to the survey results whereby female students held only 18% of all doctoral scholarships in African projects.

Taking into account the challenges of achieving gender balance in Africa, financial incentives to encourage participation of women were introduced in the Intra-ACP Mobility Academic Scheme's successor programme - the Intra-Africa Academic Mobility Scheme.

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5 For more information see UNESCO Global Education Monitoring Report Gender Review 2018.

The gender distribution within the Lot 2 – Caribbean and Pacific is more balanced across all types of mobility. The proportion of male to female respondents is consistent with the gender parity of the real mobility in the region where nearly 56% of all scholarship holders are women. Most notably, 89% of the survey participants belonging to the Academic staff category are female.

■ Female   ■ Male

	Female	Male
Master (Africa)	33%	67%
Doctorate (Africa)	18%	82%
Academic Staff (Africa)	27%	73%
Administrative Staff (Africa)	40%	60%
Master (Caribbean and Pacific)	56%	44%
Doctorate (Caribbean and Pacific)	45%	55%
Academic Staff (Caribbean and Pacific)	89%	11%
Administrative Staff (Caribbean and Pacific)	67%	33%
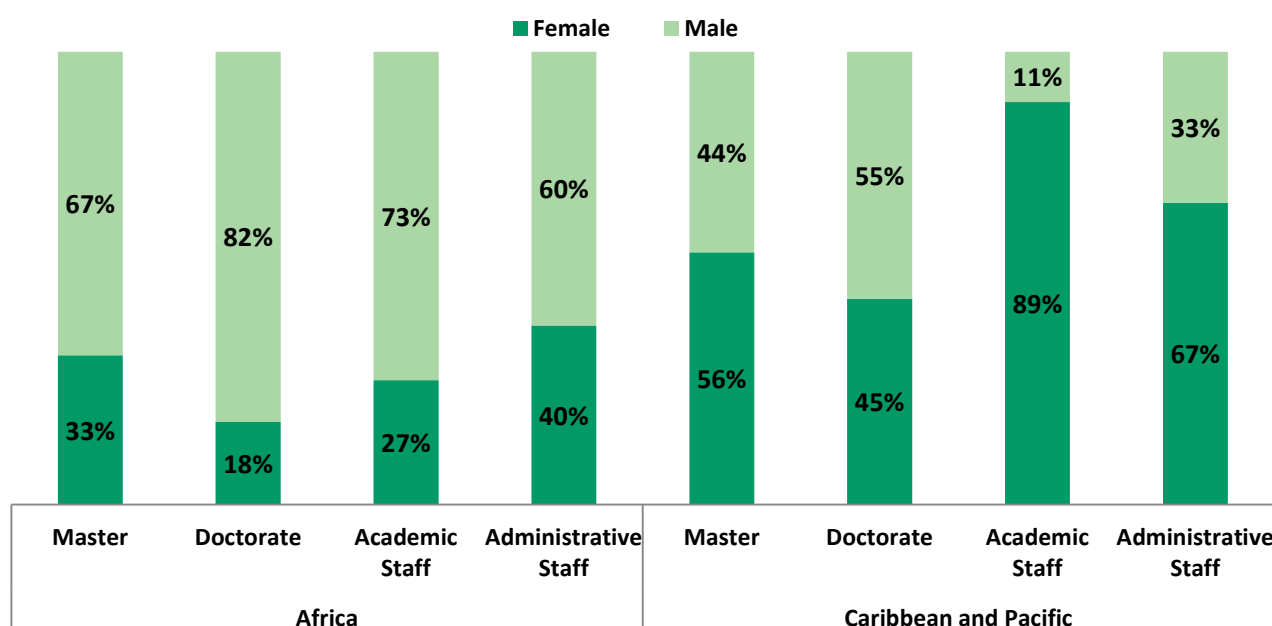
Figure 8 – Respondents' distribution by gender/region and type of mobility (Lot1=748; Lot2=174)

Figure 9 gives an overview of the participants' gender distribution per country. It appears that in some countries in Africa, like Madagascar, female participation in the survey was either equal or slightly exceeding male participation. However, in the majority of cases the male respondents surpassed their female counterparts. With respect to the Caribbean and the Pacific countries the participants' gender balance is either maintained or tipped in favour of female respondents with only a few exceptions.

■ Female ■ Male

	Female	Male
Zambia	50%	50%
Uganda	16%	84%
Togo	19%	81%
Tanzania	27%	73%
Senegal	22%	78%
Rwanda	29%	71%
Nigeria	26%	74%
Madagascar	55%	45%
Kenya	40%	60%
Ivory Coast	17%	83%
Guinea	8%	92%
Ghana	27%	73%
Ethiopia	8%	92%
Democratic Republic of the Congo	29%	71%
Cameroon	28%	72%
Burundi	27%	73%
Burkina Faso	40%	60%
Benin	22%	78%
Trinidad and Tobago	90%	10%
Papua New Guinea	43%	57%
Haiti	18%	82%
Guyana	64%	36%
Fiji	43%	57%
Belize	65%	35%

Africa (Zambia through Benin); *Caribbean and Pacific* (Trinidad and Tobago through Belize)

Figure 9 – Respondents' distribution by nationality and gender in the Top 24 countries

2.2.2. Socio-economic background

Disadvantaged background[6]

The Intra-ACP Academic Mobility Scheme required selected projects to tackle cross-cutting issues, including participation of disadvantaged groups in mobility. The results of the survey indicate that the inclusion of the candidates from disadvantaged backgrounds was adequately achieved.

In total, 30% of the respondents consider their background as disadvantaged varying from 28% in Africa to 35% in Caribbean and Pacific (Figure 10). From the respondents who replied that they belong to a disadvantage group, 29% say that their permanent home is in the least developed or fragile area while 12% note that their permanent home is an area afflicted by conflict/climate change/epidemics/natural disasters. 9% of the respondents belong to an ethnic/cultural/linguistic minority and 6% have been subject to discrimination. 17% specified that they came from a disadvantaged background due to other reasons such as poverty and orphanhood.

It is important to note that the percentage of scholarship holders from a disadvantaged background depends on the profile of respondents (Figure 11). The highest percentage is notable among the master students (36%) whereas for staff it does not exceed 10%.
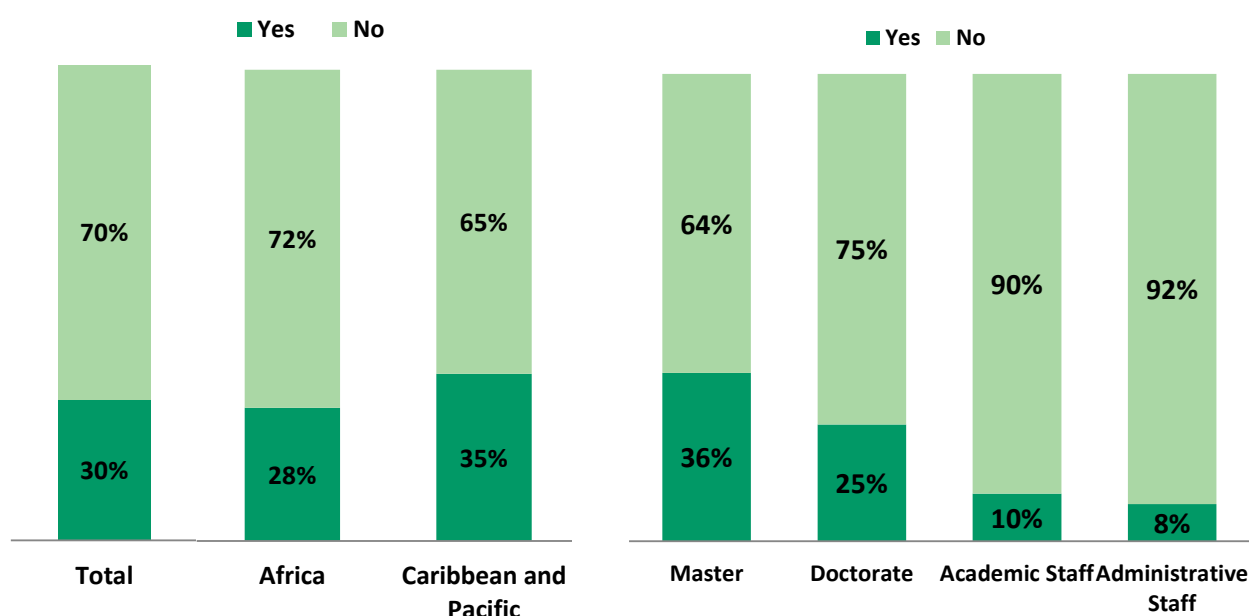
Figure 10 – Respondents who consider themselves as part of a disadvantaged group (Lot1=732; Lot2=172)

Figure 11 – Respondents who consider themselves as part of a disadvantaged group per type of mobility (n=904)

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6 Disadvantaged groups comprise students with disabilities, socio-economically disadvantaged students, as well as students and staff from fragile and conflict-affected states and regions within a country. Please note that respondents identified themselves as members of a disadvantage group or socio-economically disadvantaged background.

■ **Yes**   ■ **No**
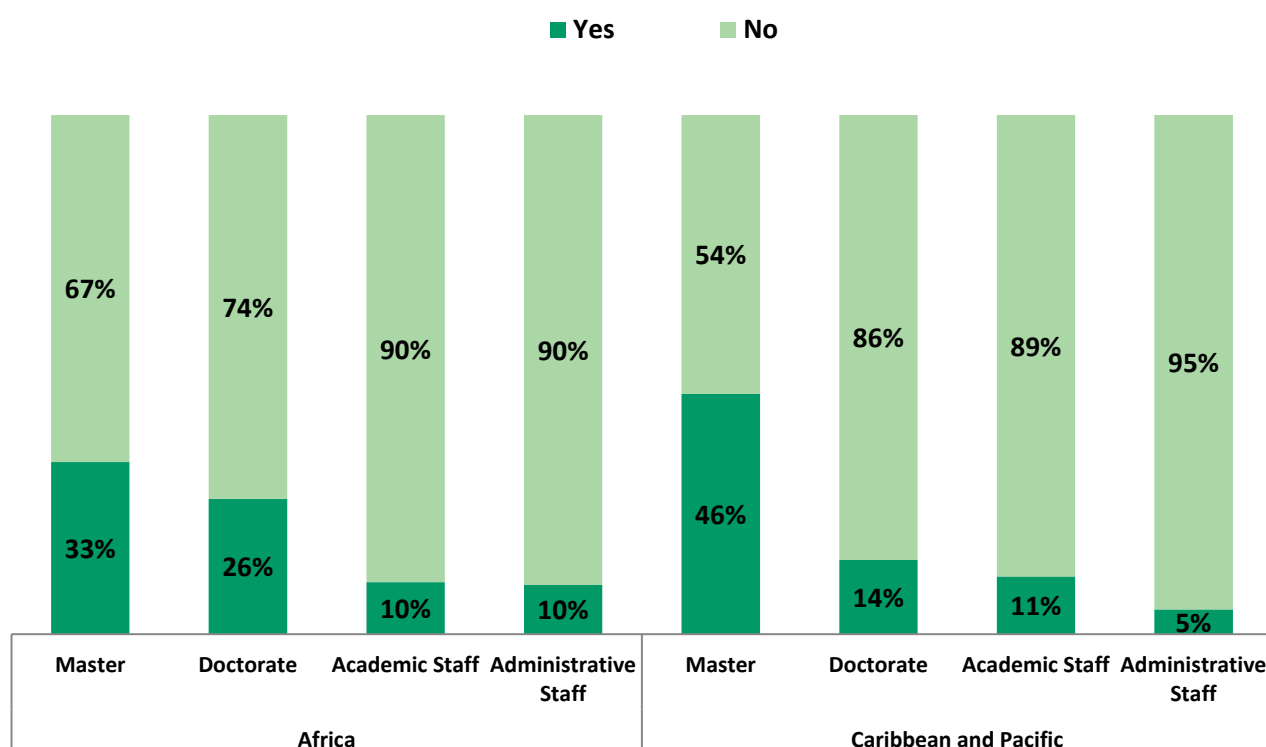
Figure 12 – Scholarship holders who consider themselves as part of a disadvantaged group or with a disadvantage background per region and type of mobility (Lot1=732; Lot2=172)

Parents' educational background and occupation

The survey demonstrates that the scholarship holders come from very varied households in terms of their parents' level of education and employment status (Figures 13-18). 55% of the respondents' mothers and 38% of their fathers either had no formal education or attained only primary level of education. The Academic staff from both Lot 1 and Lot 2 countries had the highest rates of parents who did not receive secondary education compared to other types of mobility.

While there are slight differences in the level of parents' education between scholarship holders in Africa and the Caribbean and the Pacific, the most notable distinction is the rate of illiteracy of mothers' that reached 27% in Africa while in the Caribbean and the Pacific it was at 10%.

The survey also addressed the occupation of respondents' parents (see Annex VII). The results suggest that the unemployment rate of the respondents' mothers (14%) and fathers (8%) was relatively low with no significant differences between the regions. In addition, the majority of the scholarship holders indicated that their parents are employed (47% of mothers and 53% of fathers).

Parents' educational background: Mother

University education
Post-secondary education
Secondary education
Primary education
None/illiterate
I do not know
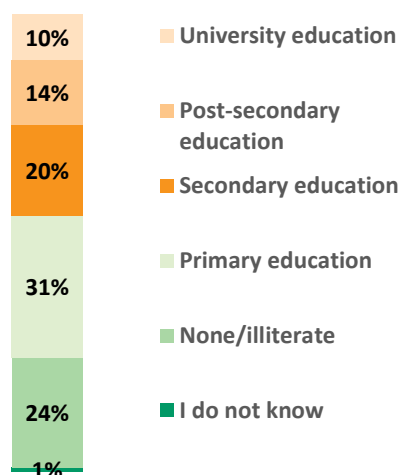
Figure 13 – The highest level of education attainment of the mother (n=922)

Parents' educational background: Father

University education
Post-secondary education
Secondary education
Primary education
None/illiterate
I do not know
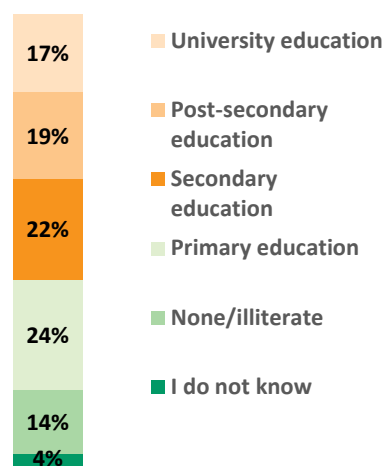
Figure 14 – The highest level of education attainment of the father (n=922)
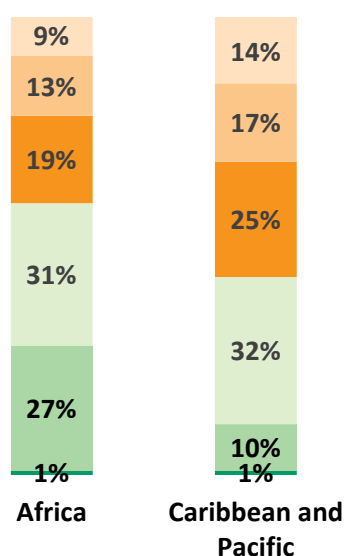
Figure 15 – The highest level of education attainment of the mother per area (Lot1=748; Lot2=174)
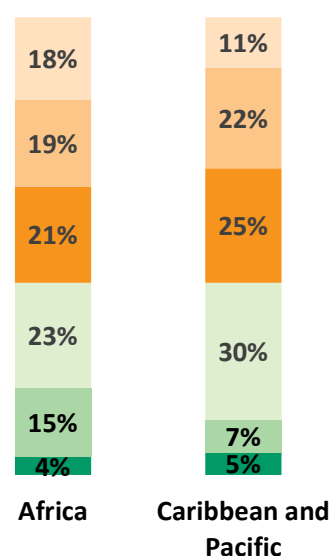
Figure 16 – The highest level of education attainment of the father per area (Lot1=748; Lot2=174)
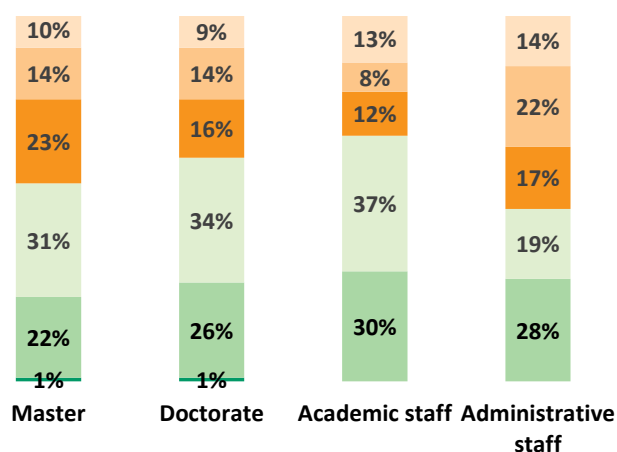
Figure 17 – The highest level of education attainment of the mother per type of mobility
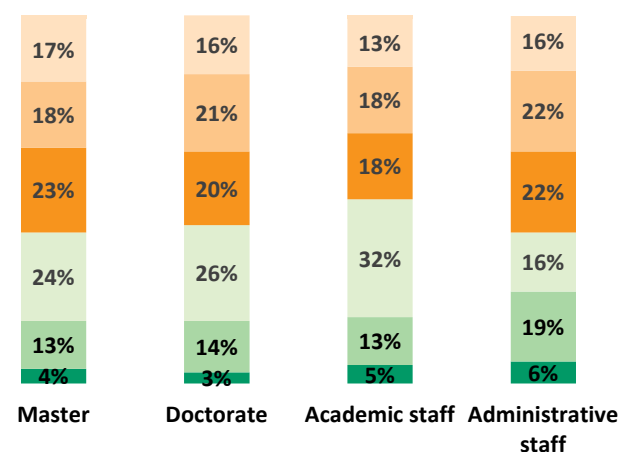
Figure 18 – The highest level of education attainment of the father per type of mobility

2.2.3. Experience abroad prior to the mobility

The survey sought to explore participants' socio-economic background through a series of questions. The results indicate that over half of the respondents (51%) had never travelled abroad and the Intra-ACP Programme facilitated their first international experience (Figure 19). The number of "first-time travellers" is moderately higher in Africa where they comprise 53% of the survey participants while in the Caribbean and the Pacific they account for 40%.
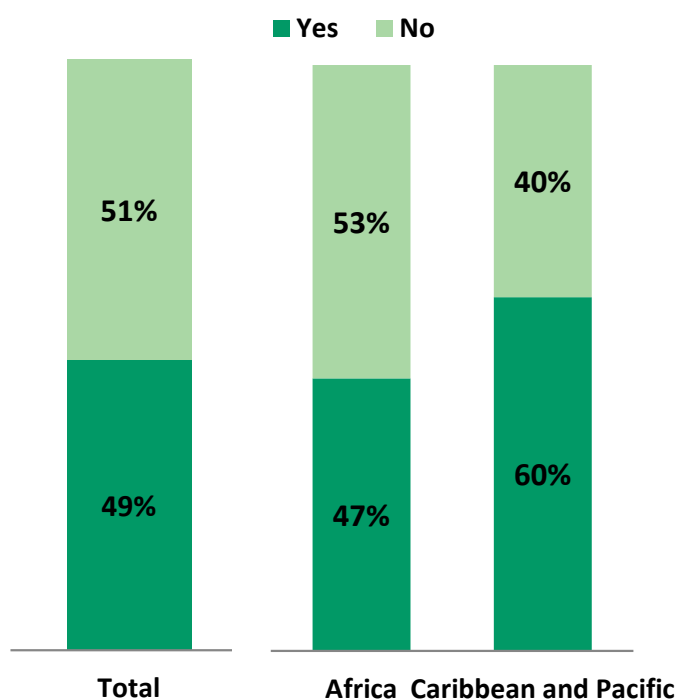
Figure 19 – "Have you been abroad before?" (n=922)
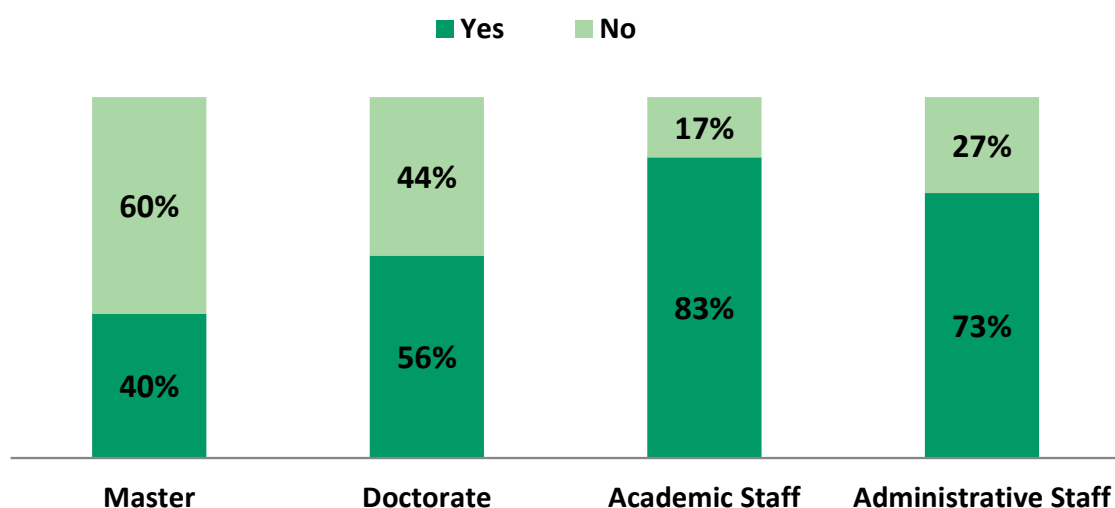
Figure 20 – "Have you been abroad before?" per type of mobility (n=922)

The results also demonstrate that the Master level students have the highest rate of the first time travel abroad (60%). As figure 20 shows, Academic staff stands out with the highest ratio of participants who have had previous international experience (83%) followed by Administrative staff (73%) and Doctoral candidates (56%). The data suggests that there is a correlation between the experience required for the level of mobility and international travel exposure that is most probably due to the age difference of scholarship holders. In addition, for the overwhelming majority of the survey participants (96%) the Intra-ACP Programme provided their first opportunity to benefit from an EU mobility programme.

2.2.4. Areas of residence prior to the mobility

Most of the survey respondents (86%) lived in urban areas prior to their participation in the Intra-ACP mobility with only 14% of scholarship holders coming from rural areas (Figure 21). The proportion of the residents from rural regions also differs per Lot. Only 10% of scholarship holders from Lot 1 – Africa resided in rural parts of their countries while 30% of respondents from Lot 2 – Caribbean and Pacific lived outside urban territories.

■ A capital city ■ A city ■ A rural area
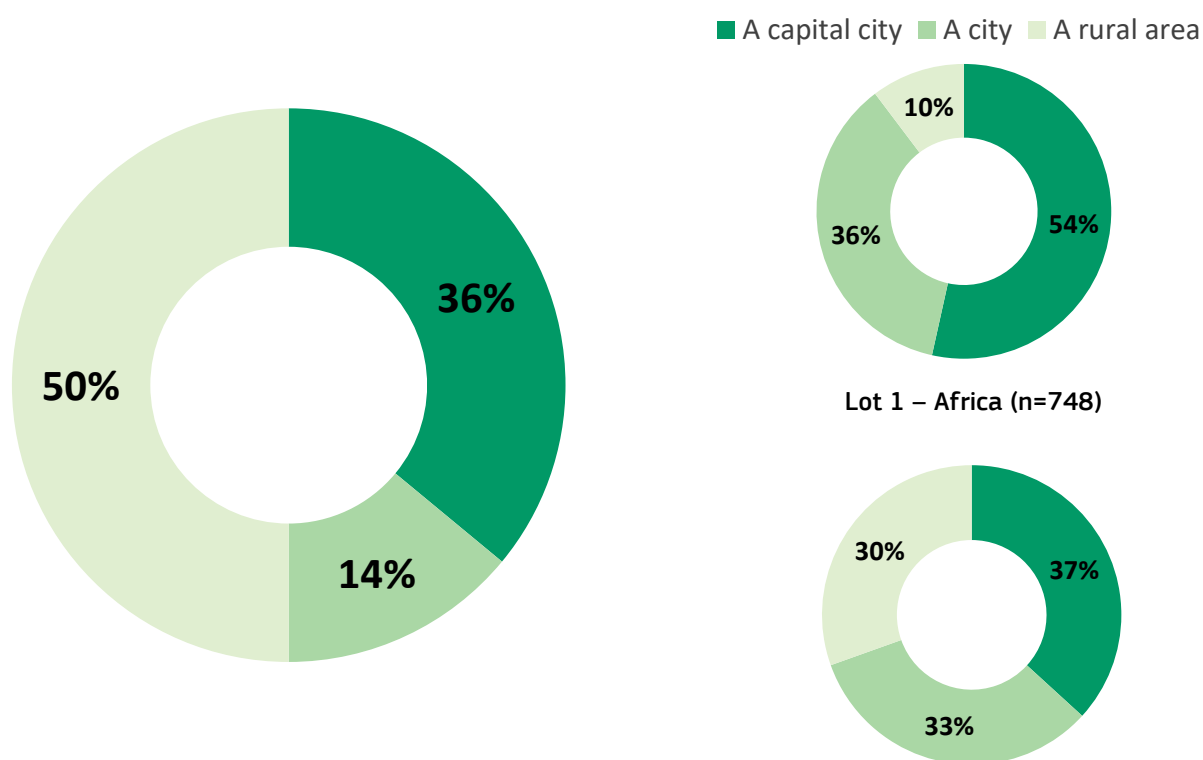
Figure 21 - Respondents' distribution by area of residence at the time of the application and area of origin (n=922)

Lot 1 – Africa (n=748)

Lot 2 – Caribbean and Pacific (n=174)

Regarding the distribution of respondents by area of residence at the time of the application per type of mobility and per area of origin (Africa or the Caribbean and the Pacific), Figures 21, 22 and 23 display the data in detail. The graphs illustrate that the majority of the respondents in both Africa and the Caribbean and the Pacific lived in urban centres with the exception of Master scholarship holders from the Caribbean and the Pacific (35% of them were rural inhabitants). None of the Administrative staff in Africa and the Academic staff in the Caribbean and the Pacific lived in rural areas.

It is worth noting that these figures are difficult to interpret since in most cases universities are located in capitals and other big cities. Therefore, the answers might mirror the residence of the scholarships holders linked to their home universities before mobility rather than their real social background.
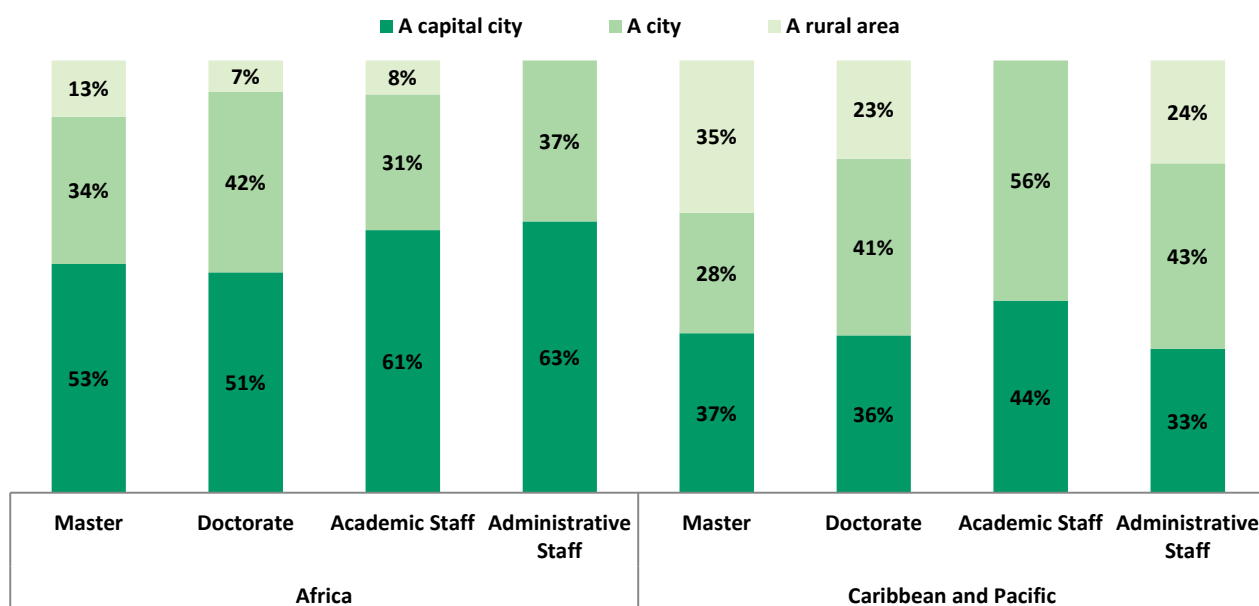
Figure 22 – Respondents' distribution by area of residence at the time of the application per type of mobility (Lot1=748; Lot2=174)
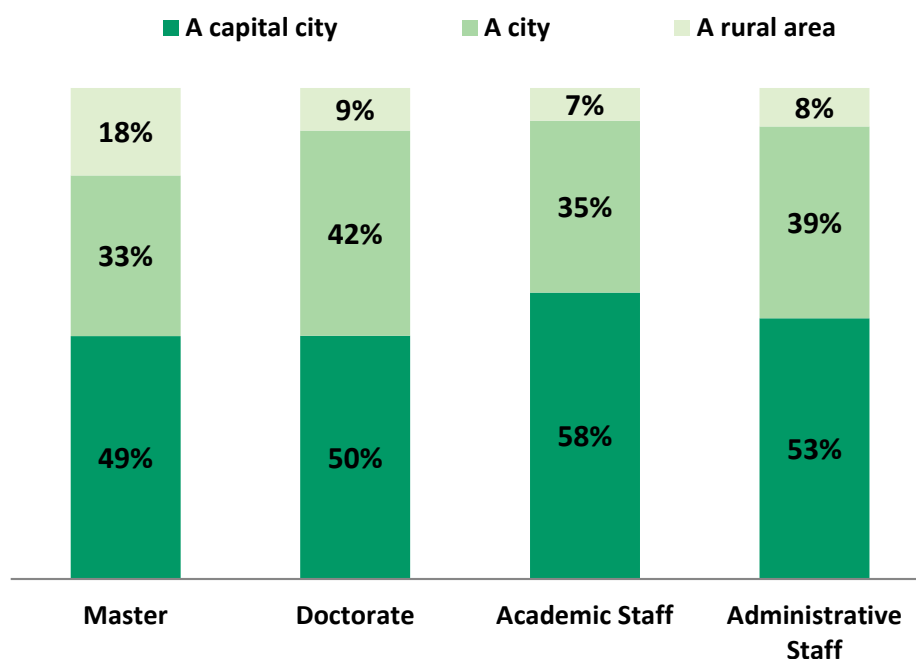
Figure 23 – Respondents' distribution by area of residence at the time of the application per type of mobility (n=922)

2.2.5. Areas of residence after and during the mobility

The respondents were also asked to specify their area of residence at the time of the survey. As observed before, few scholarship holders (10%) continue to live in rural areas. However, this ratio has decreased in both Africa (7%) and the Caribbean and the Pacific (23%) compared to the time before the start of mobility. The overall percentage of respondents living in cities has increased to 41%. This trend suggests that the scholarship holders remain in urban areas after their mobility, which is not surprising, assuming that they either go back to university or enter the labour market.

■ A capital city ■ A city ■ A rural area

Figure 24 - Respondents' distribution by area of residence at the time of the survey (n=922)

Lot 1 – Africa (n=748)

Lot 2 – Caribbean and Pacific (n=174)
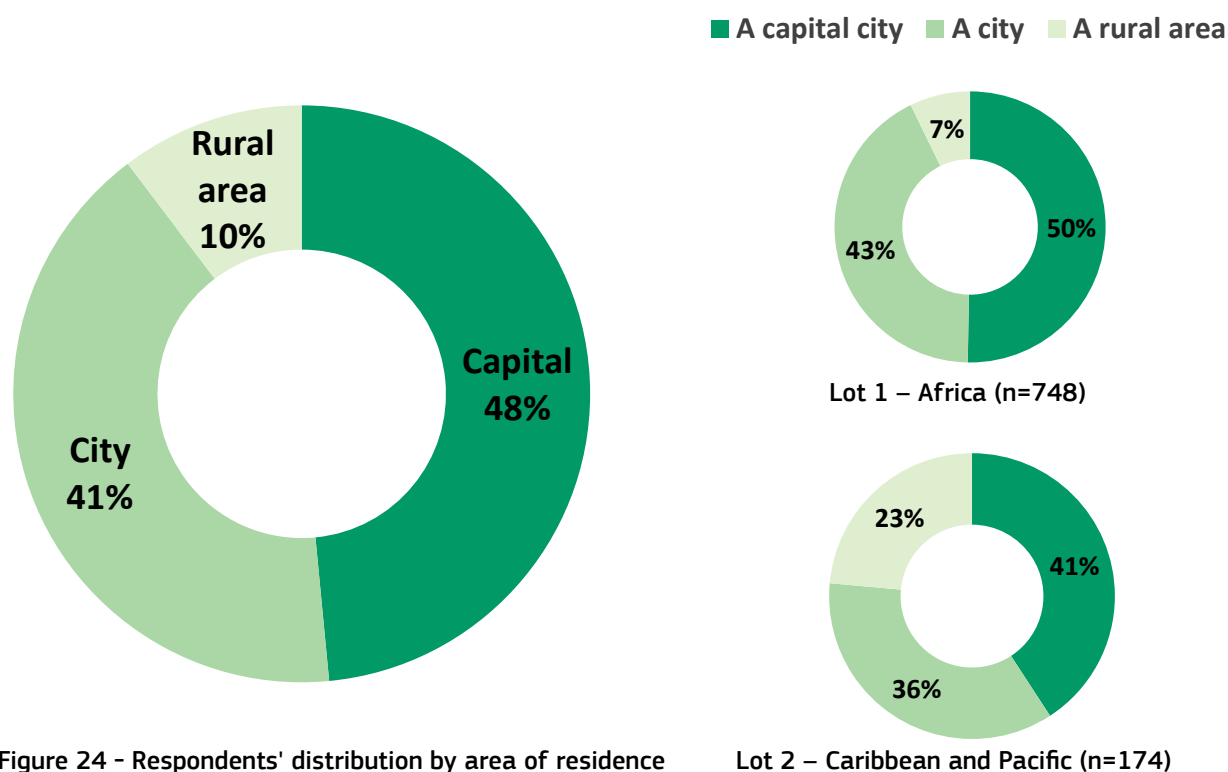
Figures 24, 25 and 26 present the distribution of respondents by area of residence at the time of the survey per type of mobility and per area of origin. In Africa, a majority of the scholarship holders across all types of mobility live in capital cities. This trend is also present in the Caribbean and the Pacific with an exception of the Academic and Administrative staff who primarily live in other cities.

■ A capital city ■ A city ■ A rural area
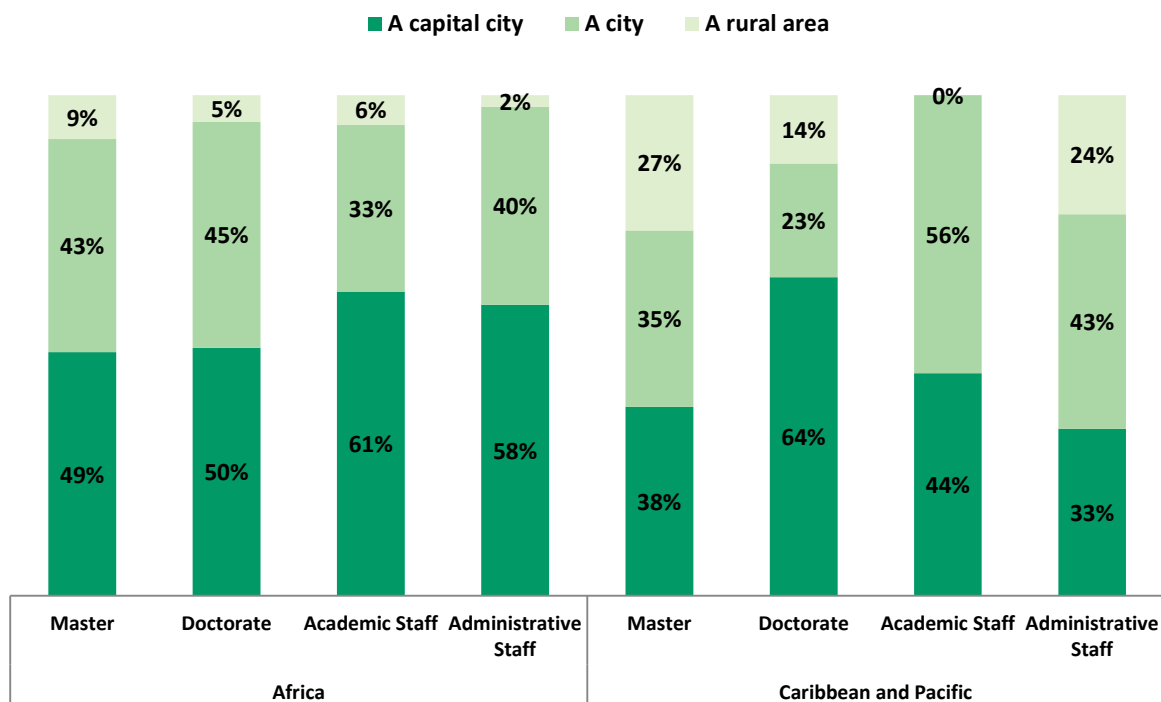
Figure 25 – Respondents' distribution by area of residence at the time of the survey/type of mobility
(Lot1=748; Lot2=174)

■ A capital city ■ A city ■ A rural area
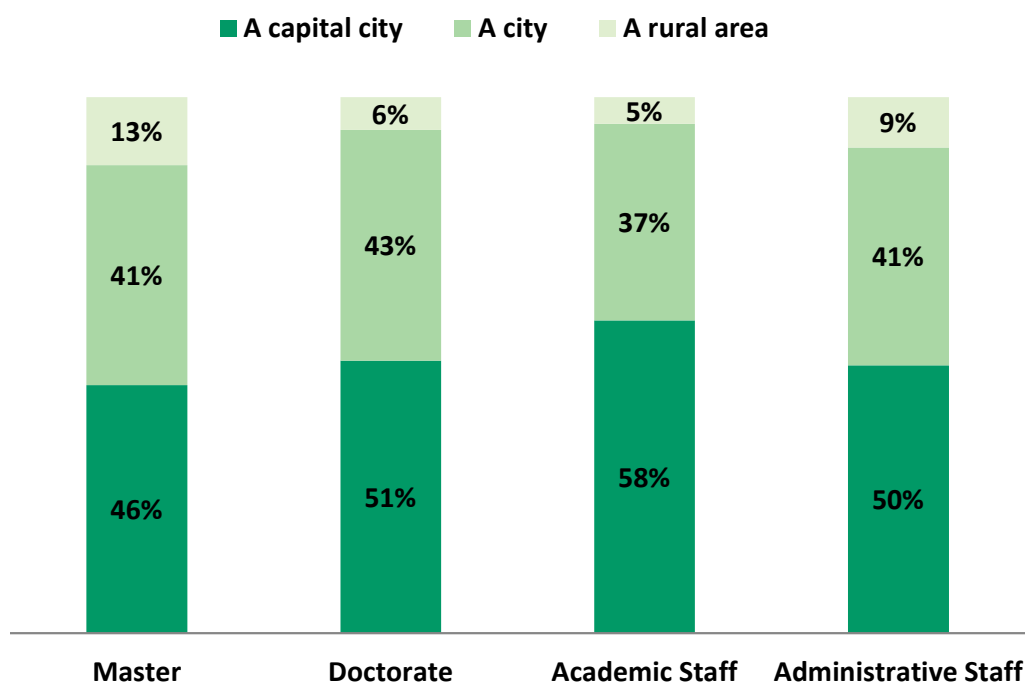
Figure 26 – Respondents' distribution by area of residence at the time of the survey per type of mobility
(n=922)

3. OVERALL EVALUATION OF THE MOBILITY EXPERIENCE

The purpose of this part of the publication is to analyse the level of satisfaction of the respondents, determine their main activities during mobility, and assess the impact at individual and institutional levels. For more information on the regional trends, please see Annex VI.

Overall, a large majority of the respondents express their satisfaction with the guidance received during the mobility by the partnerships (87%), the academic structures at the host university (84%), and the quality of the activities (86%). Likewise, the satisfaction rate for the logistical support provided before the mobility (78%), the administrative structures of the host institution (81%), and the overall logistical support (77%) is high (Figure 27).

However, the results also indicate that there is a room for improvement when it comes to collecting scholarship holders' feedback by the partner universities, as well as using it to address any issues that might have arisen. Slightly more than half of the survey participants note that they were asked for regular feedback (51%), while even less respondents believe that their input was used to improve the mobility experience (47%).
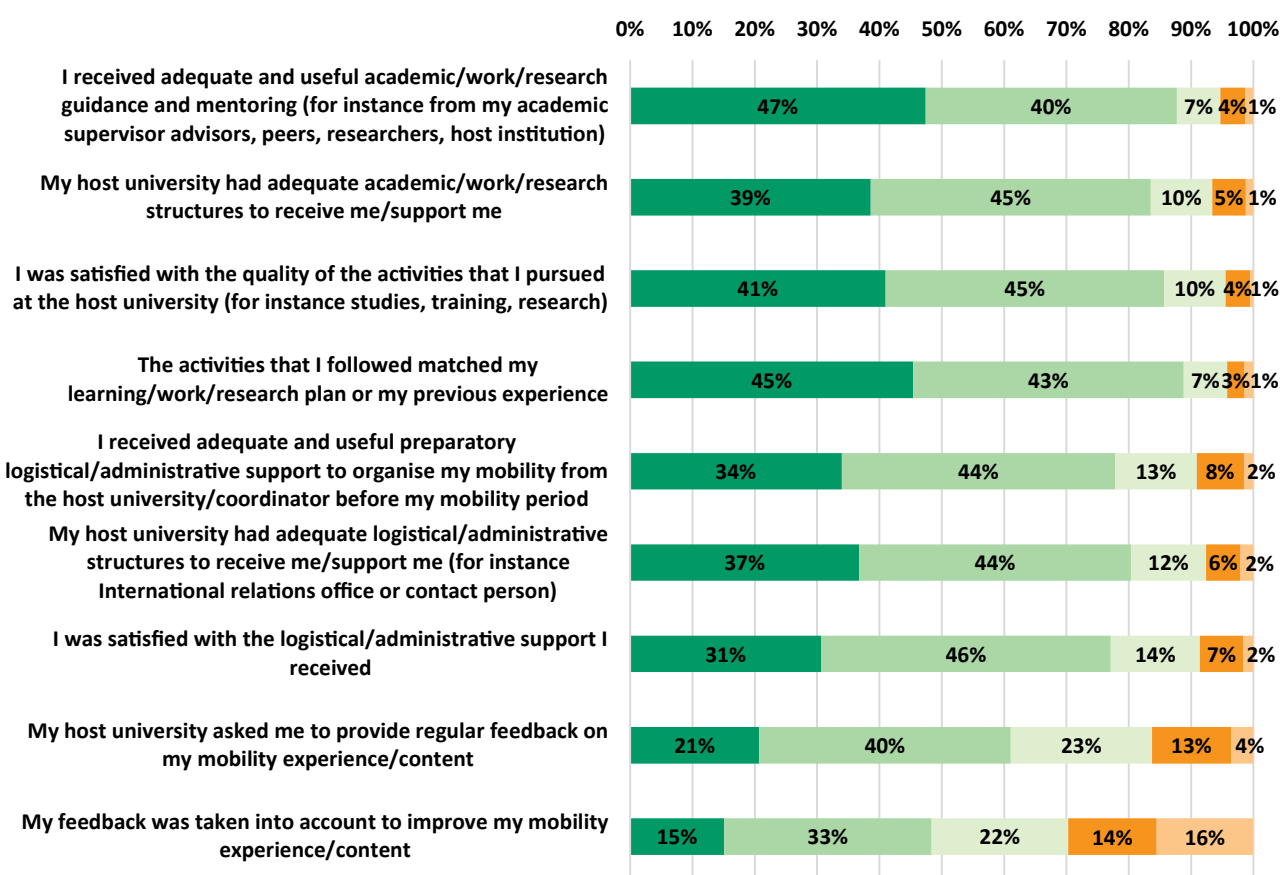
Figure 27 – Please rate the following statements in relation to your mobility period (n=922)

3.1. During the mobility – type of scholarship: Master

In terms of the activities carried out by Master students during their mobility, the survey results clearly show that the vast majority of the scholarship holders have dedicated all or most of their time either to attending courses (87%) or conducting research (81%) (Figure 28).

Furthermore, 76% of respondents have benefitted from participating in scientific events as part of their mobility. Most of the Master level scholarship holders (70%) have in addition spent some of their time writing academic papers.

While volunteering is not required as a part of mobility, nearly half of the respondents (49%) have taken the time to carry out such activities.
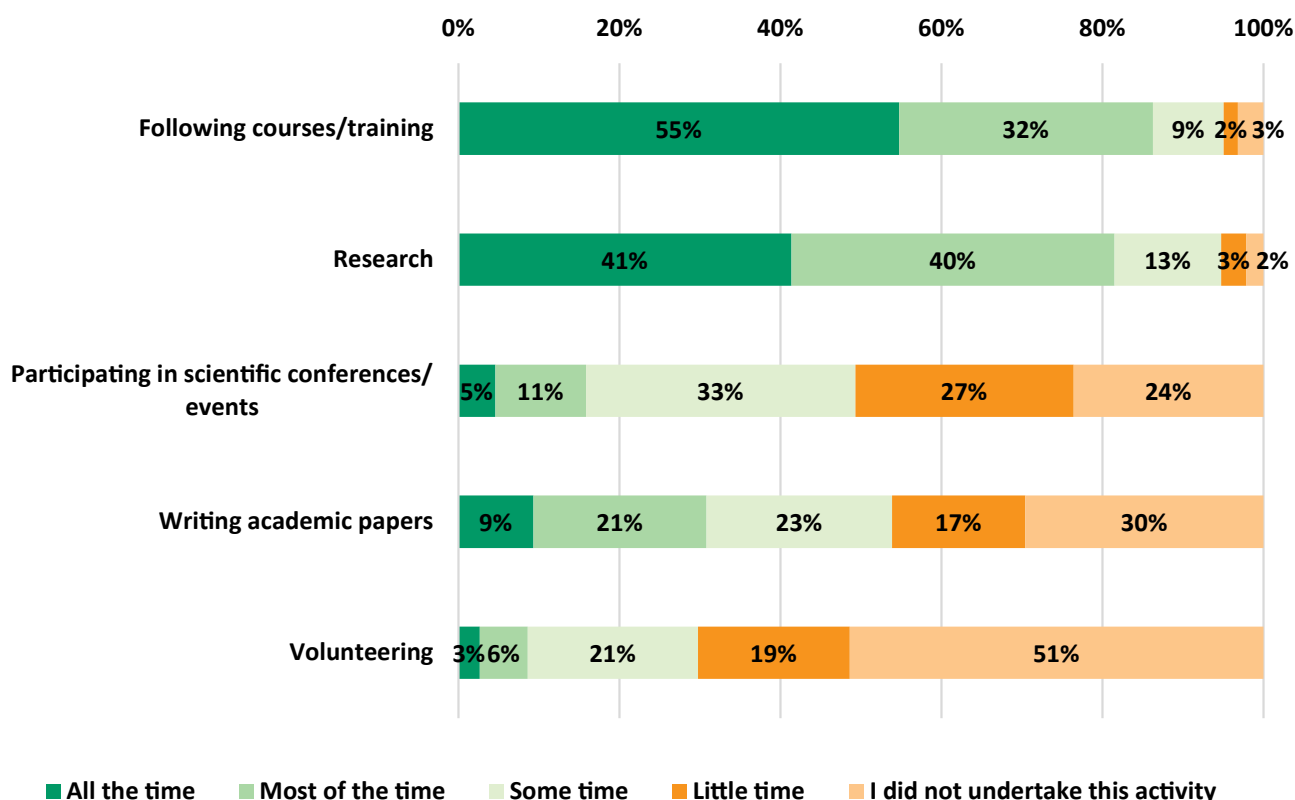
Figure 28 – Please specify which amount of your time you allocated to the following activities during your mobility (n=568)

3.2. During the mobility – type of scholarship: PhD and Staff

The survey also intended to assess the range of activities undertaken during the mobility by PhD students, Academic, as well as Administrative staff.

It must be noted that Figure 29 below represents aggregated data of the scholarship holders covering the three aforementioned mobility types and the respondents' answers may differ based on the type of the mobility. Therefore, the nature of activities and their frequency is determined by the particularities of each type of mobility.

The greater part of the survey participants (61%) have allocated most of their time to the implementation of the project-related activities and research in the field of their specialisation (65%).

In addition, nearly all respondents have taken part to a varying degree in dissemination of good practices (75%), trainings (83%), and establishment of cooperation between different research units (68%).

Surprisingly, teaching and training have not been at the forefront of the activities during mobility. This in part can be explained by different responses per type of mobility. 78% of Administrative staff did not take part in teaching and training due to the inherently different nature of their mobility. However, 58% of PhD students did not participate in this activity at all while 17% spent little time on it. When it comes to Academic staff only 35% of respondents from this category note that they did not partake in teaching and training.
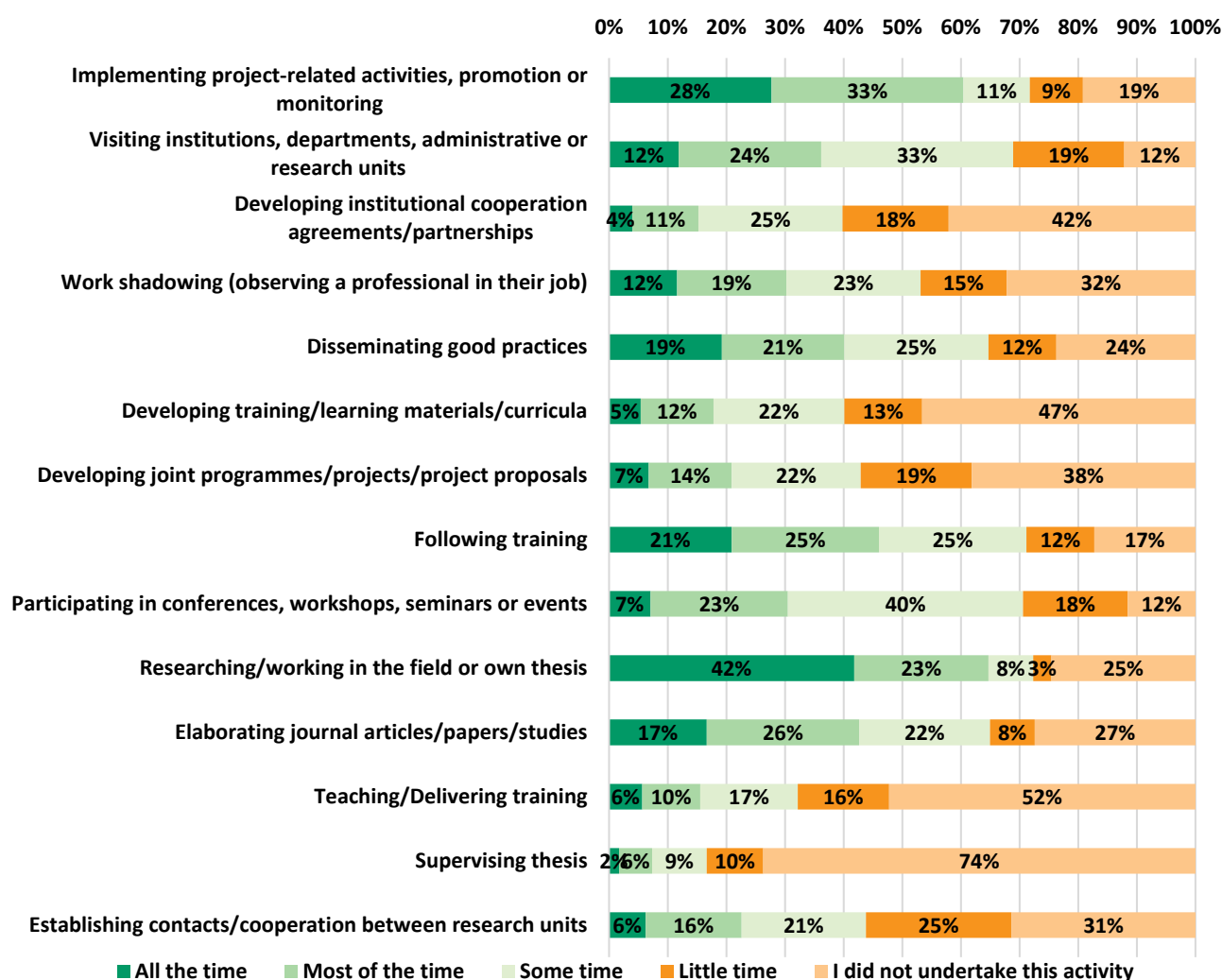
Figure 29 – Please specify how much of your time you allocated to the following activities during your mobility (n=354; PhD=230, Academic staff=60, Administrative staff=64)

4. IMPACT ON INDIVIDUALS

The Intra-ACP Academic Mobility Scheme has generated a tremendous positive impact on individual and country levels. The beneficiaries have been able to bolster and diversify their skillsets as well as increase their career prospects. At the same time, the home countries have experienced high return rates of scholarship holders with improved qualifications resulting in brain gain. For more information on the regional trends, please see Annex VI.

4.1 General impact on scholarship holders

The respondents were asked to assess the impact that the Programme has had on the development of their skills and competences. The results of the survey undoubtedly indicate that an overwhelming number of the grant-holders have experienced a variety of positive effects thanks to the Intra-ACP Academic Mobility Scheme.

> *"Being a part of the mobility program has helped me further my skills and competences. It also enabled me to improve my ability to live and work in a multicultural environment, while at the same time allowing me to discover new perspectives and horizons."*

In general, scholarship holders strongly agree that the Intra-ACP Academic Mobility Scheme has had a substantial impact on their specialised knowledge (92%), personal development (96%), skills and expertise (95%), and their career (88%). Moreover, most respondents note that the Programme has changed their attitude towards their country and continent (91%), the European Union (90%), and their private life (90%).

In regard to skills and competences, the Intra-ACP mobility has remarkably boosted the respondents' intercultural competences (97%), their social skills (96%), and their communication skills (96%).

The scholarship holders also concur that the Programme has had a substantial impact on their personal development with respect to problem-solving skills (94%) as well their self-management skills (96%). Thanks to the opportunity to participate in the academic exchange, the survey participants have bolstered their self-confidence (96%), flexibility (94%), and proficiency in foreign languages (82%).

In addition, 77% of the scholarship holders are confident that their participation in Intra-ACP Mobility Scheme allowed them to access education or training beyond their reach because of their socio-economic background and limited access opportunities in their home countries.

However, the majority of respondents (65%) disagree that the mobility allowed them to access education or training beyond their reach because of their gender. This is also particularly true for the female scholarship holders since almost two thirds of them disagree (39%) or strongly disagree (19%) that the mobility offered them access to education opportunities that would otherwise be challenging to access due to their gender.

Positive results are also evident when it comes to raising awareness on the development needs of respondents' countries and on the possibilities to address them (92%), as well as on the skills and knowledge gained through the mobility in order to contribute to this development (94%).

4.2 Impact on career

4.2.1 Current Occupation

As demonstrated by figure 30, the respondents have diverse occupations with staff of universities representing the largest share (30%). The distribution of the respondents is similar across both Lots. The main difference in the respondents' occupation between Africa and the Caribbean and the Pacific is that in the latter region 15% of the survey participants have continued their studies compared to 3% in the former geographical area. In addition, twice as many respondents from the Caribbean and the Pacific (28%) were still completing their Intra-ACP mobility at the time of the survey. Furthermore, only a small fraction of respondents (14% in Africa and 11% in the Caribbean and the Pacific) are currently unemployed and seeking new professional opportunities. Unsurprisingly, the highest number of unemployed scholarship holders is among Master level students (17%).
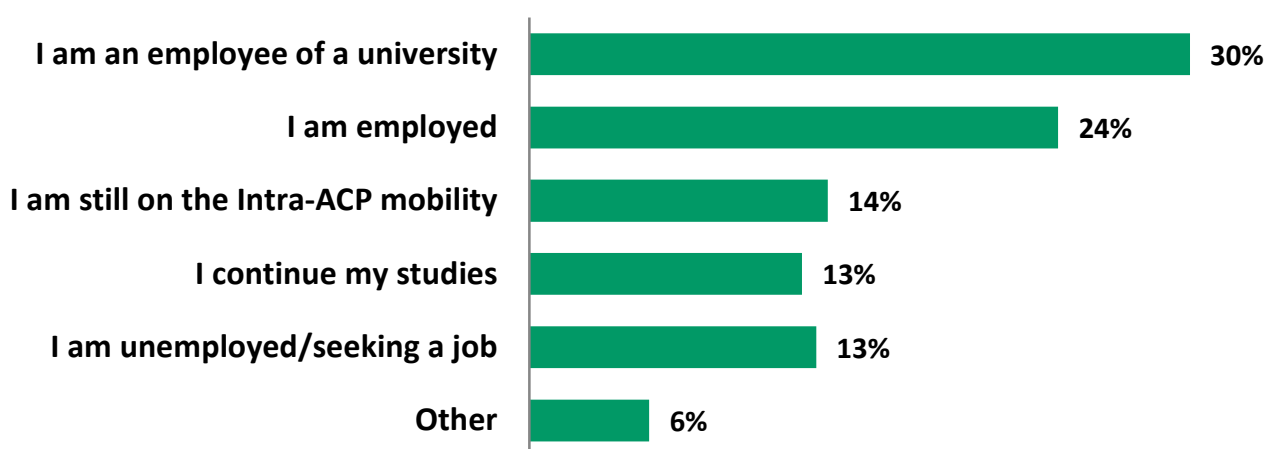
Figure 30 – Respondents' current occupation (n=922)
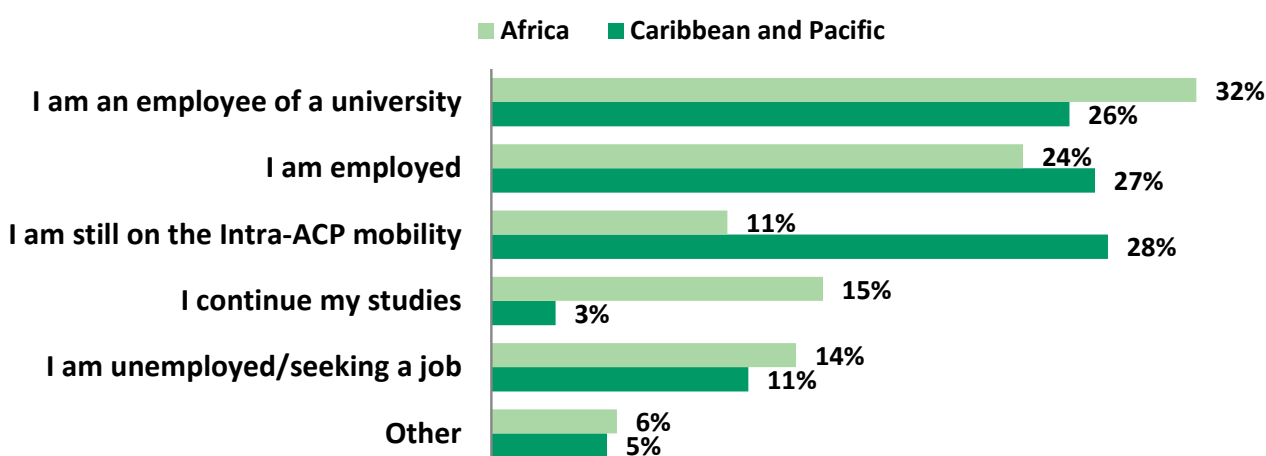
Figure 31 – Respondents' current occupation per area of origin (Lot =748, Lot 2=174)
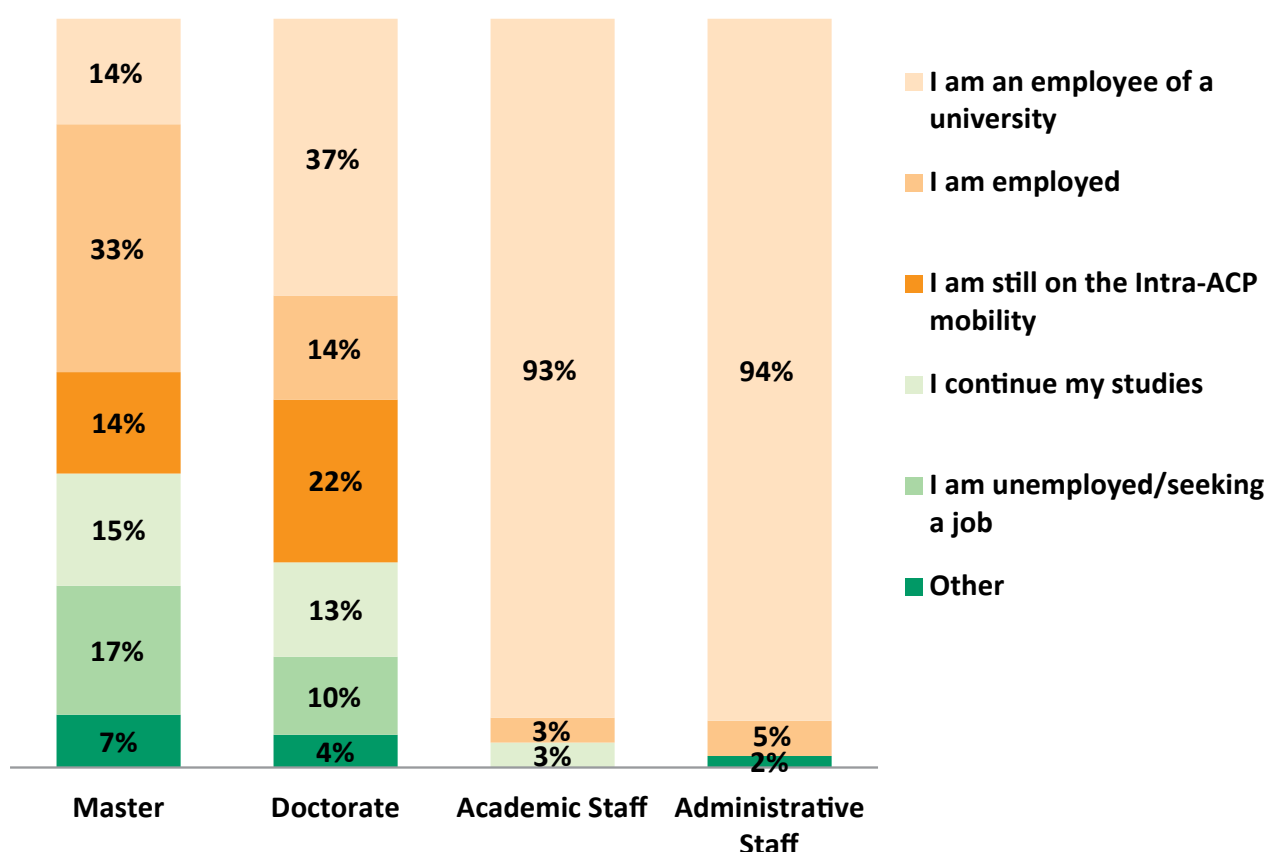
Figure 32 – Respondents' current occupation per type of mobility (Master= 568; Doctorate= 230; Academic staff=60; Administrative staff=64)

4.2.2 Link between the mobility and current occupation

A large number of grant holders believe, to a varying degree, that their current occupation is a result of the activities undertaken during the exchange (Figure 33). 44% of survey participants indicate that their present job was influenced by the Programme to a large extent while 26% consider that the mobility had a moderate impact on their occupation.

> *"My mobility was a life-changing experience. It gave me a greater exposure and was determinant in my current position as a Ph.D. candidate."*

The most significant difference in regional opinion on the role of the mobility on the status of employment can be observed among Academic staff. 80% of respondents in Africa agree that the exchange had impacted their current position while only 11% of Academic staff from the Caribbean and the Pacific share the same view.

■ To a great extent   ■ To a moderate extent
■ To a small extent   ■ Not at all
■ I do not know
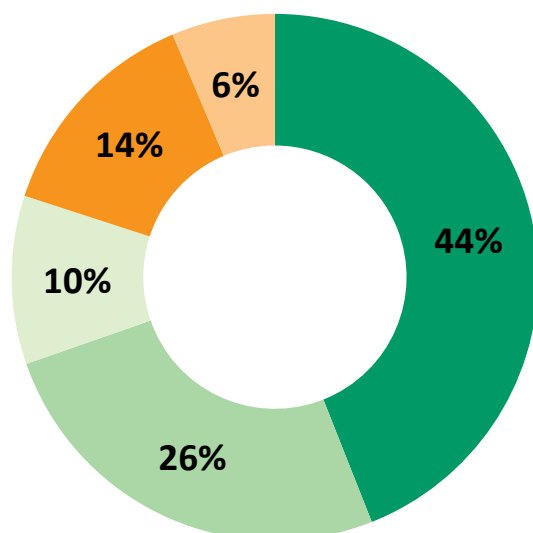
Figure 33 - Current occupation as consequence of the activities carried out during the mobility (n=725)
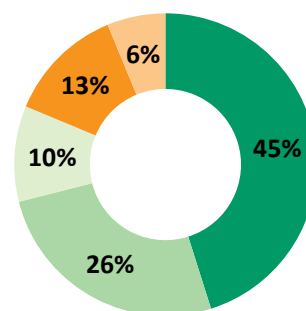
Lot 1 – Africa (n=625)
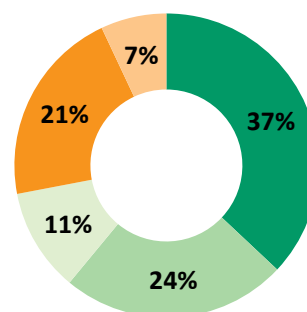
Lot 2 – Caribbean and Pacific (n=100)

■ To a great extent   ■ To a moderate extent   ■ To a small extent   ■ Not at all   ■ I do not know
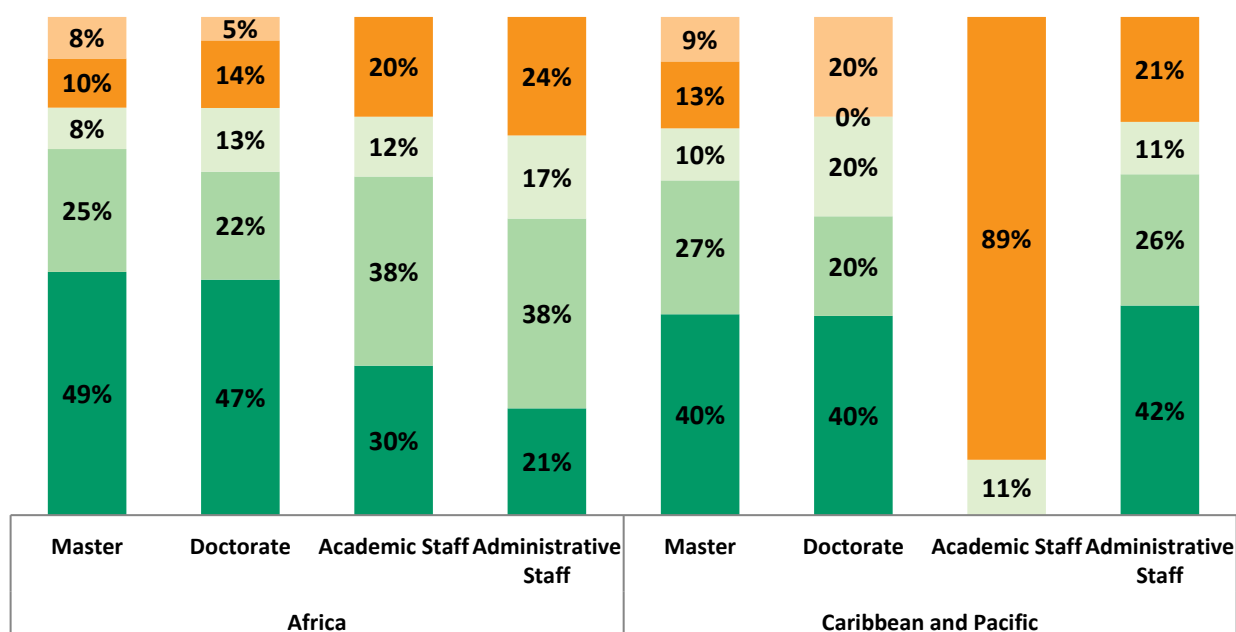
Figure 34 - Current occupation as consequence of the activities carried out during the mobility/type of mobility and area of origin (Lot 1=625; Lot2=100)

■ To a great extent ■ To a moderate extent ■ To a small extent ■ Not at all ■ I do not know
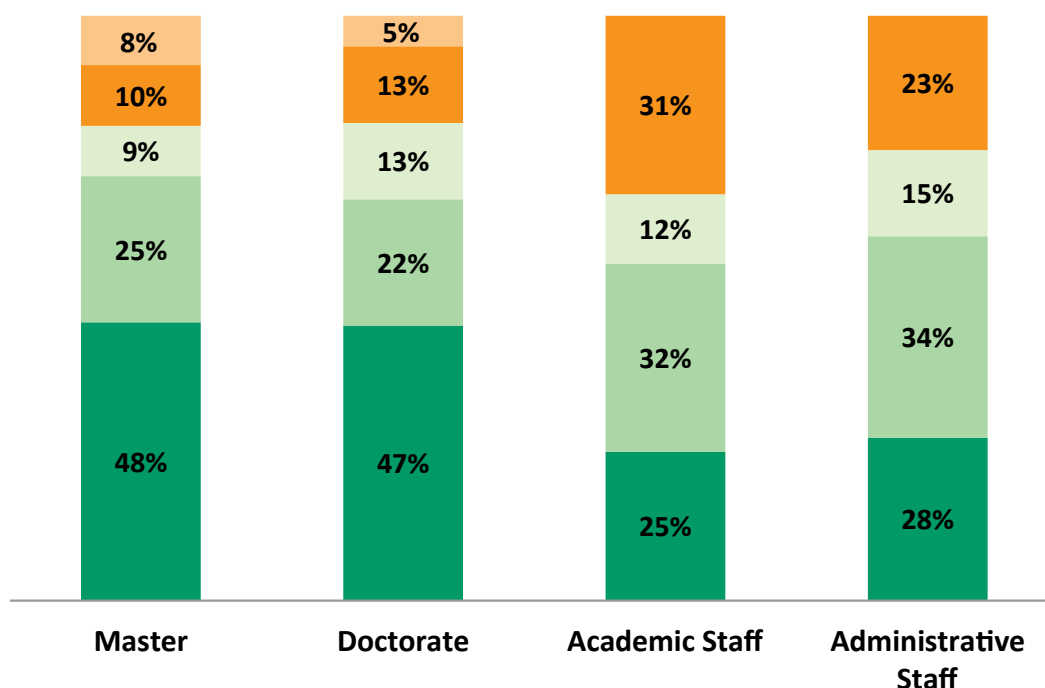
Figure 35 – Current occupation as consequence of the activities carried out during the mobility per type of mobility (n=725)

The scholarship holders were asked about their intention at the start of their mobility to return to their home country after completing their experience abroad. They were also asked if they returned to their home country once the mobility was over. The responses unequivocally suggest that the home countries have benefitted from a major brain gain in contrast to a very low level of brain drain (Figures 36-49).

> *"I appreciate the opportunity I have been given by the Programme and I hope to use the gained knowledge to contribute to the development of my country."*

Nearly all respondents (93%) were initially determined to return to their countries after the completion of the mobility. Only minor differences can be observed between Africa where 92% of scholarship holders were set to return and the Caribbean and the Pacific where 95% of respondents were planning to go back. Unsurprisingly, the Master level students had the highest rate of individuals who were unsure whether they would return to their home country (9%) followed by the Doctoral students (7%).

By contrast, 94% of the scholarship holders who had already finished their Intra-ACP mobility at the time of the survey note that they have returned to their home country at the end of their mobility, while only 6% have chosen not to return (Figure 39).

The respective ratios slightly differ between Africa where 93% of the survey participants who completed their mobility have returned to their country and the Caribbean and the Pacific where the return rate has reached 97%.

At the time of the survey, 197 scholarship holders were still undergoing their mobility (Figure 42). The ratio of respondents in this category planning to return to their home country after the end of their mobility is above 99% in both Lots.
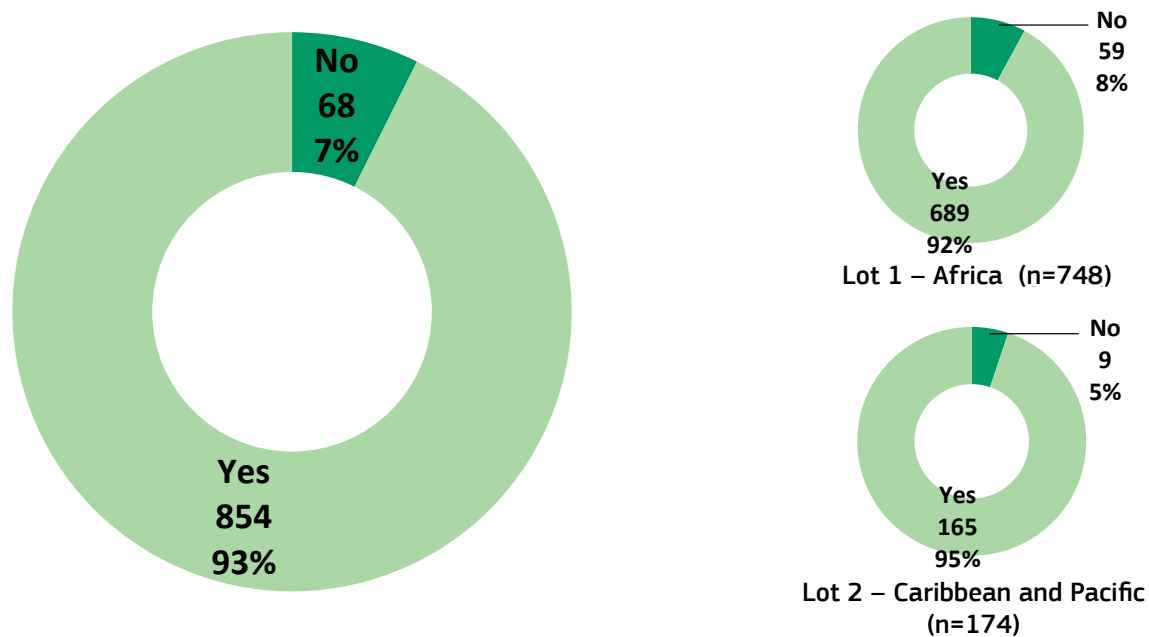
Figure 36 – Respondents who intended to return to their home country (n=922)

Lot 1 – Africa (n=748)

Lot 2 – Caribbean and Pacific (n=174)
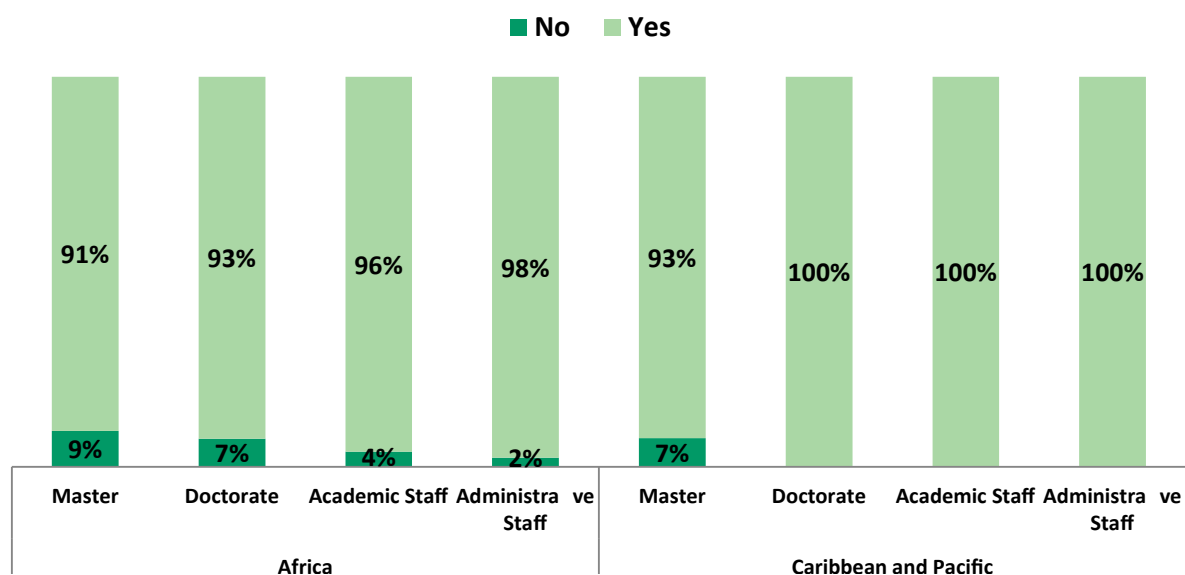
Figure 37 – Respondents who intended to return to their home country by type of mobility per area of origin (n=922)
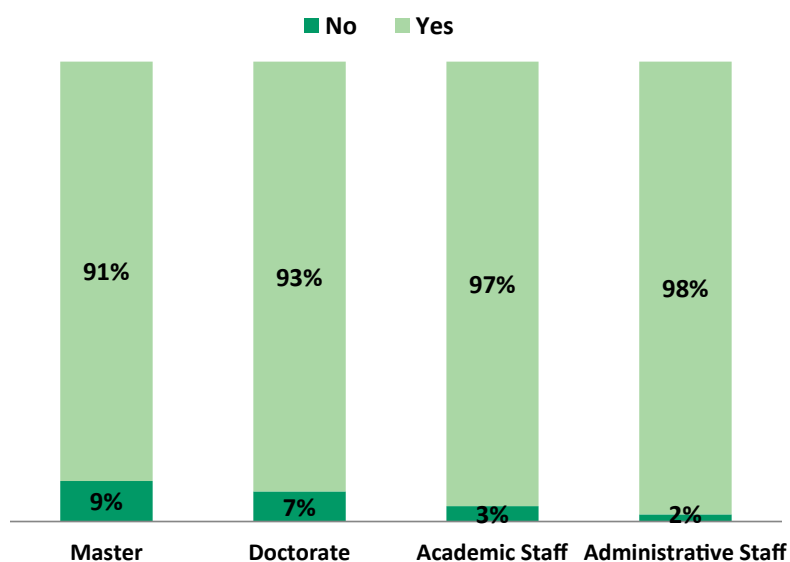
Figure 38 – Respondents who intended to return to their home country by type of mobility (n=922)

No
44
7%

Yes
581
93%

Lot 1 – Africa (n=625)

No
3
3%

Yes
97
97%

Lot 2 – Caribbean and Pacific
(n=100)

No
47
6%

Yes
678
94%
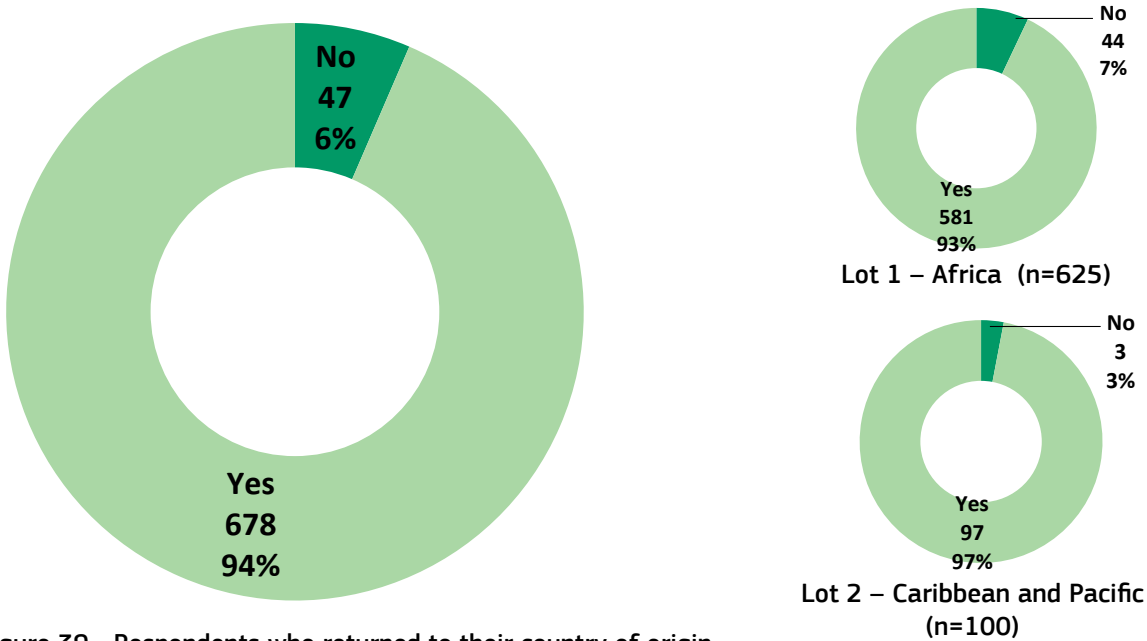
Figure 39 – Respondents who returned to their country of origin after mobility completion (n=725
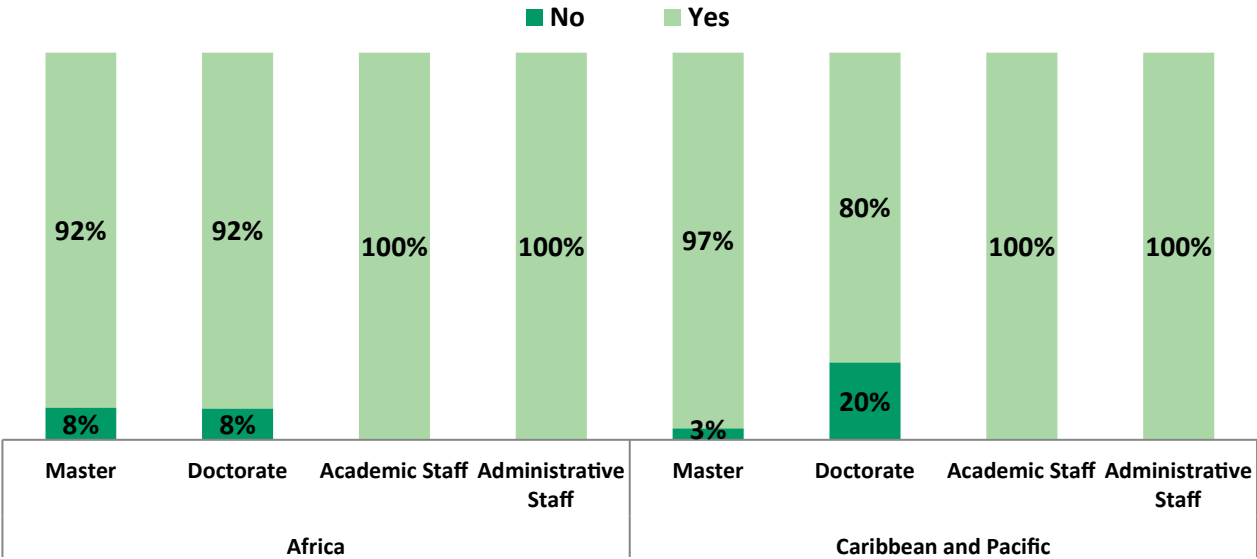
Figure 40 – Respondents who returned to their home country by type of mobility per area of origin (n=725)
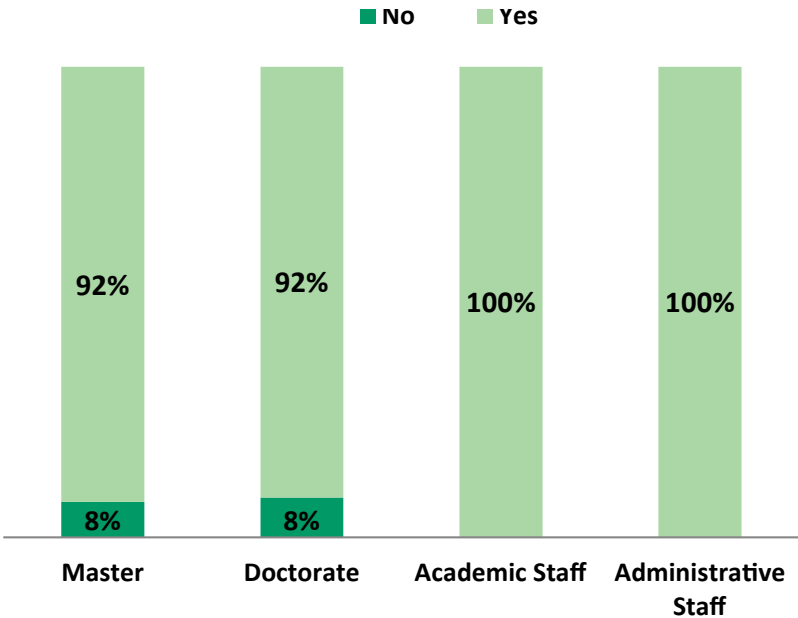
Figure 41 – Respondents who returned to their home country after mobility completion by type of mobility (n=725)

No
2
1%

Yes
195
99%

No
2
1%

Yes
195
99%

Lot 1 – Africa (n=123)

No
1
1%

Yes
73
99%

Lot 2 – Caribbean and Pacific
(n=74)
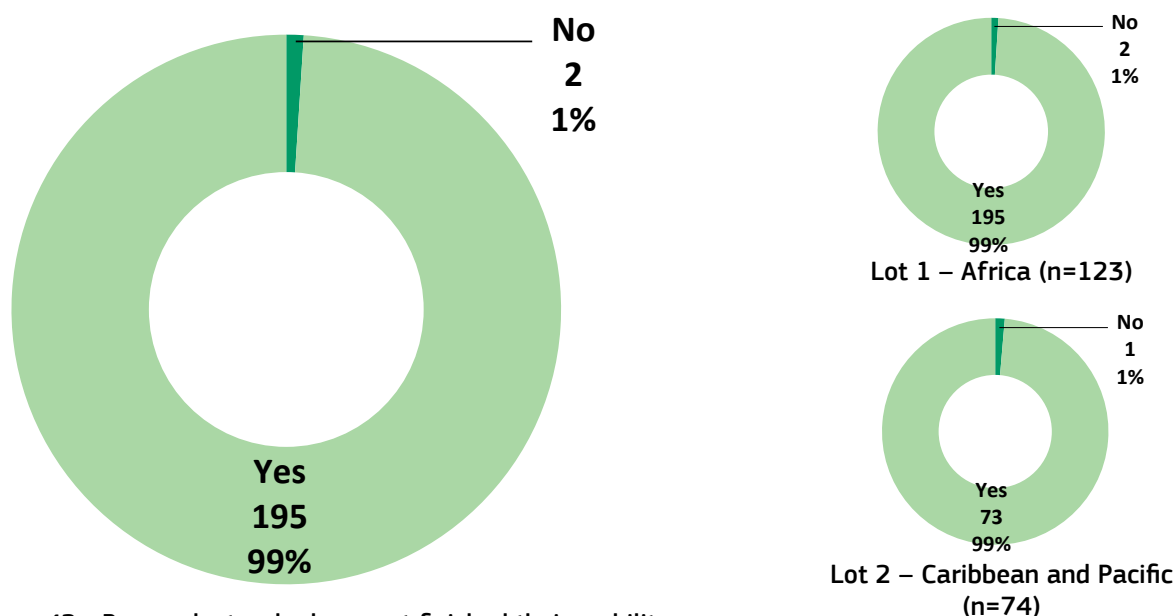
Figure 42 – Respondents who have not finished their mobility yet and intend to return to their home country (n=197)

■ No ■ Yes

	Master	Doctorate	Academic Staff	Administrative Staff	Master	Doctorate	Administrative Staff
Yes	98%	100%	100%	100%	98%	100%	100%
No	2%				2%		
	Africa				Caribbean and Pacific		
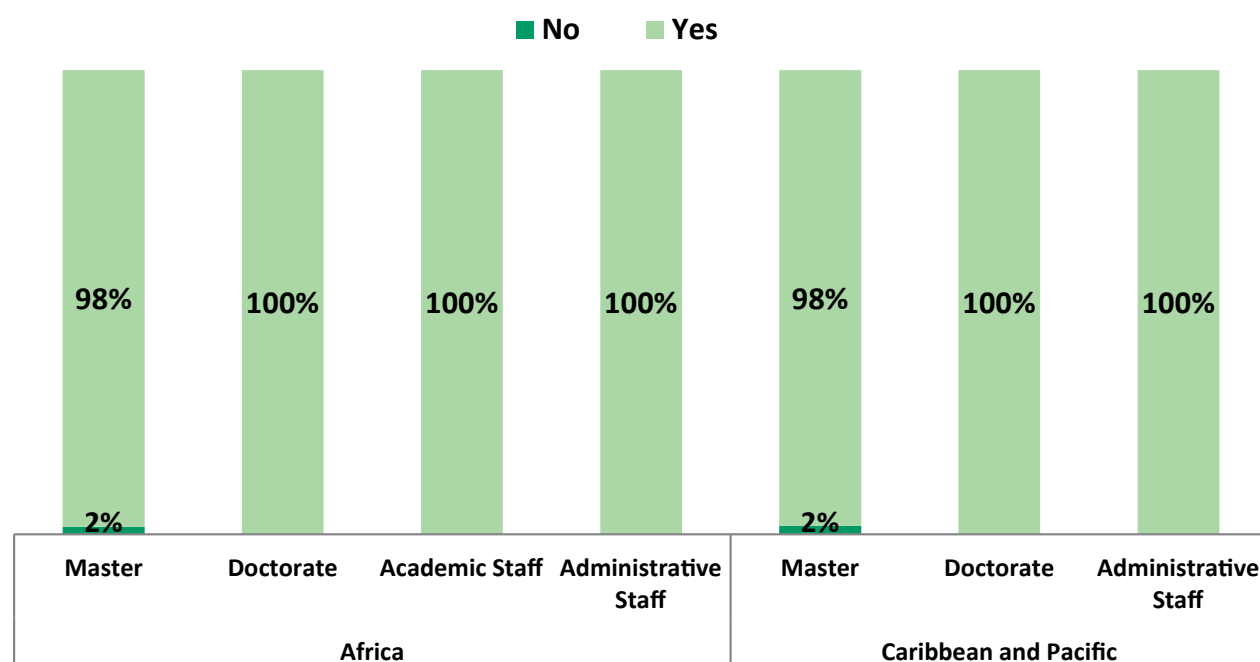
Figure 43 – Respondents who haven't finished their mobility yet and intend to return to their home country by type of mobility per area of origin (n=197)

4.3 Recognition of the mobility experience on an individual level

The scholarship holders across the three types of mobility (PhD, Academic and Administrative staff) have acknowledged that their mobility experience has been recognised in a multitude of areas (Figure 44).

77% of the surveyed scholarship holders claim that the mobility has contributed to their professional development. Another important area where the benefits of mobility appear to be evident is peers' and superiors' recognition (81%). 70% of the beneficiaries also admit that their level of responsibilities has grown thanks to the Programme. Furthermore, the Intra-ACP mobility contributed to better access to training opportunities (65%).

In addition, a number of the survey participants also note that they have gained better access to funding opportunities (44%) as well as an offer for post-doctoral research (31%).
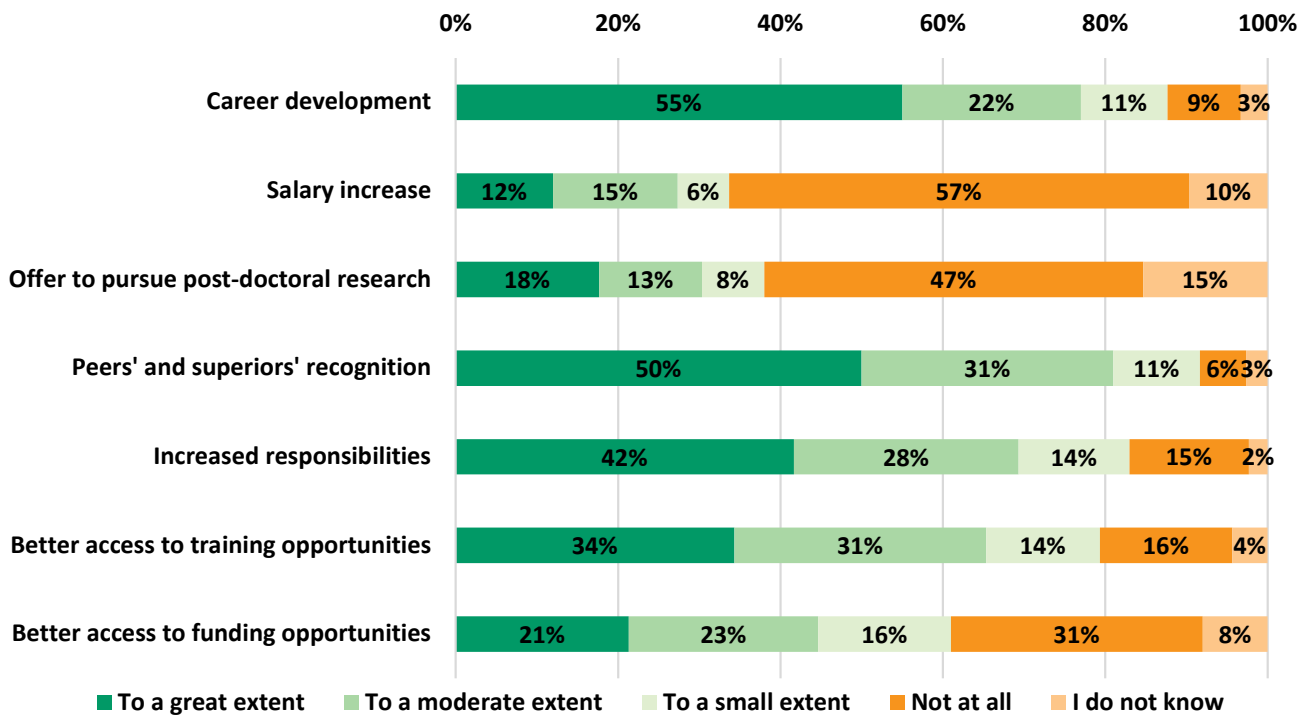
Figure 44 – Was your personal mobility recognised in academic, institutional, professional or curricular terms? To which extent was it recognised in the following ways? (n=300)
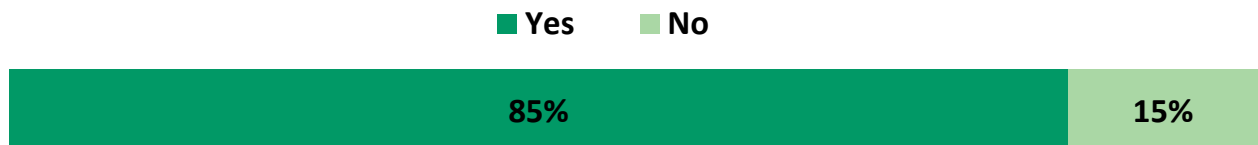
Figure 45 – Was your personal mobility recognised in academic, institutional, professional terms? (n=354)

5. IMPACT ON INSTITUTIONS

The PhD and Staff scholarship recipients have given their views on the impact of their individual mobility on both the home and the host institutions (Figure 46-47). For more information on the regional trends, please see Annex VI.

According to the survey results, the most significant positive effect on home universities can be observed in the strengthened research capacity (69%), development of scientific/academic capacity (67%), and research innovation (60%). The respondents also note that the host institutions have been impacted the most in the same three areas just to a slightly lesser extent.

Besides, around half of the respondents also believe that attractiveness and visibility of both the home and host institutions was enhanced thanks to their participation in the Programme.

	To a great extent	To a moderate extent	To a small extent	Not at all	I do not know
Creation of new programmes/courses	16%	23%	14%	31%	17%
Harmonisation of curricula	11%	22%	16%	34%	17%
Production of new curricular materials	10%	21%	19%	33%	16%
Development of new training/teaching techniques	19%	25%	17%	26%	13%
Development of scientific/academic capacities	42%	25%	11%	14%	8%
Strengthening research capacity	46%	23%	10%	14%	7%
Fostering research innovation	34%	26%	14%	15%	11%
Development of administrative and management capacities	18%	26%	16%	23%	18%
Development and management of procedures to implement international projects	19%	24%	18%	23%	15%
Development of international project management units/international relations offices	14%	22%	17%	30%	18%
Development of quality assurance processes	13%	23%	17%	31%	17%
Development of student/mobility support services	19%	21%	18%	29%	14%
Enhancement of attractiveness/visibility/reputation on regional/national/global level	27%	27%	20%	13%	14%
Fostering structured inter-institutional cooperation (for instance through agreements, memorandum of understandings, etc.)	15%	25%	18%	26%	16%
Development of links with governments, enterprises, NGOs	9%	16%	18%	35%	22%
Broadening access to higher education for people from vulnerable or underrepresented groups in your country	17%	15%	16%	29%	23%
Contribution to changes in national legislation for higher education cooperation	8%	12%	14%	39%	27%

Figure 46 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your home institution in the following aspects (n=354)

	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Creation of new programmes/courses: 12% | 18% | 12% | 34% | 23%

Harmonisation of curricula: 9% | 16% | 15% | 35% | 25%

Production of new curricular materials: 10% | 16% | 16% | 33% | 24%

Development of new training/teaching techniques: 15% | 17% | 16% | 28% | 24%

Development of scientific/academic capacities: 27% | 24% | 15% | 16% | 18%

Strengthening research capacity: 33% | 22% | 14% | 15% | 16%

Fostering research innovation: 28% | 23% | 15% | 16% | 18%

Development of administrative and management capacities: 17% | 20% | 15% | 25% | 24%

Development and management of procedures to implement international projects: 18% | 19% | 16% | 22% | 24%

Development of international project management units/international relations offices: 14% | 18% | 16% | 25% | 27%

Development of quality assurance processes: 11% | 19% | 16% | 26% | 28%

Development of student/mobility support services: 20% | 20% | 17% | 23% | 20%

Enhancement of attractiveness/visibility/reputation on regional/national/global level: 24% | 24% | 16% | 17% | 19%

Fostering structured inter-institutional cooperation (for instance through agreements, memorandum of…: 17% | 18% | 18% | 23% | 25%

Development of links with governments, enterprises, NGOs: 9% | 16% | 16% | 28% | 31%

Broadening access to higher education for people from vulnerable or underrepresented groups in your country: 14% | 15% | 11% | 26% | 34%

Contribution to changes in national legislation for higher education cooperation: 10% | 14% | 8% | 32% | 36%

■ To a great extent ■ To a moderate extent ■ To a small extent ■ Not at all ■ I do not know

Figure 47 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your host institution in the following aspects (n=354)

In terms of the link between the mobility flows of PhD students and staff and the impact on the academic recognition procedures in the participating institutions, 51 % of the survey participants agree that their mobility has had favourable effects. 46% believe that the coordination between departments on recognition aspects at their home university has increased (Figures 48-49). In relation to the impact on the recognition mechanisms at host institutions, the cooperation between departments is the area that has experienced most improvement according to the respondents (42%).

However, overall data suggests that the perceived impact of the mobility on the relevant institutions with regard to recognition has been moderate.
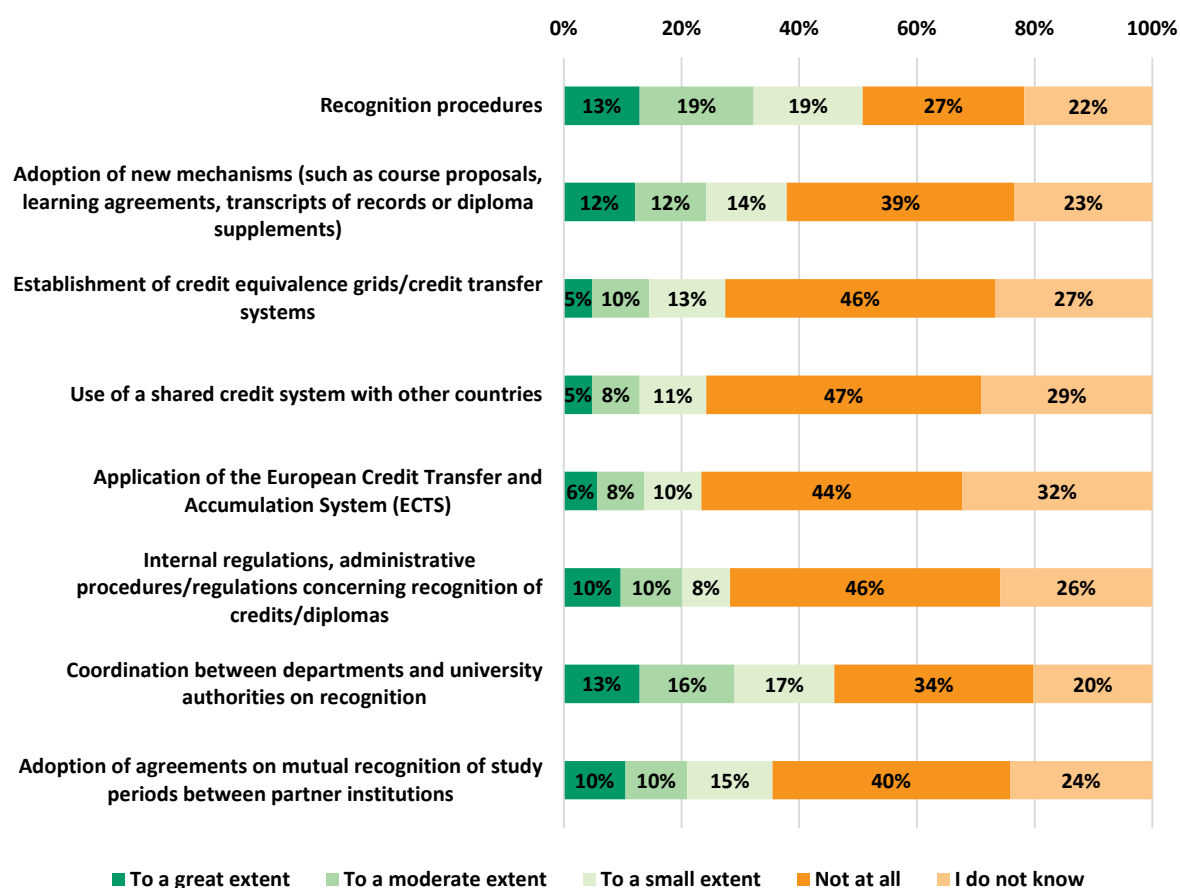
Figure 48 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your home institution in the following aspects related to credit/diploma recognition (n=124)
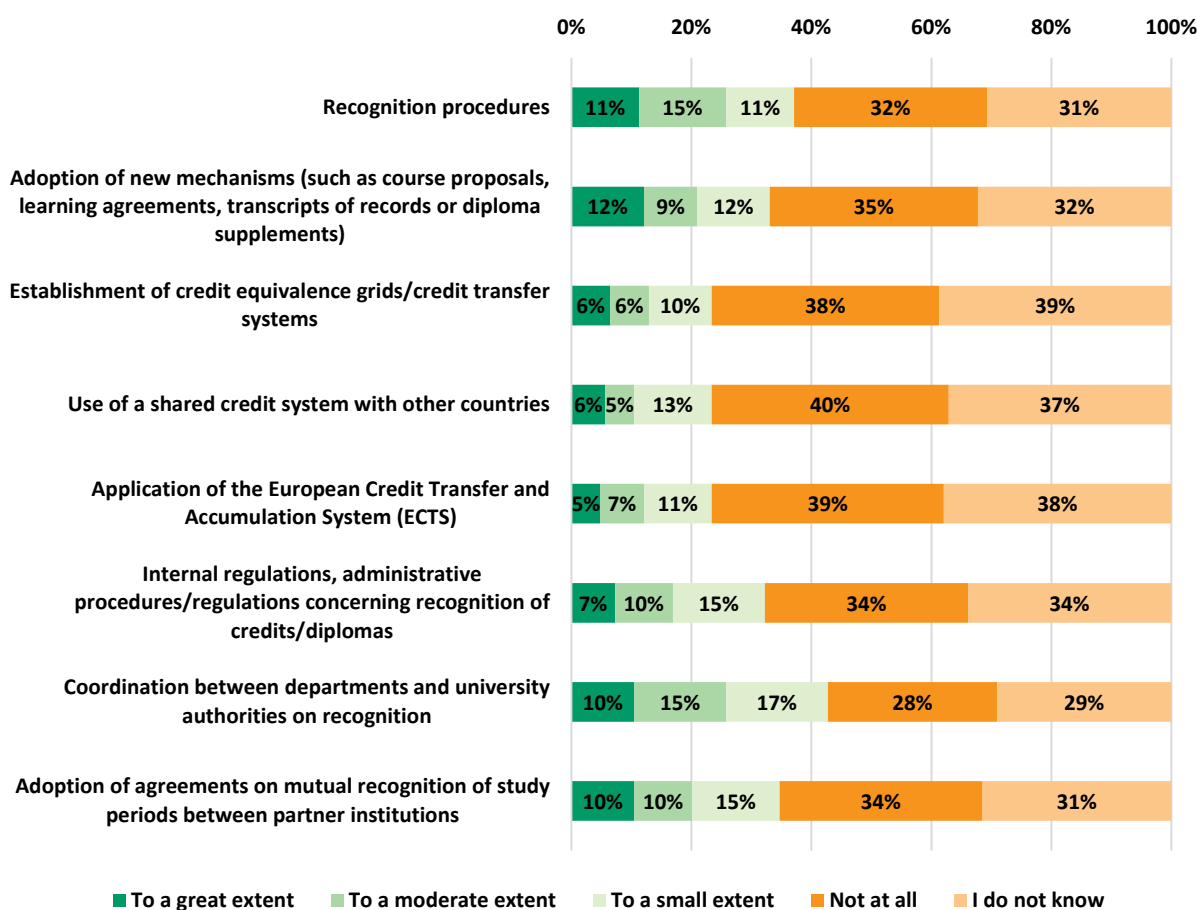
Figure 49 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your host institution in the following aspects related to credit/diploma recognition (n=124)

CONCLUSIONS

Between 2011 and 2020, the Intra-ACP Academic Mobility Scheme granted an opportunity to 1741 scholarship holders to benefit from an international academic exchange in Africa (Lot 1) and in the Caribbean and the Pacific countries (Lot 2). Three Calls for proposals were published in the period 2011-2013, resulting in the selection of 20 projects involving 44 HEIs and representing a total budget of nearly € 44.000.000.

The survey carried out in 2018-2019, has provided a valuable snapshot of the multileveled impact of the Programme at individual and institutional level. Given the representativeness of the sample and views of the respondents, it can be concluded that the Programme has successfully achieved its aims and objectives.

The survey results confirm that the mobility experience has boosted scholarship holders' qualifications, encouraged personal development, and strengthened their adaptability to international environment. In fact, a significant number of the respondents agree that their current occupation was influenced by the mobility.

The positive developments at individual level are also likely to spillover to the home countries of the scholarship holders as the overwhelming majority of the respondents at the time of the survey have either returned to their country of origin or were intending to go back upon the completion of their mobility.

The impact on the institutional actors has been varied and largely favourable. Based on the opinion of staff and PhD students, it appears that the participation in the Mobility Scheme especially enabled the HEIs to strengthen their capacity on both academic and administrative levels as well as to raise their visibility. It is worth noting that on average the respondents believe that the home institutions have experienced relatively greater impact than their host counterparts.

The results of the survey also indicate that there are no major differences of opinion among the respondents across the different categories of mobility as well as both Lots.

Notwithstanding the ample positive outcomes of the Programme, some challenges were also identified. Although the Programme aimed to promote gender balance, gender parity remains an issue, particularly in Lot 1 – Africa due the prevailing socio-economic conditions on the continent.

In addition, despite achievements, further synergies between HEI on recognition of credits and diplomas should still be encouraged and supported to maximise the benefits of mobility and interinstitutional cooperation.

Another area that could benefit from further improvement is the establishment of feedback loops to collect feedback from scholarship holders on a regular basis and to subsequently use their inputs to improve the mobility experience and the monitoring capacities of the institutions. Project quality assurance and monitoring mechanisms should play a greater role to ensure that the impact on the institutions is sustainable.

Furthermore, some countries have experienced uneven mobility flows whereby they have received a significantly greater number of mobility inflows compared to outflows. Although both host and home countries benefit from international mobility, considerable disparities in mobility flows should be addressed to ensure balanced geographical coverage.

Overall, the Programme has facilitated access to international education for a significant number of scholarship holders, including students and staff from disadvantage groups and backgrounds, and fostered interinstitutional cooperation between universities in Africa, as well as in the Caribbean and the Pacific.

Given the Programme's success based on the survey results, it is clear that this type of international academic mobility scheme has significant added value for participating individuals and institutions and therefore policy makers might consider ensuring its sustainability. It is important to note that the aforementioned challenges have already been taken into account in designing the successor Intra-Africa Academic Mobility Scheme[7] launched in 2016, with a special emphasis on gender balance and academic recognition.

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7 For more information see: *https://eacea.ec.europa.eu/intra-africa_en*

ANNEXES

Annex I: General statistics about the Intra-ACP Academic Mobility Scheme (2011-2013)

Lot	2011		2012		2013		TOTAL (2011-2013)	
	Nr of projects	Budget (EUR)	Nr of projects	Budget (EUR)	Nr of projects	Budget (EUR)	Nr of projects	Budget (EUR)
Lot 1 - Africa	3	6.948.400	5	9.899.550	7	17.342.625	15	34.190.575
Lot 2 - Caribbean and Pacific	1	1.998.900	1	1.999.025	3	5.600.000	5	9.597.925
TOTAL	4	8.947.300	6	11.898.575	10	22.942.625	20	43.788.500

Number of projects and budget per year of selection
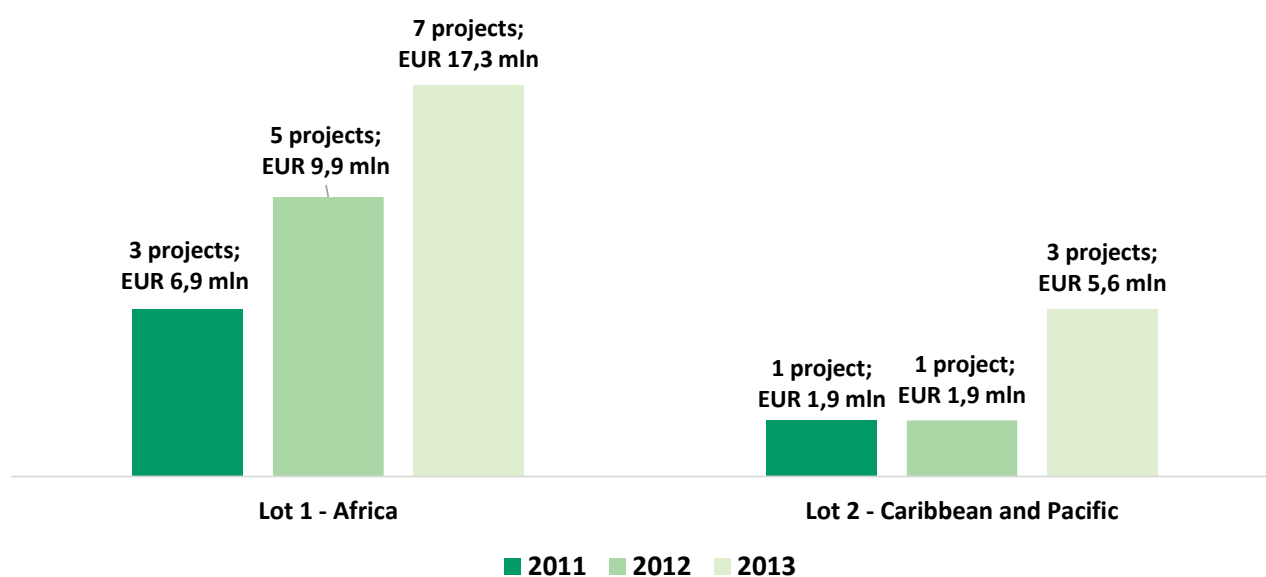
Annex II: Participation of African institutions in the Intra-ACP Academic Mobility Scheme (2011-2013)*

Country/Institution	2011			2011 Total	2012			2012 Total	2013			2013 Total	TOTAL
	APP	PAR	ASS		APP	PAR	ASS		APP	PAR	ASS		
Africa – Central		**2**	**1**	**3**	**1**	**4**		**5**	**1**	**6**	**2**	**9**	**17**
Burundi						1		1		1	1	2	3
UNIVERSITÉ DU BURUNDI						1		1		1	1	2	3
Cameroon		2		2	1			1	1	3		4	7
UNIVERSITE DE YAOUNDE I		1		1	1			1	1	2		3	5
UNIVERSITE DE YAOUNDE II										1		1	1
UNIVERSITY OF BUEA		1		1									1
Chad						1		1					1
UNIVERSITE DE N'DJAMENA						1		1					1
Democratic Republic of Congo						1		1		2		2	3
UNIVERSITÉ CATHOLIQUE DE BUKAVU										2		2	2
UNIVERSITE DE KINSHASA						1		1					1
UNIVERSITE DE KISANGANI													
Gabon						1		1					1
UNIVERSITÉ DES SCIENCES ET TECHNIQUES DE MASUKU						1		1					1
Republic of the Congo			1	1							1	1	2
UNIVERSITE MARIEN NGOUABI		1		1							1	1	2
Africa – Eastern		**7**	**1**	**8**	**2**	**12**	**5**	**19**	**2**	**21**	**5**	**28**	**55**
Comoros										1		1	1
UNIVERSITE DES COMORES										1		1	1
Djibouti													
UNIVERSITE DE DJIBOUTI													
Ethiopia		2		2		3	1	4		4		4	10
ADDIS ABABA UNIVERSITY						2		2		1		1	3
HARAMAYA UNIVERSRITY						1		1					1
HAWASSA UNIVERSITY		1		1									1
INTERNATIONAL NETWORK FOR HIGHER EDUCATION IN AFRICA IN BOSTON À ADDIS ABABA							1	1					1
JIMMA UNIVERSITY										1		1	1
MEKELLE UNIVERSITY		1		1						2		2	3
Kenya		1	1	2		4	2	6		6	1	7	15
AFRICAN NETWORK FOR AGRICULTURE, AGROFORESTRY AND NATURAL RESOURCES EDUCATION (ANAFE)							1	1					1
AFRICAN TECHNOLOGY POLICY STUDIES NETWORK			1	1									1
DEUTSCHER AKADEMISCHER AUSTAUSCHDIENST EV							1	1					1
JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY						1		1		1		1	2
KENYATTA UNIVERSITY						1		1					1

MOI UNIVERSITY									2		2	2
PAN AFRICAN UNIVERSITY, INSTITUTE FOR BASIC SCIENCES; TECHNOLOGY AND INNOVATION										1	1	1
UNIVERSITY OF NAIROBI	1		1		2		2		3		3	6
Madagascar	1		1					1	2	1	4	5
AGENCE UNIVERSITAIRE DE LA FRANCOPHONIE										1	1	1
INSTITUT SUPÉRIEUR DE TECHNOLOGIE D'ANTANANARIVO									1		1	1
UNIVERSITE D'ANTSIRANANA									1		1	1
UNIVERSITE DE TOAMASINA												
UNIVERSITY OF ANTANANARIVO	1		1					1			1	2
Mauritius					1		1		1		1	2
UNIVERSITY OF MAURITIUS					1		1		1		1	2
Rwanda					1		1					1
UNIVERSITY OF RWANDA					1		1					1
Sudan					1		1					1
UNIVERSITY OF GEZIRA					1		1					1
Sudan South									2		2	2
UNIVERSITY OF JUBA									2		2	2
Tanzania	2		2	1	1		2		1		1	5
ARDHI UNIVERSITY	1		1									1
MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES					1		1					1
SOKOINE UNIVERSITY OF AGRICULTURE				1			1					1
UNIVERSITY OF DAR ES SALAAM	1		1						1		1	2
Uganda	1		1	1	1	2	4	1	4	3	8	13
GULU UNIVERSITY									1		1	1
INTER-UNIVERSITY COUNCIL FOR EAST AFRICA						1	1					1
MAKERERE UNIVERSITY	1		1	1	1		2	1	2		3	6
MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY												
REGIONAL UNIVERSITIES FORUM FOR CAPACITY BUILDING IN AGRICULTURE LIMITED (FORUM) BY GUARANTEE						1	1		2		2	3
UGANDA INDUSTRIAL RESEARCH INSTITUTE												
UGANDA MARTYRS UNIVERSITY									1		1	1
UGANDA NATIONAL HEALTH RESEARCH ORGANISATION										1	1	1
Africa – Northern	**2**		**2**		**2**		**2**		**5**	**1**	**6**	**10**
Algeria												
UNIVERSITE D'ANNABA												
Egypt	1		1						1	1	2	3
AIN SHAMS UNIVERSITY									1		1	1
CAIRO UNIVERSITY												

HELIOPOLIS UNIVERSITY ASSOCIATION											1	1	1
UNIVERSITÉ SENGHOR		1		1									1
Morocco		1		1		1		1		3		3	5
IBN TOFAIL UNIVERSITY										1		1	1
UNIVERSITE CADI AYYAD		1		1									1
UNIVERSITE HASSAN 1ER SETTAT													
UNIVERSITE MOHAMMED PREMIER 1 – UMP						1		1		1		1	2
UNIVERSITE MOHAMMED V DE RABAT										1		1	1
UNIVERSITE MOULAY ISMAIL													
Tunisia						1		1		1		1	2
CARTHAGE UNIVERSITY													
ECOLE NATIONALE D'INGÉNIEURS DE TUNIS, UNIVERSITÉ TUNIS EL MANAR						1		1		1		1	2
UNIVERSITY OF KAIROUAN													
Africa – Southern	**2**	**2**	**2**	**6**	**1**	**8**	**2**	**11**	**2**	**13**		**15**	**32**
Angola							1	1					1
UNIVERSIDADE MANDUME YA NDEMUFAYO							1	1					1
Botswana									1	1		2	2
UNIVERSITY OF BOTSWANA									1	1		2	2
Lesotho										1		1	1
NATIONAL UNIVERSITY OF LESOTHO										1		1	1
Malawi						1		1		1		1	2
BUNDA COLLEGE OF AGRICULTURE						1		1					1
MZUZU UNIVERSITY										1		1	1
Mozambique						2		2		3		3	5
UNIVERSIDADE EDUARDO MONDLANE						2		2		3		3	5
Namibia	1		1	2									2
NAMIBIA QUALIFICATIONS AUTHORITY			1	1									1
UNIVERSITY OF NAMIBIA													
NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY	1			1									1
South Africa	1	2	1	4	1	2	1	4	1	6		7	15
INTERNATIONAL EDUCATION ASSOCIATION OF SOUTH AFRICA							1	1					1
NOORDWES-UNIVERSITEIT		1		1									1
OPEN SOCIETY FOUNDATION			1	1									1
STELLENBOSCH UNIVERSITY	1			1		2		2	1	2		3	6
UNIVERSITY OF CAPE TOWN					1			1		2		2	3
UNIVERSITY OF KWAZULU-NATAL													
UNIVERSITY OF LIMPOPO													
UNIVERSITY OF PRETORIA										1		1	1
UNIVERSITY OF THE FREE STATE		1		1						1		1	2
Zambia						3		3		1		1	4
COPPERBELT UNIVERSITY						1		1					1
UNIVERSITY OF ZAMBIA						2		2		1		1	3
Africa – Western	**1**	**8**	**3**	**12**	**1**	**10**	**3**	**14**	**2**	**15**	**4**	**21**	**47**

Benin		1		1	2	1	3		2	2	4	8
AGENCE UNIVERSITAIRE DE LA FRANCOPHONIE						1	1			1	1	2
UNIVERSITE D'ABOMEY-CALAVI					2		2		2		2	4
UNIVERSITE DE PARAKOU										1	1	1
UNIVERSITÉ DES SCIENCES APPLIQUÉES ET MANAGEMENT		1		1								1
Burkina Faso	1	1		2	1		1		1		1	4
INSTITUT INTERNATIONAL D'INGÉNIERIE DE L'EAU ET DE L'ENVIRONNEMENT	1			1								1
UNIVERSITE DE OUAGADOUGOU		1		1					1		1	2
UNIVERSITE POLYTECHNIQUE DE BOBO-DIOULASSO					1		1					1
Cape Verde		1		1		1	1					2
UNIVERSIDADE DE CABO VERDE						1	1					1
UNIVERSIDADE JEAN PIAGET DE CABO VERDE		1		1								1
Ghana		2		2	3	1	4	1	5	2	8	14
ASSOCIATION OF AFRICAN UNIVERSITIES						1	1			1	1	2
GHANA MEDICAL ASSOCIATION										1	1	1
KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY KUMASI		1		1					1		1	2
UNIVERSITY OF CAPE COAST (UCC)					1		1		1		1	2
UNIVERSITY OF GHANA		1		1	2		2	1	2		3	6
UNIVERSITY OF PROFESSIONAL STUDIES									1		1	1
Ivory Coast		1		1	1		1					2
UNIVERSITE FELIX HOUPHOUET BOIGNY					1		1					1
UNIVERSITE NANGUI ABROGOUA		1		1								1
Mali									1		1	1
INSTITUT POLYTECHNIQUE RURAL DE FORMATION ET DE RECHERCHE APPLIQUEE									1		1	1
Nigeria		1		1	1		1	1	2		3	5
COLLEGE OF MEDICINE OF THE UNIVERSITY OF LAGOS									1		1	1
EBONYI STATE UNIVERSITY												
UNIVERSITY OF IBADAN								1			1	1
UNIVERSITY OF NIGERIA		1		1					1		1	2
UNIVERSITY OF PORT HARCOURT					1		1					1
UNIVERSITY OF LAGOS												
Senegal		1	1	2	2		2		3		3	8
AGENCE UNIVERSITAIRE DE LA FRANCOPHONIE			1	1								1
UNIVERSITE CHEIKH ANTA DIOP DE DAKAR		1		1	1		1		3		3	5
UNIVERSITÉ DE THIÈS					1		1					1

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13
UNIVERSITE GASTON BERGER DE SAINT LOUIS					1			1					1
Togo			2	2						1		1	3
GROUPE BK-UNIVERSITÉ			1	1									1
RÉSEAU D' EXCELLENCE POUR L' ENSEIGNEMENT SUPÉRIEUR DE L' AFRIQUE DE L'OUEST			1	1									1
UNIVERSITÉ DE LOMÉ										1		1	1
Grand Total	3	21	7	31	5	36	10	51	7	60	12	79	161

* Total number of all cases of single involvement of HEIs in selected projects. (The same HEI can take part in different projects.)

Legend : APP - Applicant/Coordinator; PAR – Partner; ASS - Associated partner

Annex III : Participation of Institutions from the Caribbean and the Pacific in the Intra-ACP Academic Mobility Scheme (2011-2013)

Country/Institution	2011 APP	2011 PAR	2011 ASS	2011 Total	2012 APP	2012 PAR	2012 ASS	2012 Total	2013 APP	2013 PAR	2013 ASS	2013 Total	TOTAL
Belize		1		1		1		1		1		1	**3**
UNIVERSITY OF BELIZE		1		1		1		1		1		1	3
Dominican Republic						1		1		1		1	**2**
INSTITUTO TECNOLOGICO DE SANTA DOMINGO						1		1		1		1	2
Fiji		1		1		1		1	2	1	2	5	**7**
FIJI NATIONAL UNIVERSITY									1			1	1
PACIFIC DISABILITY FORUM											1	1	1
PACIFIC FOUNDATION FOR THE ADVANCEMENT OF WOMEN											1	1	1
UNIVERSITY OF THE SOUTH PACIFIC		1		1		1		1	1	1		2	4
Micronesia											1	1	**1**
ISLAND FOOD COMMUNITY OF POHNPEI											1	1	1
Guyana		1		1		1		1		2	1	3	**5**
IWOKRAMA INTERNATIONAL CENTRE											1	1	1
UNIVERSITY OF GUYANA		1		1		1		1		2		2	4
Haiti		1		1		1		1		1		1	**3**
UNIVERSITE D'ETAT D'HAITI		1		1		1		1		1		1	3
Jamaica			1	1			1	1			1	1	**3**
ASSOCIATION OF CARIBBEAN UNIVERSITIES AND RESEARCH INSTITUTES			1	1			1	1			1	1	3
Papua New Guinea		1		1		1		1		3		3	**5**
PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY		1		1						2		2	3
UNIVERSITY OF PAPUA NEW GUINEA						1		1		1		1	2
Timor Leste		1		1		2		2	1	2		3	**6**
NATIONAL UNIVERSITY OF TIMOR LESTE		1		1		1		1		1		1	3
UNIVERSIDADE DA PAZ OF TIMOR-LESTE						1		1	1	1		2	3
Trinidad and Tobago	1			1	1			1		2	1	3	**5**
THE UNIVERSITY OF THE WEST INDIES	1			1	1			1		2	1	3	5
Samoa		1		1		1		1		2		2	**4**
NATIONAL UNIVERSITY OF SAMOA		1		1		1		1		2		2	4
Grand Total	1	7	1	9	1	9	1	11	3	15	6	24	**44**

* Total number of all cases of single involvement of HEIs in selected projects. (The same HEI can take part in different projects.)

Legend: APP - Applicant/Coordinator   PAR - Partner   ASS - Associated partner

Annex IV: Implemented mobility flows per country

Mobility hosting country code (columns) vs Nationality country code (rows)

Nationality	BF	BJ	BW	BZ	CI	CM	CV	EG	ET	FJ	GA	GH	GY	JM	KE	MA	MG	MU	MW	MZ	NA	NG	PG	RW	SN	TD	TG	TL	TN	TT	TZ	UG	WS	ZA	ZM	Total
BB										4																							1			5
BF		3			9	10		4			1					9	17								12	1	4									70
BI		3				6			1			1			1			1	1		1				1	1						3		1	1	22
BJ	13			6		16	1	1	2		2	4			4	1	4	4			1				22				1		1	5		6		94
BS												1																								1
BW									4			3									1											4		3	2	17
BZ						19							5	5																6			1			36
CD		2				3			1			4													3	1					5	5		1	2	27
CF	1					5																		1												7
CG						1																			1				1						1	4
CI	18	6				1										5		2							12	1									1	51
CM	23	8	1		8	1		1	5		1	9			8	7	31	4			3	4			22	3	1		6		3	2		14	1	166
CV		6																																		6
DM													3																							3
DO														2															1			1				4
ER						1																												1		2
ET		3	4			8						18			11				1	2	2	9		3	4						5	16		18	1	105
FJ				4						1			10	6									8				2			12		2				45
GA		1			1														1						2											5
GD			1																																	1
GH		2	3			6			12						7		1				1	4		2						1	15	17		22	4	97
GM											1																									1
GN		2				4			1			1			1	1	1								3				1					1	1	17
GY			2						21					6									1							28		2				60
HT									4					2	7								1							15						29
JM			1						9														2									2				14
KE			9			1			1			4								2	1	1									2	19		10	3	53
KI														1															1							2
KM						3										1	4	1							1		2									12
LC							5								1																1					7
LR									1																											1
LS																																4		1		5
MA																		1											1							2
MG	16	5			2	15	2		5							10		7				1			21		9		1					14		108
ML		3				1	1					1									1				1											8
MR																													1							1
MU		1														1																		3		5
MW		1							1						2					2	3										1	7		2		19
MZ												5																			2	2		5	1	15
NA									1			1																			3	1		6		12
NE	2				1											1	1					1			1											7
NG						4			17			11			12																3	2		20		69
PG									27				3	5								1							5			1				42
RW		2	2			2			6			4			20								7	1	1				2		1	4		3		55
SB			2						1				3	5										2					7							20
SD									1			1			1					2												5				10
SL																															1					1
SN	5	16			6	9	2				11	1				2	5	6								1			4		3			3		74
SO																								1												1
SS												2																				8		1		11
SZ							1																													1
TD						5		1								1	1								5											13
TG	5	4				6										3	6								5	1									1	31
TL										2					1									1					2					2		8
TN						1																														1
TT			8						23					1											1				1					11		45
TZ			2						5			11			3					2	2	3									1	1		5	19	53
UG		3	8			3			8			14			20				3	5			1								2	2		14	3	86
VC														1																	1					2
VU										1				2																				1		4
WS									3					2																11						16
ZA		1							2			3											1								3					10
ZM									1						1			2	2												18	2		1		27
ZW			1						1			1			5									1							1	2			3	15
Total	83	71	31	18	33	112	3	15	72	121	20	100	24	47	96	42	71	28	10	16	11	35	17	8	117	8	17	3	19	90	70	110	24	161	38	**1741**

List of countries and country codes

Country code	Country name
BB	Barbados
BF	Burkina Faso
BI	Burundi
BJ	Benin
BS	Bahamas
BW	Botswana
BZ	Belize
CD	Congo (DR)
CF	Central African Republic
CG	Congo
CI	Cote d'Ivoire
CM	Cameroon
CV	Cape Verde
DM	Dominica
DO	Dominican Republic
EG	Egypt
ER	Eritrea
ET	Ethiopia
FJ	Fiji
GA	Gabon
GD	Grenada
GH	Ghana
GM	Gambia
GN	Guinea
GY	Guyana
HT	Haiti
JM	Jamaica
KE	Kenya
KI	Kiribati
KM	Comoros
LC	St Lucia
LR	Liberia

Country code	Country name
MA	Morocco
MG	Madagascar
ML	Mali
MR	Mauritania
MU	Mauritius
MW	Malawi
MZ	Mozambique
NA	Namibia
NE	Niger
NG	Nigeria
PG	Papua New Guinea
RW	Rwanda
SB	Solomon Islands
SD	Sudan
SL	Sierra Leone
SN	Senegal
SO	Somalia
SS	South Sudan
SZ	Swaziland
TD	Chad
TG	Togo
TL	Timor Leste
TN	Tunisia
TT	Trinidad and Tobago
TZ	Tanzania
UG	Uganda
VC	St Vincent and the Grenadines
VU	Vanuatu
WS	Samoa
ZA	South Africa
ZM	Zambia
ZW	Zimbabwe

Annex V: Implemented mobility flows per country and type of mobility

Master students

Nationality country code \ Mobility hosting country code	BF	BJ	BW	BZ	CI	CM	CV	EG	ET	FJ	GA	GH	GY	JM	KE	MA	MG	MU	MW	MZ	NA	NG	PG	RW	SN	TD	TG	TN	TT	TZ	UG	WS	ZA	ZM	Total
BB										1																									1
BF		3			1	2		3				1				8	8								4	1									31
BI		3				6			1			1			1	1	1				1				1								2		18
BJ	7			3		8	1		2		1	4			4	1	2			1					14					1	2			2	53
BS									1																										1
BW									4			3						1												4			1	2	15
BZ										19			5	3												4						1			32
CD		1				2			1			3													2	1				4	2		1	1	18
CF	1					5																		1											7
CG						1																						1					1		3
CI	9	2					2																		4	1							1		19
CM	9	3			1				3		1	5			4	1	19	4				3			7	2		1		3	2		5	1	74
CV		6																																	6
DM														3																					3
ER						1																													1
ET		1				2						8			2	1	2	2	2						2	2				3	3		6	1	37
FJ			3								1		5	4									5						4						22
GA																									1										1
GD				1																															1
GH		2	1			4			12						3			1		1	4			1					1		8	10	12	3	63
GM												1																							1
GN		2				4			1			1			1	1	1								2				1				1	1	16
GY			2							15				2															21	2					42
HT										4			2	7							1								14						28
JM										4											2											1			7
KE			3			1			1			4						2	1			1								2	8		6	3	32
KM						2											1										2								5
LC										4					1														1						6
LR									1																										1
LS																															4		1		5
MG	12	4				11	2	2									8	5							7		3							6	60
ML		3				1		1				1										1			1										8
MR																												1							1
MW		1							1						2					2		3									2		1		12
MZ												2																		1	1		2	1	7
NA									1																					1	1		1		4
NE																1	1		1						1										4
NG						2			12			4			8																1		6		33
PG										20				3	1									4											28
RW		1	2						5			4			20							7			1			2			1				43
SB				2									3	5						2									7						19
SD									1			1			1				2											2					7
SL																														1					1
SN	1	12			5	3	2					6					4	2										1	1				1		38
SO																				1															1
SS																															6		1		7
SZ									1																										1
TD						4	1									1	1								4										11
TG	3	3				2										1	5								3	1								1	19
TL										1				1														1		1	2				6
TT			3							2																						3			8
TZ			1						4			6			3					2	2	1											1	8	28
UG		1	2			1			6			11			15					5										2			9	3	55
VC														1																1					2
VU														1																		1			2
WS						3								1																8					12
ZA									2			1																			1				4
ZM									1						1				2												12	1			17
ZW									1						5						1										1	2	1		11
Total	42	48	9	11	10	62	3	9	61	75	11	60	18	30	70	22	42	14	7	14	7	24	11	4	54	6	6	8	65	45	49	10	67	24	**998**

PhD students

		Mobility hosting country code																											
		BF	BJ	BW	BZ	CI	CM	ET	FJ	GA	GH	GY	JM	KE	MA	MG	MU	NG	PG	RW	SN	TN	TT	TZ	UG	WS	ZA	ZM	Total
N a t i o n a l i t y c o u n t r y c o d e	BB								1																				**1**
	BF					6	7									5					8								**26**
	BI																								1		1	1	**3**
	BJ	4				1	5									1					2	1			2		3		**19**
	BW																										2		**2**
	CD		1				1				1										1			1	3			1	**9**
	CI	4	1																		5								**10**
	CM	11	2	1		6	1				3			4	2	11					10	3					9		**63**
	DO																						1						**1**
	ET		2	3			4				9			6					3	1	2			2	13		8		**53**
	FJ																		2							2			**4**
	GH			1										3						1				3	5		7		**20**
	GN																				1								**1**
	GY						1						3					1					2						**7**
	JM					4																							**4**
	KE			6																					9		3		**18**
	KI												1																**1**
	KM						1																						**1**
	MG					1	3														6	1					3		**14**
	MU																										1		**1**
	MW																							1	3		1		**5**
	MZ																										2		**2**
	NA										1																1		**2**
	NE	2				1																							**3**
	NG					2	2				4			4										1			10		**23**
	PG								4					4															**8**
	RW		1				2																		4		2		**9**
	SB								1																				**1**
	SD																								3				**3**
	SN	3	1				5			1	1				1	1	1					3			1				**18**
	SS										2														1				**3**
	TD						1														1								**2**
	TG	1	1				3														2								**7**
	TT				1				6				1																**8**
	TZ			1							3							2						1			3	8	**18**
	UG			5			2				3			3						1							4		**18**
	VU								1				1																**2**
	WS										1												1						**2**
	ZM																							4	1		1		**6**
	ZW										1																1		**2**
	Total	**25**	**9**	**17**	**1**	**15**	**37**	**2**	**18**	**1**	**28**	**1**	**10**	**20**	**3**	**18**	**1**	**5**	**3**	**3**	**38**	**8**	**4**	**12**	**47**	**2**	**62**	**10**	**400**

Staff

Mobility hosting country code

Nationality	BF	BJ	BW	BZ	CI	CM	EG	ET	FJ	GA	GH	GY	JM	KE	MA	MG	MU	MW	MZ	NA	NG	PG	RW	SN	TD	TG	TL	TN	TT	TZ	UG	WS	ZA	ZM	Total
BB					2																														3
BF																																			13
BI																																			1
BJ	2				2																														22
BZ																																			4
CG																																			1
CI	5	3																																	22
CM	3	3			1																														29
DO																																			3
ER																																			1
ET			1																																15
FJ				1																															19
GA		1			1																														4
GH			1																																14
GY																																			11
HT				1																															1
JM																																			3
KE																																			3
KI																																			1
KM																																			6
LC																																			1
MA																																			2
MG	4	1			1																														34
MU		1																																	4
MW																																			2
MZ																																			6
NA																																			6
NG																																			13
PG																																			6
RW		3			1																														3
SN	1																																		18
SS																																			1
TG	1																																		5
TL																																			2
TN																																			1
TT				4																															29
TZ		2																																	7
UG			1																																13
WS																																			2
ZA			1																																6
ZM																																			4
ZW			1																																	2
Total	16	14	5	6	8	13	6	9	28	8	12	5	7	6	17	11	13	3	3	2	4	6	3	25	2	11	3	3	21	13	14	12	32	4	**343**

Annex VI: Survey results – regional data

A. Overall Evaluation of Mobility – Africa

Type of activities during mobility

The students and staff from Lot 1 – Africa who participated in the survey have engaged in a number of different activities during the term of their mobility. Unsurprisingly, the activities in question vary per type of mobility.

The Master students spent most of their mobility period following relevant courses (86%) as well as conducting research (80%). They have also had an opportunity to participate in scientific events during their exchange (78%).

Research and production of publications were the primary activities for Doctoral level students in the course of their mobility. The majority of them have dedicated either all or most of their time to the two activities. In addition, 62% of the Doctoral students spent at least some time disseminating good practices. Most respondents have also contributed to establishment of contacts and/or cooperation between research units to a varying degree with 21% spending most of their time on this activity.

Academic and the Administrative staff mostly focused on implementing project-related activities.

Overall satisfaction with the mobility experience

The vast majority of survey participants across all mobility profiles/categories were satisfied with the services and support provided by the host universities.

The academic and work guidance received from host institutions is highly rated by the scholarship holders from across the board with 92% of Master students, 85% of PhD students, 86% Academic staff, and 82% of Administrative staff considering the support useful. The logistical and administrative assistance during the different stages of mobility is also very well perceived by the respondents from all types of mobility.

However, the survey results indicate that there is a room for improvement when it comes to collecting feedback from the scholarship beneficiaries and addressing their feedback to improve mobility experience. 35% of the PhD respondents do not consider that their feedback was requested on a regular basis while 37% of Master students, 40% of Academic and 21% of Administrative staff also share this concern. In addition, a fair number of Master (38%) and Doctoral (43%) students consider that their feedback was not taken into account to improve their mobility experience. The staff who participated in mobility flows had a more positive outlook on how their feedback was handled in relation to their mobility experience as 59% of Academic and 58% of Administrative staff believe that their input was adequately considered.

Impact on scholarship holders

The positive effects of the Programme on the scholarship holders are wide ranging. In terms of career development, the majority of respondents across all groups agree that their scholarship has contributed to their career development. Recognition among peers and superiors was another prominent advantage whereby 87% of PhD students, 77% of Academic staff, and 63% of Administrative staff report positive impact in this area.

In addition, a large share of respondents describe an increase in responsibilities following their participation in the Programme with the Doctoral students benefitting the most in this regard (76%). Better access to training opportunities was also a significant advantage of the Programme across all mobility types.

Compared to other types of mobility, the PhD students were the group that benefited from salary increase the most (38%) while only 3% of the respondents from the Administrative staff felt that the exchange led to an increase in their remuneration.

Impact on home institutions

It is evident that the nature of the impact on the home institutions from the respondents' viewpoint varies per category of the scholarship holders. The data also suggests that the Programme has generated multifaceted favourable effects for the sending institutions.

From the perspective of the PhD survey participants, their participation in the Programme had a positive impact on their home institutions in several ways. 79% of PhD respondents consider that the scientific/academic capacities in their universities were bolstered as a result of the mobility. A large share of the Academic staff (74%) also strongly believe that the academic capacity of their universities was strengthened. The two groups of respondents also strongly agree that their mobility had a positive effect on the research capacity (83% PhD; 74% Academic staff) and the fostering of research innovation.

The Administrative staff who took part in the survey also report a number of benefits on their home institutions thanks to their exchange. The greatest number of respondents (80%) agree that their mobility has contributed to the development of the university administrative and management capacities.

Scholarship holders from across the board consider that the mobility flows reinforced the visibility and attractiveness of the home institutions.

Some recognition-specific impact of the Programme have also emerged. 34% of Academic staff say that the mobility flows had positive effects on the mobility recognition procedures at their home institutions, while 42% of Administrative staff believe that the coordination between departments and university authorities on recognition has improved.

Impact on host institutions

The mobility flows have also undeniably affected the host institutions in a number of positive ways. The results of the survey indicate that the perceived impact on host institutions is comparable to the impact on the home universities.

Overall, the PhD level survey participants consider that the host universities mostly benefitted from strengthening of academic, scientific, and research capacities, as well as from fostering research innovation. However, the results indicate that a higher number of respondents believe that the home universities benefitted more in the aforementioned areas compared to the host universities. The Academic staff believe that the home institutions had a greater impact as a result of the mobility flows as opposed to the host institutions in every category of the survey.

Concerning the views of the Administrative staff, as in the case of home institutions, the majority of respondents (75%) believe that the administrative and management capacities of the host universities had increased thanks to the Programme. Another notable benefit of the Programme is bolstered visibility and attractiveness of the host institutions.

In terms of the impact on recognition, the results of the survey are similar to those for the home universities. Although only a moderate number of the respondents consider that the Programme engendered positive developments on the mobility recognition procedures, the largest number of Academic staff believed that the recognition procedures are the most affected (32%), while the Administrative staff (35%) view the coordination between departments and university authorities on recognition as the most impacted area.

Type of scholarship: Master
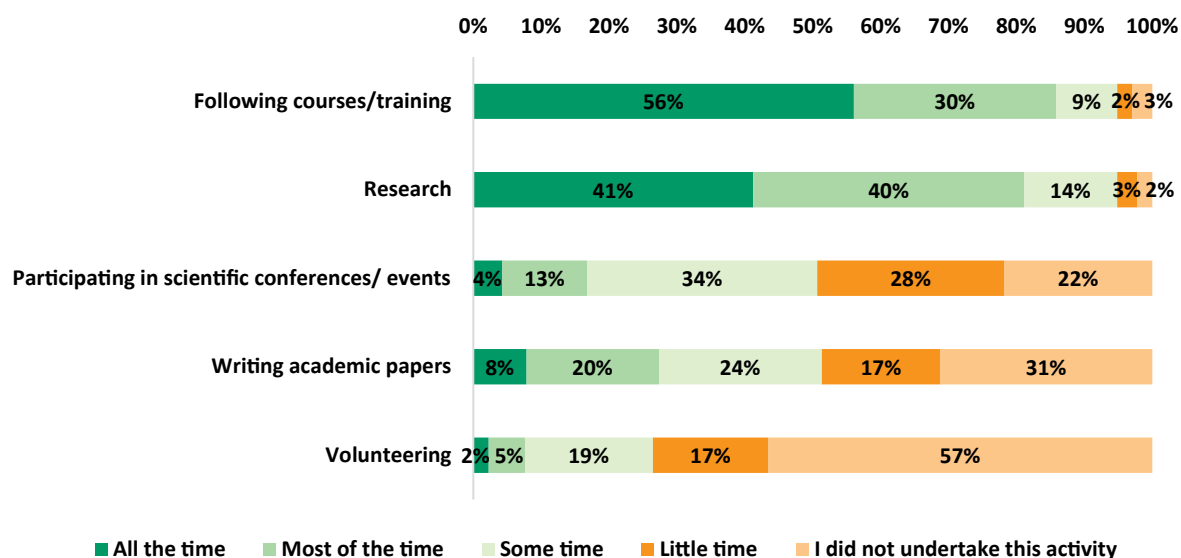

Figure 50 – Please specify which amount of your time you allocated to the following activities during your mobility (n=446)
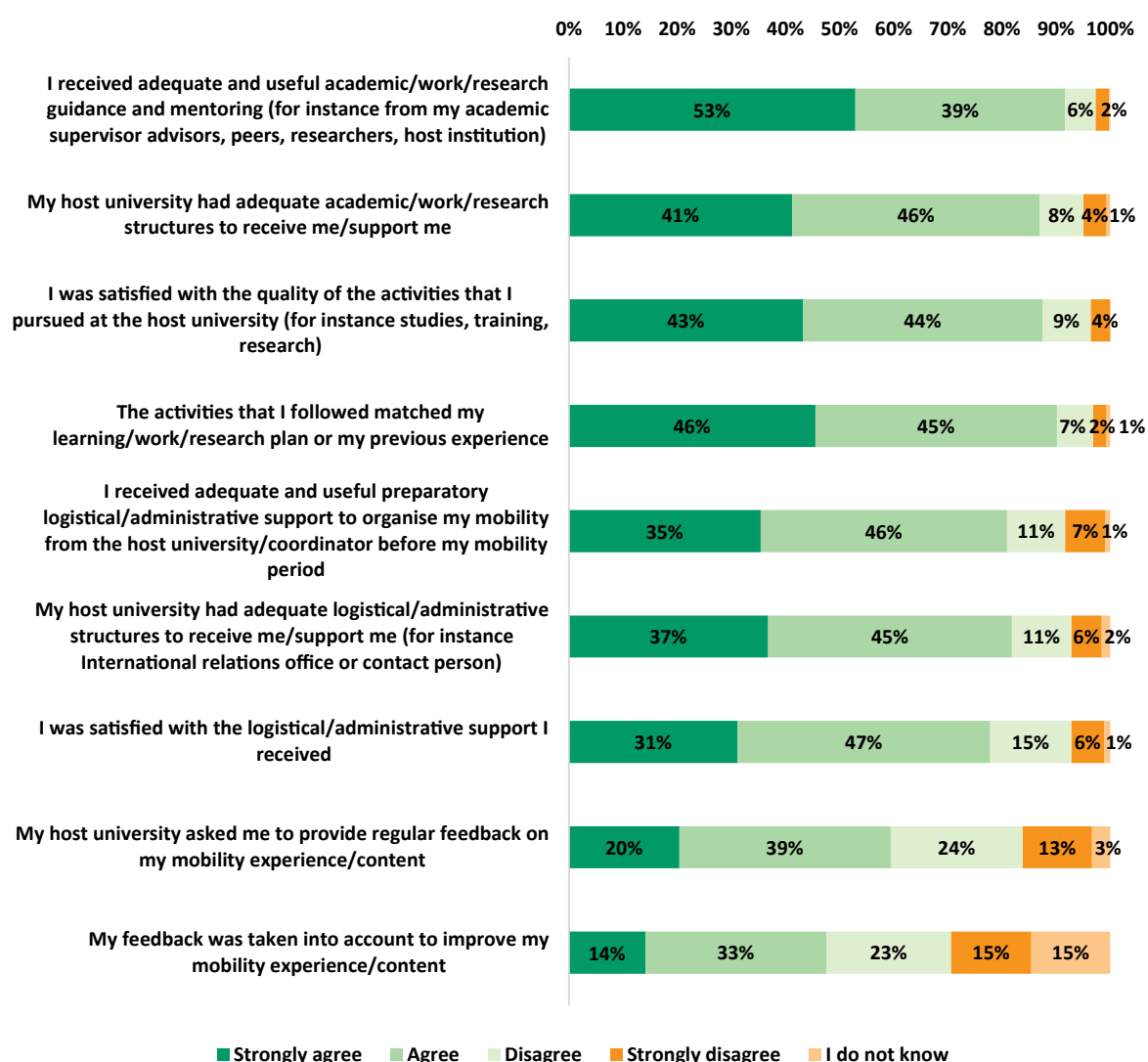

Figure 51 – Please rate the following statements in relation to your mobility period (n=446)
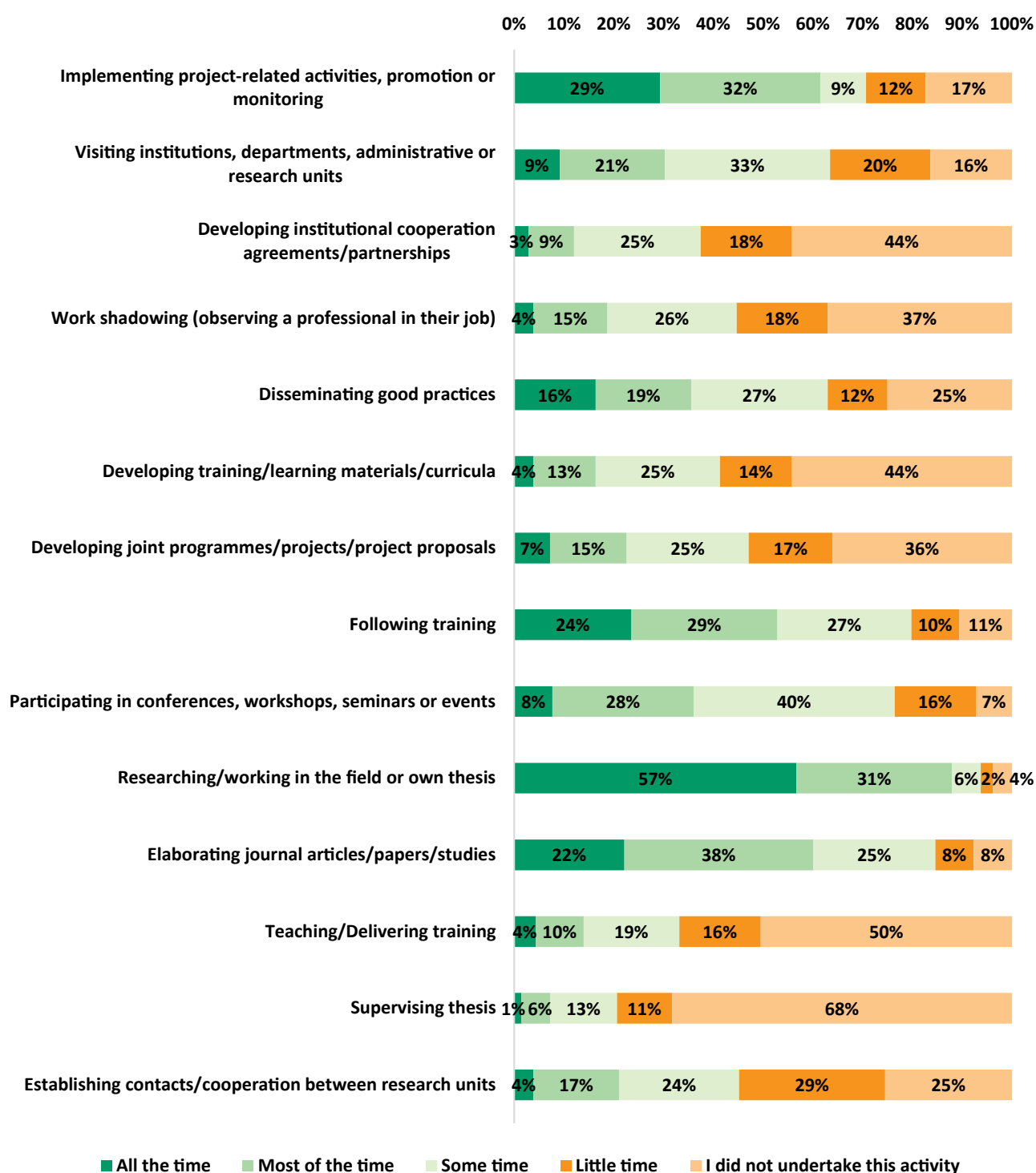
Type of scholarship: PhD

Figure 52 – Please specify how much of your time you allocated to the following activities during your mobility (n=208)

	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Creation of new programmes/courses — 17% | 27% | 13% | 27% | 16%

Harmonisation of curricula — 10% | 25% | 16% | 32% | 17%

Production of new curricular materials — 9% | 22% | 21% | 33% | 16%

Development of new training/teaching techniques — 20% | 28% | 16% | 25% | 11%

Development of scientific/academic capacities — 52% | 27% | 9% | 8% | 3%

Strengthening research capacity — 59% | 24% | 9% | 6% | 3%

Fostering research innovation — 43% | 31% | 10% | 10% | 7%

Development of administrative and management capacities — 12% | 29% | 19% | 23% | 17%

Development and management of procedures to implement international projects — 19% | 26% | 20% | 20% | 14%

Development of international project management units/international relations offices — 13% | 26% | 16% | 27% | 16%

Development of quality assurance processes — 11% | 24% | 16% | 32% | 16%

Development of student/mobility support services — 18% | 24% | 17% | 25% | 15%

Enhancement of attractiveness/visibility/reputation on regional/national/global level — 26% | 29% | 19% | 14% | 11%

Fostering structured inter-institutional cooperation (for instance through agreements, memorandum of... — 13% | 28% | 16% | 27% | 15%

Development of links with governments, enterprises, NGOs — 9% | 18% | 21% | 32% | 21%

Broadening access to higher education for people from vulnerable or underrepresented groups in your country — 20% | 19% | 15% | 25% | 21%

Contribution to changes in national legislation for higher education cooperation — 9% | 16% | 15% | 35% | 25%

■ To a great extent ■ To a moderate extent ■ To a small extent ■ Not at all ■ I do not know

Figure 53 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your home institution in the following aspects (n=208)
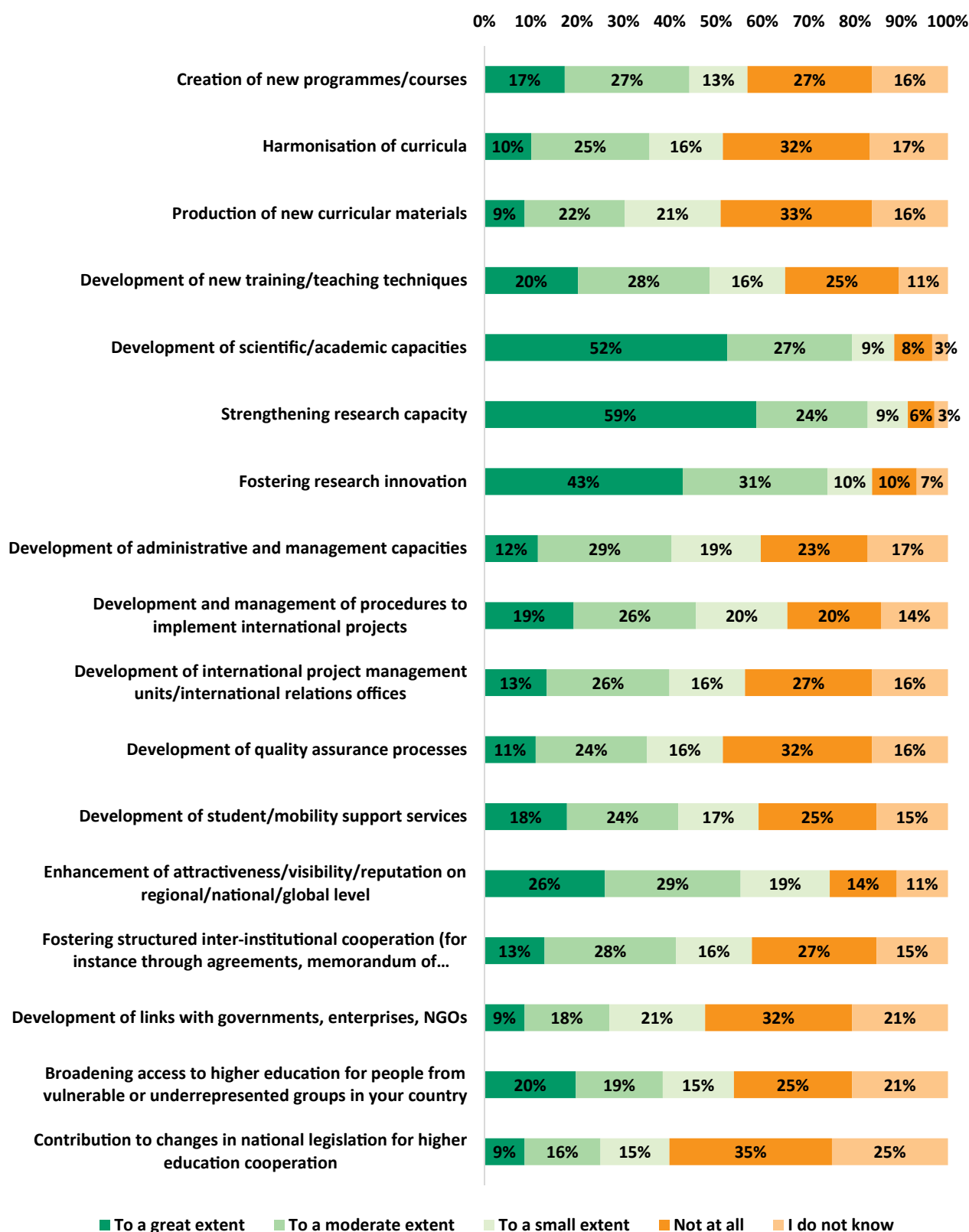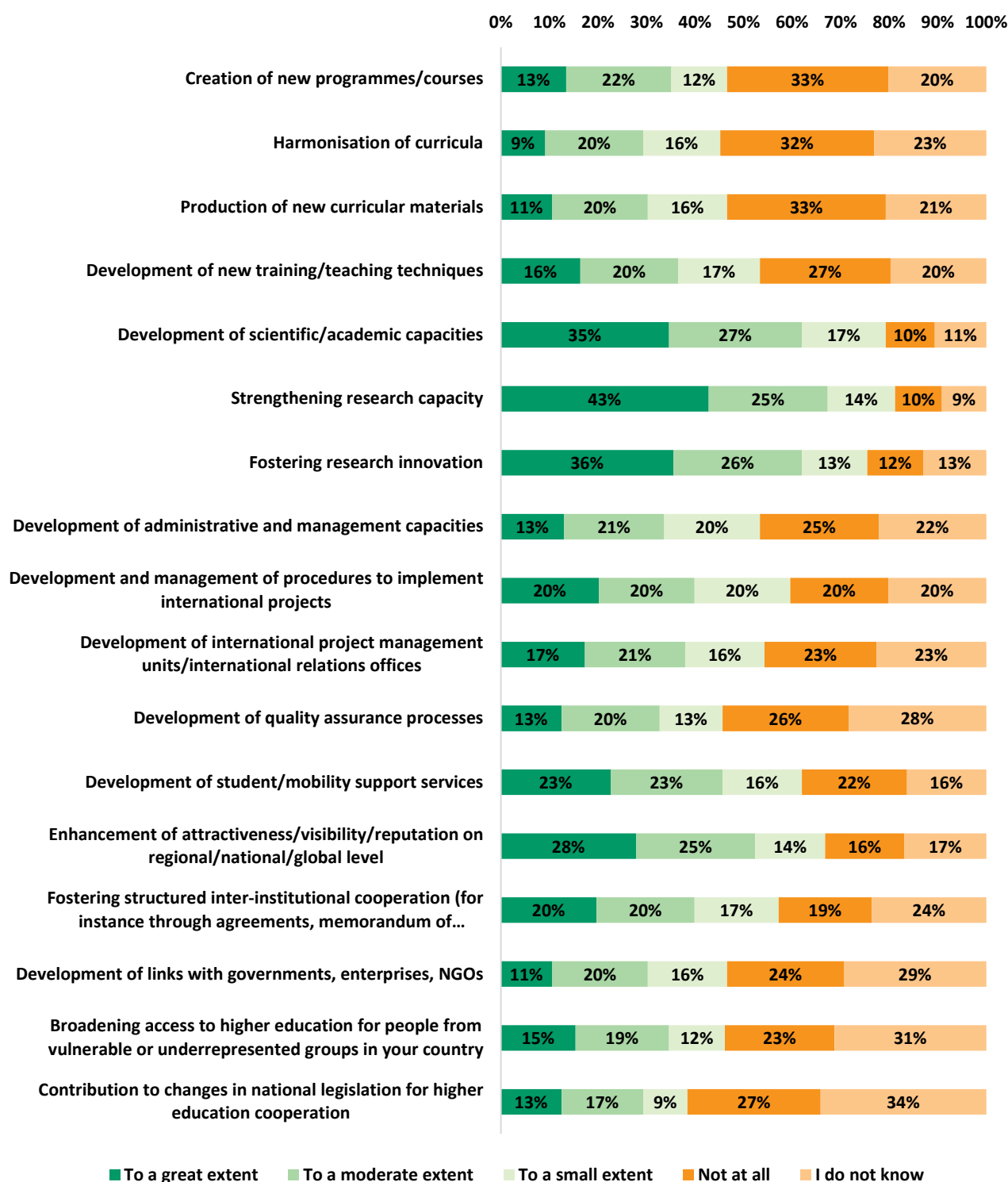
Figure 54 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your host institution in the following aspects (n=208)
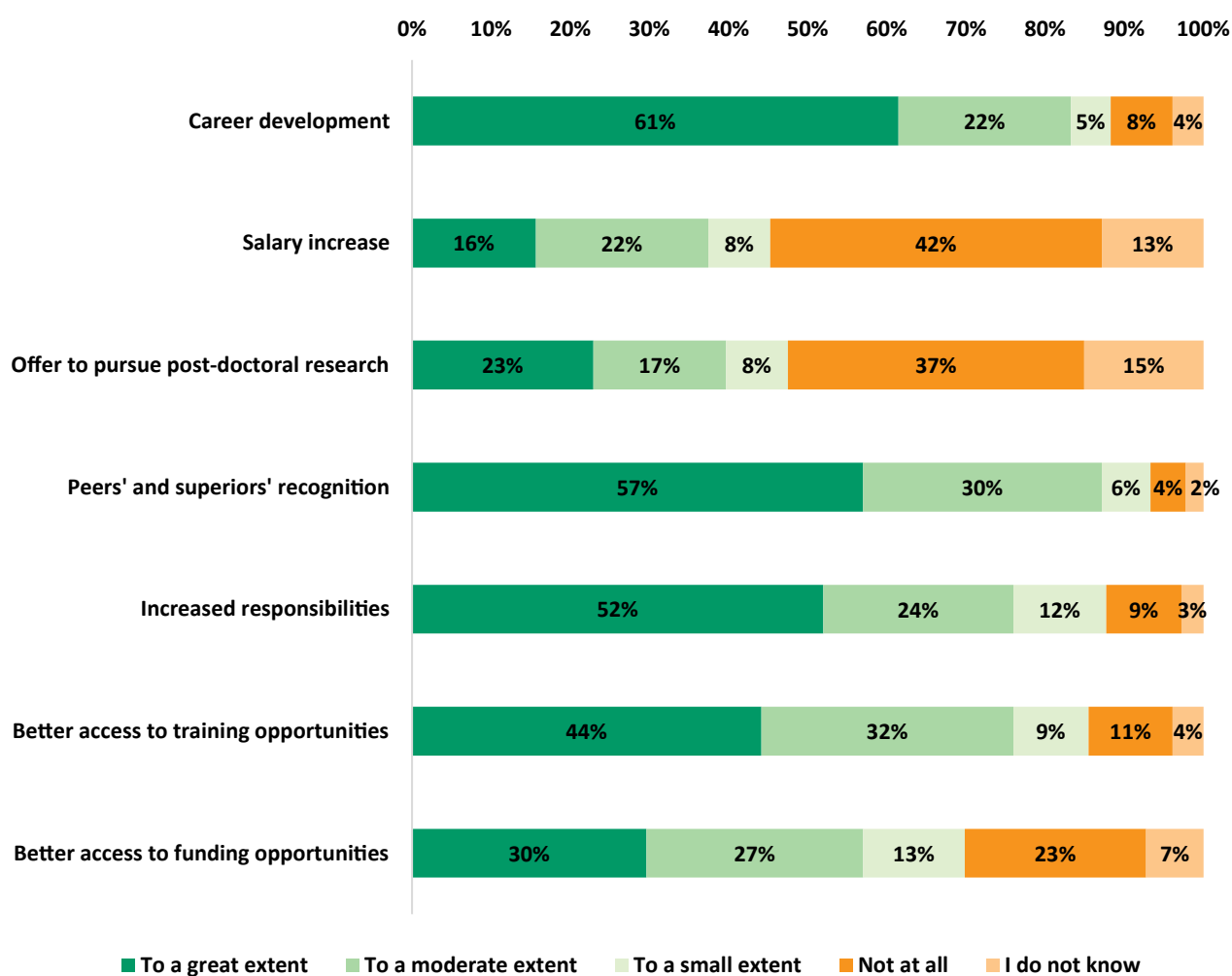
Figure 55 – To which extent was your personal mobility experience recognised in the following ways?
(n=179)

Figure 56 – Please rate the following statements in relation to your mobility period (n=208)

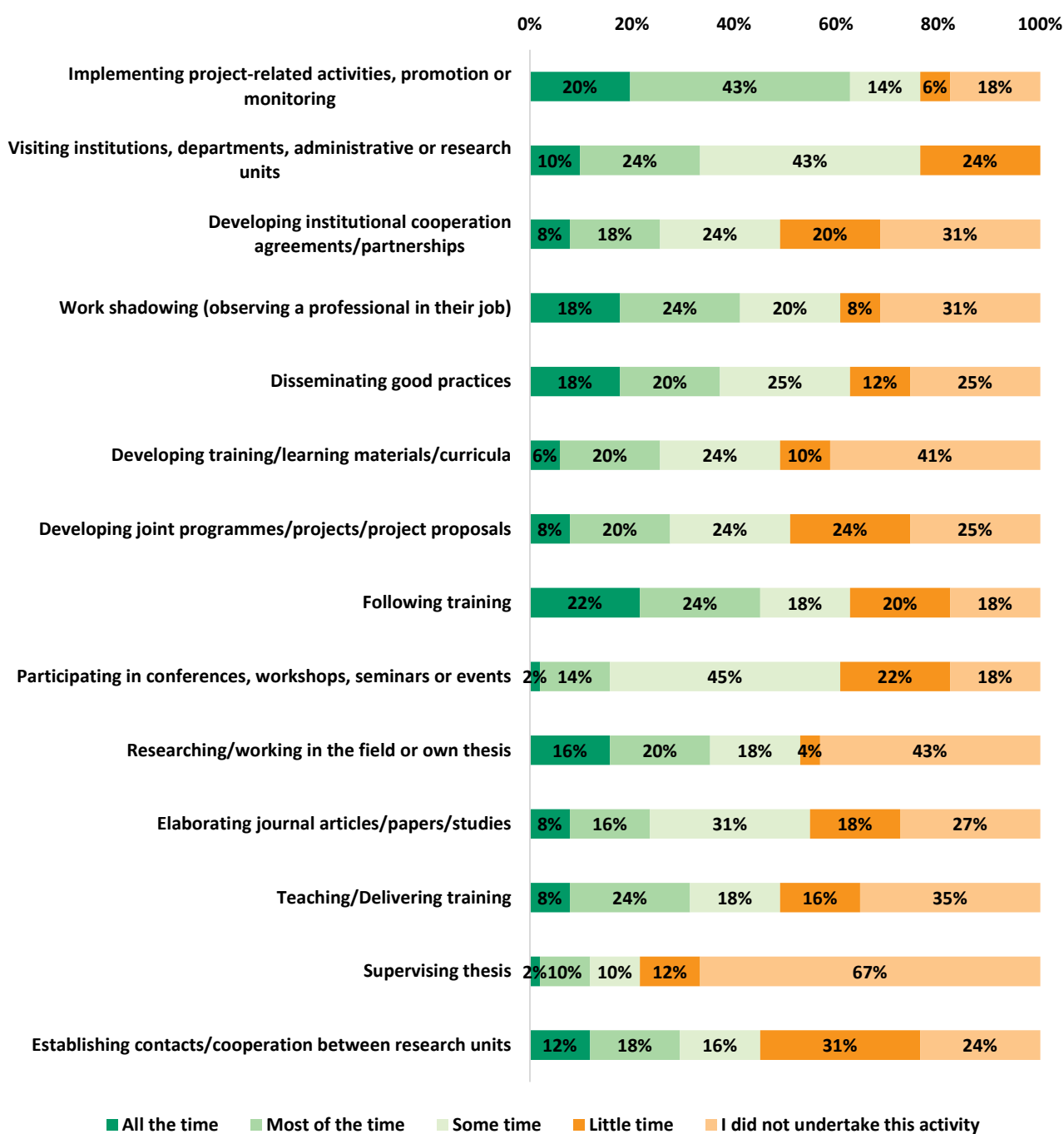## Type of scholarship: Academic staff

Figure 57 – Please specify how much of your time you allocated to the following activities during your mobility (n=51)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Creation of new programmes/courses — 22% | 25% | 16% | 31% | 6%

Harmonisation of curricula — 20% | 27% | 18% | 29% | 6%

Production of new curricular materials — 20% | 35% | 18% | 24% | 4%

Development of new training/teaching techniques — 24% | 37% | 20% | 14% | 6%

Development of scientific/academic capacities — 45% | 31% | 16% | 4% 4%

Strengthening research capacity — 45% | 29% | 12% | 10% 4%

Fostering research innovation — 31% | 27% | 25% | 6% 10%

Development of administrative and management capacities — 8% | 22% | 16% | 37% | 18%

Development and management of procedures to implement international projects — 16% | 31% | 18% | 22% | 14%

Development of international project management units/international relations offices — 12% | 12% | 27% | 35% | 14%

Development of quality assurance processes — 8% | 31% | 16% | 31% | 14%

Development of student/mobility support services — 14% | 22% | 14% | 43% | 8%

Enhancement of attractiveness/visibility/reputation on regional/national/global level — 22% | 24% | 27% | 12% | 16%

Fostering structured inter-institutional cooperation (for instance through agreements, memorandum of… — 16% | 29% | 22% | 24% | 10%

Development of links with governments, enterprises, NGOs — 4% | 16% | 24% | 39% | 18%

Broadening access to higher education for people from vulnerable or underrepresented groups in your country — 8% | 10% | 20% | 43% | 20%

Contribution to changes in national legislation for higher education cooperation — 8% | 4% | 16% | 43% | 29%

■ To a great extent   ■ To a moderate extent   ■ To a small extent   ■ Not at all   ■ I do not know
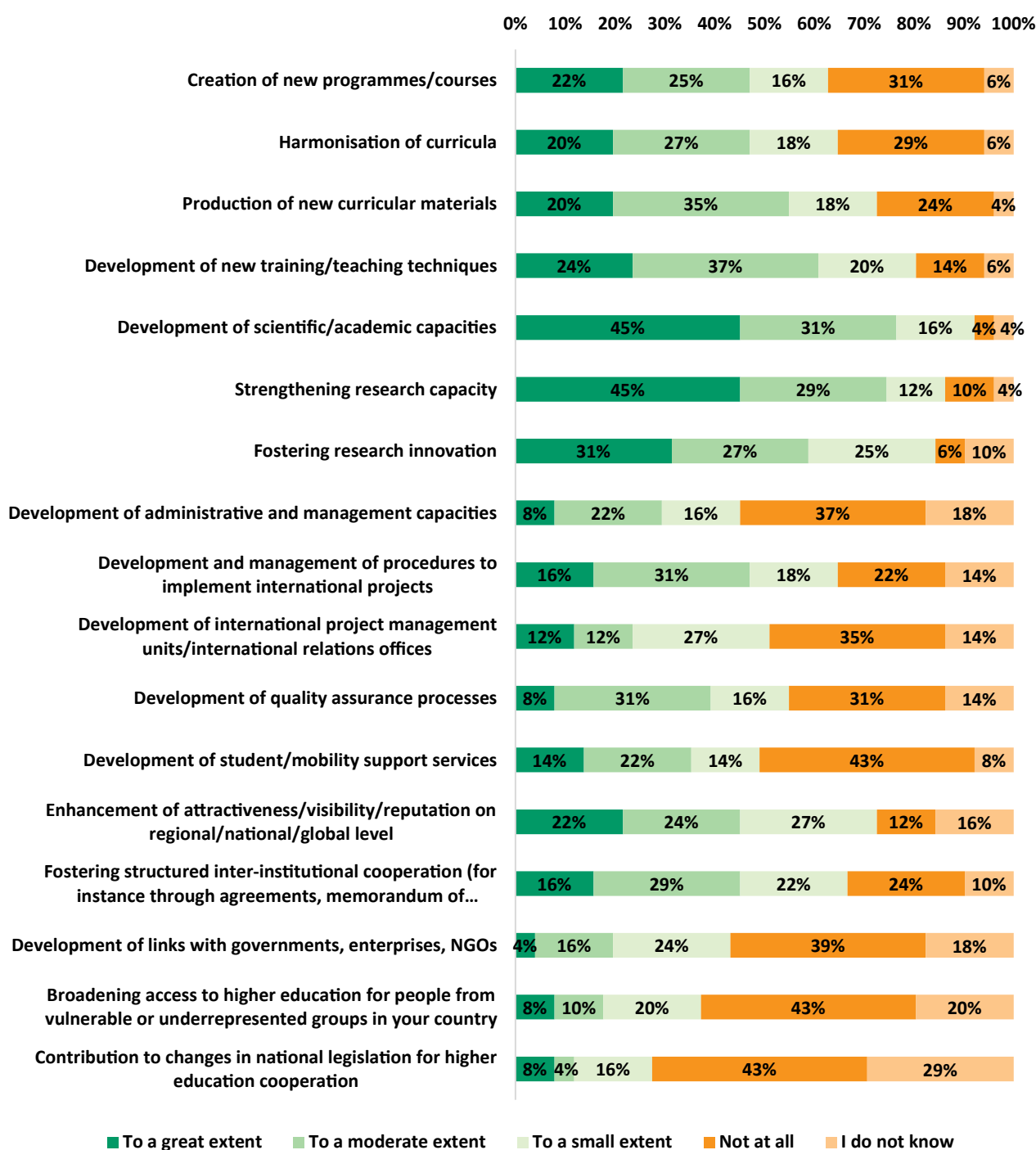
Figure 58 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your home institution in the following aspects (n=51)
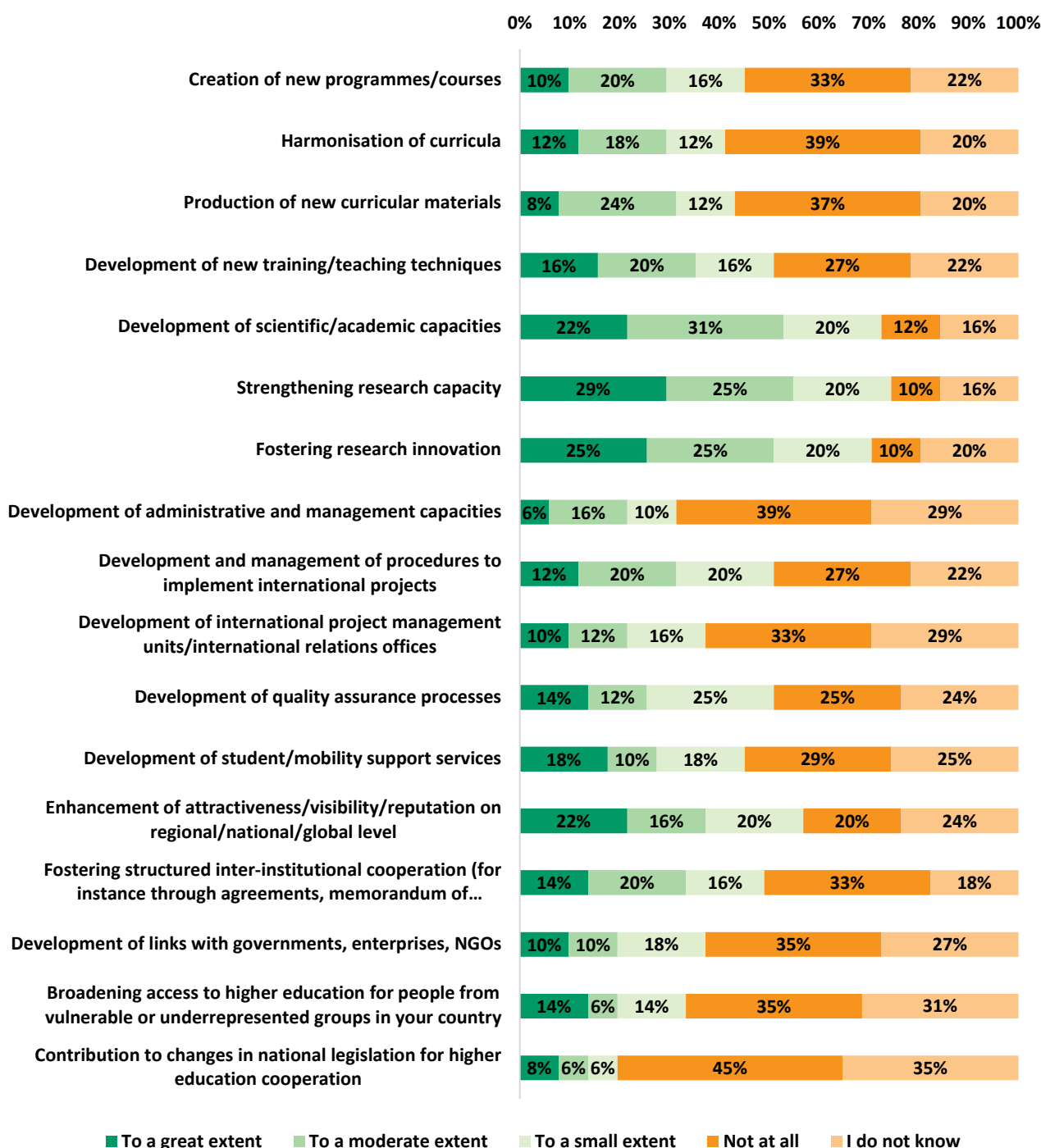
Figure 59– Please rate to which extent the activities carried out during your mobility period had a positive impact on your host institution in the following aspects (n=51)
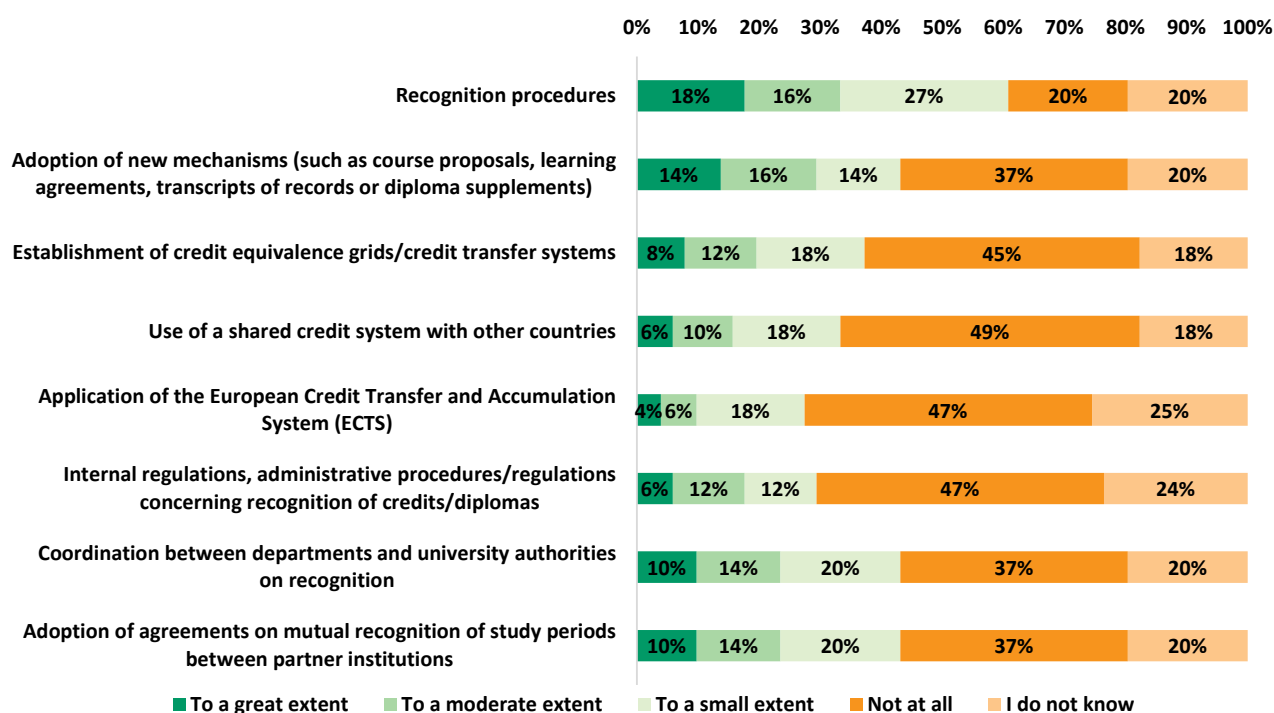
Figure 60 - Please rate to which extent the activities carried out during your mobility period had a positive impact on your home institution in the following aspects related to credit/diploma recognition (n=51)
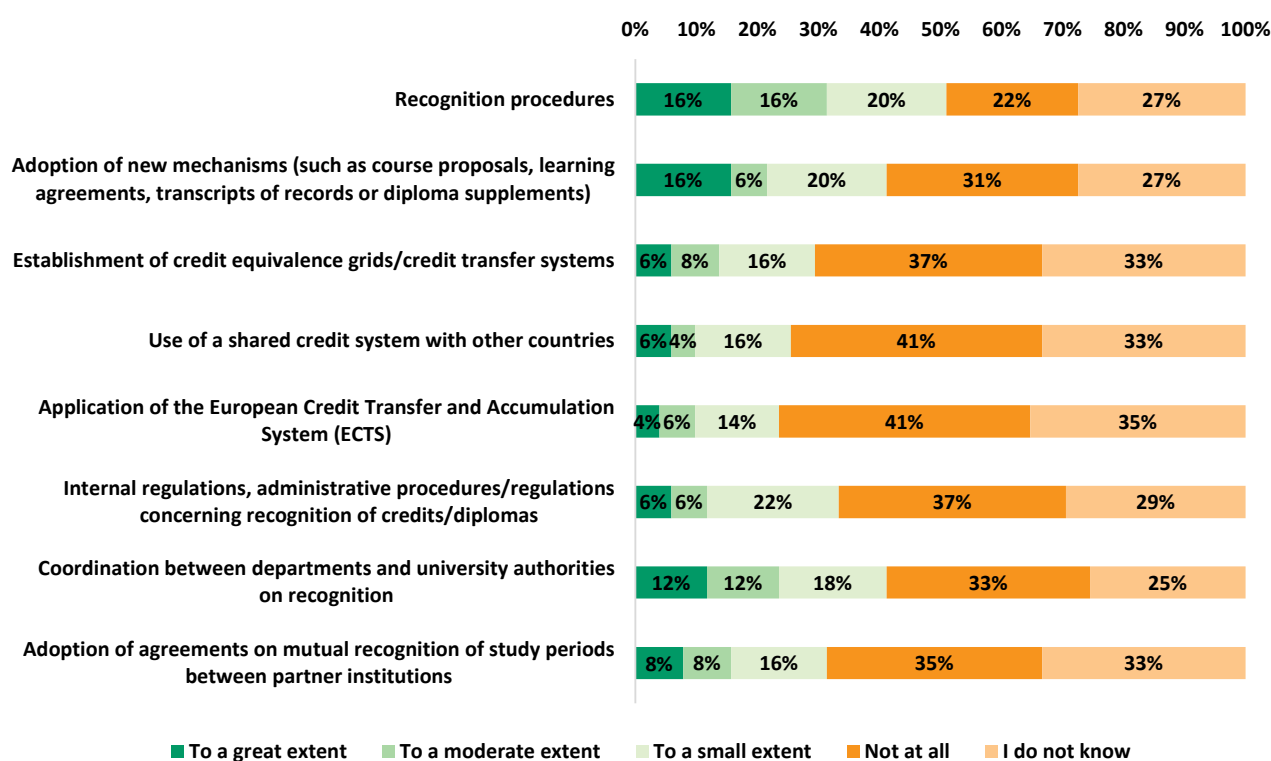

Figure 61 - Please rate to which extent the activities carried out during your mobility period had a positive impact on your host institution in the following aspects related to credit/diploma recognition (n=51)
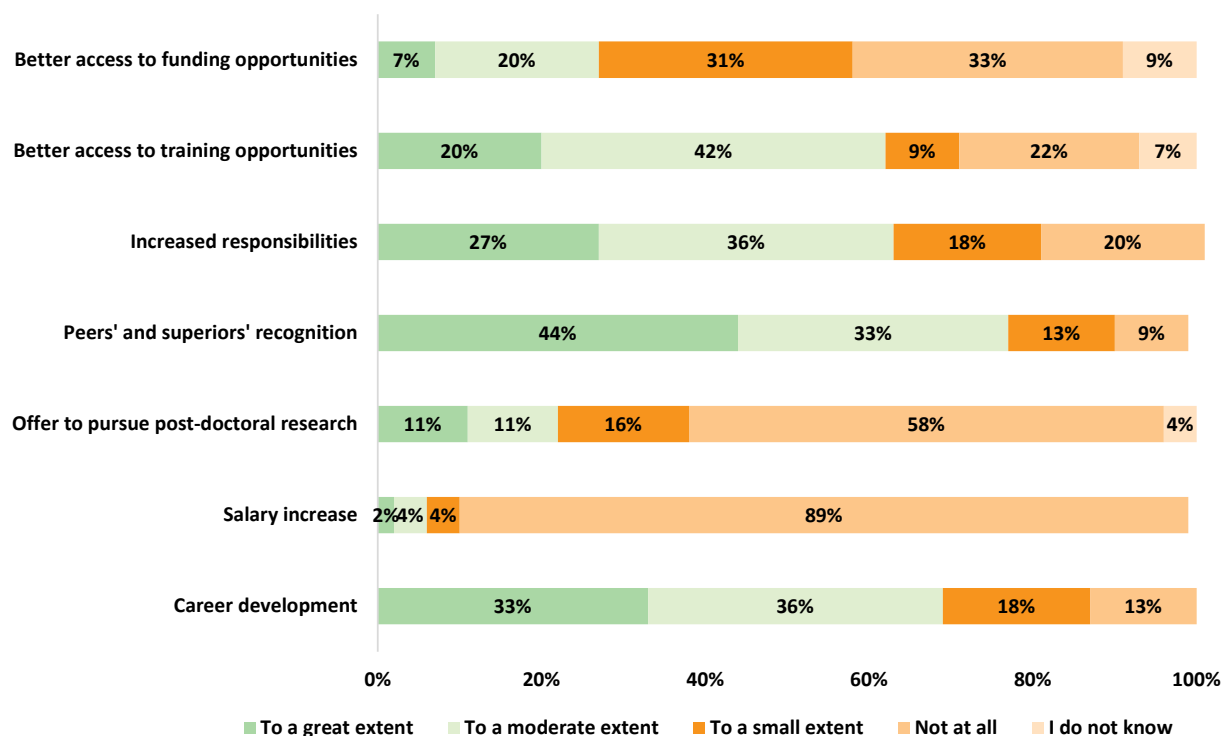
Better access to funding opportunities — To a great extent 7%, To a moderate extent 20%, To a small extent 31%, Not at all 33%, I do not know 9%

Better access to training opportunities — 20%, 42%, 9%, 22%, 7%

Increased responsibilities — 27%, 36%, 18%, 20%

Peers' and superiors' recognition — 44%, 33%, 13%, 9%

Offer to pursue post-doctoral research — 11%, 11%, 16%, 58%, 4%

Salary increase — 2% 4% 4%, 89%

Career development — 33%, 36%, 18%, 13%

Legend: To a great extent · To a moderate extent · To a small extent · Not at all · I do not know

Figure 62 – To which extent was your personal mobility experience recognised in the following ways? (n=45)

I received adequate and useful academic/work/research guidance and mentoring (for instance, from my academic supervisor, advisors, peers, researchers, host institution) — 37%, 49%, 2% 8% 4%

My host university had adequate academic/work/research structures to receive/support me — 35%, 53%, 2% 8% 2%

I was satisfied with the quality of the activities that I pursued at the host university (for instance, studies, training, and research) — 41%, 43%, 12% 2% 2%

The activities that I followed matched my learning/work/research plan or my previous experience — 47%, 45%, 6% 2%

I received adequate and useful preparatory logistical/administrative support to organise my mobility from the host university/coordinator before my mobility period — 33%, 39%, 20%, 4% 4%

My host university had adequate logistical/administrative structures to receiveme/support me (for instance, International relations office or contact person) — 33%, 55%, 8% 4%

I was satisfied with the logistical/administrative support I received — 31%, 53%, 14% 2%

My host university asked me to provide regular feedback on my mobility experience/content — 12%, 47%, 24%, 16% 2%

My feedback was taken into account to improve my mobility experience/content — 16%, 43%, 14%, 14%, 14%

Legend: To a great extent · To a moderate extent · To a small extent · Not at all · I do not know

Figure 63 – Please rate the following statements in relation to your mobility period (n=51)

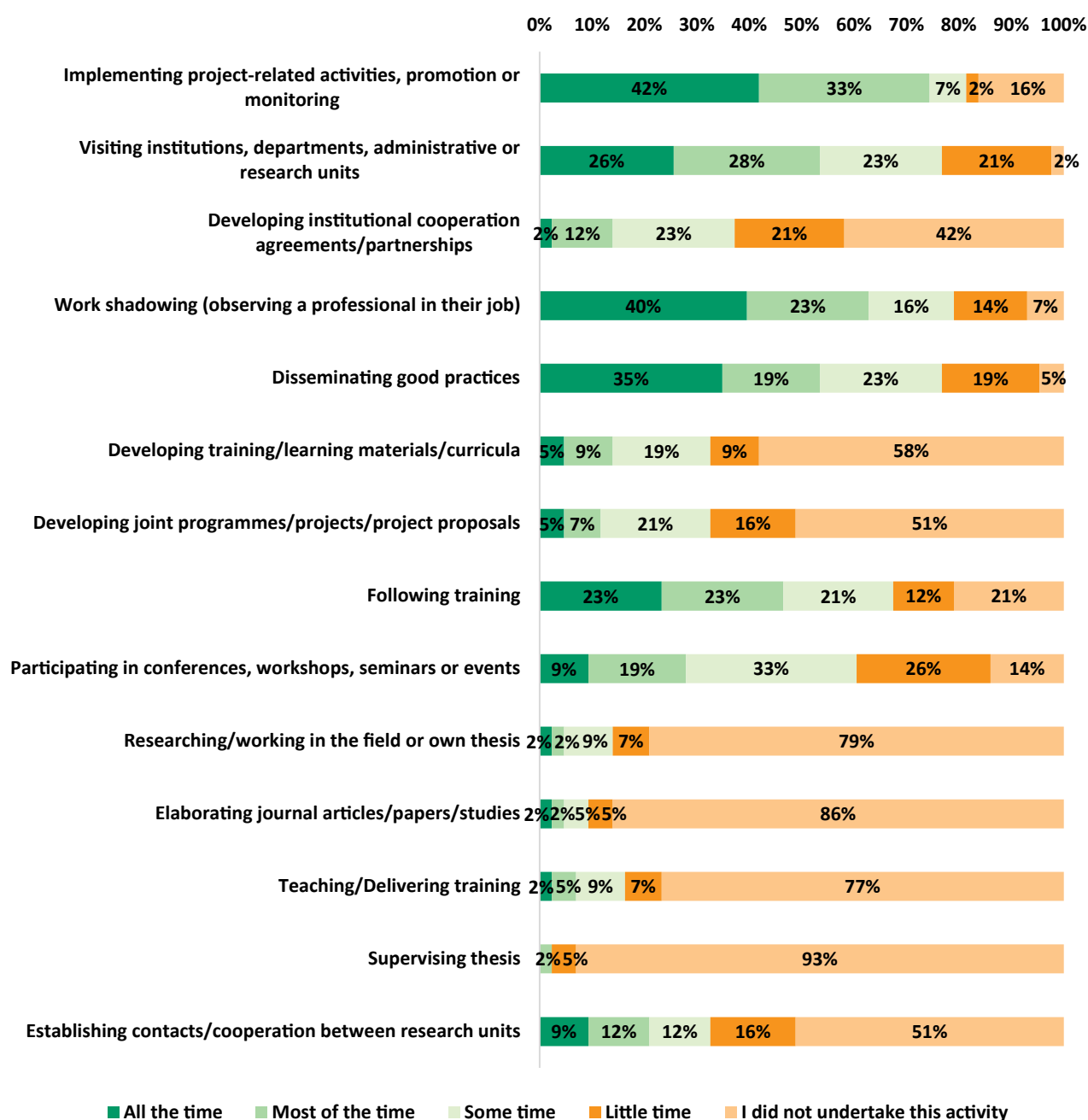## Type of scholarship: Administrative staff

Figure 64 – Please specify how much of your time you allocated to the following activities during your mobility (n=43)
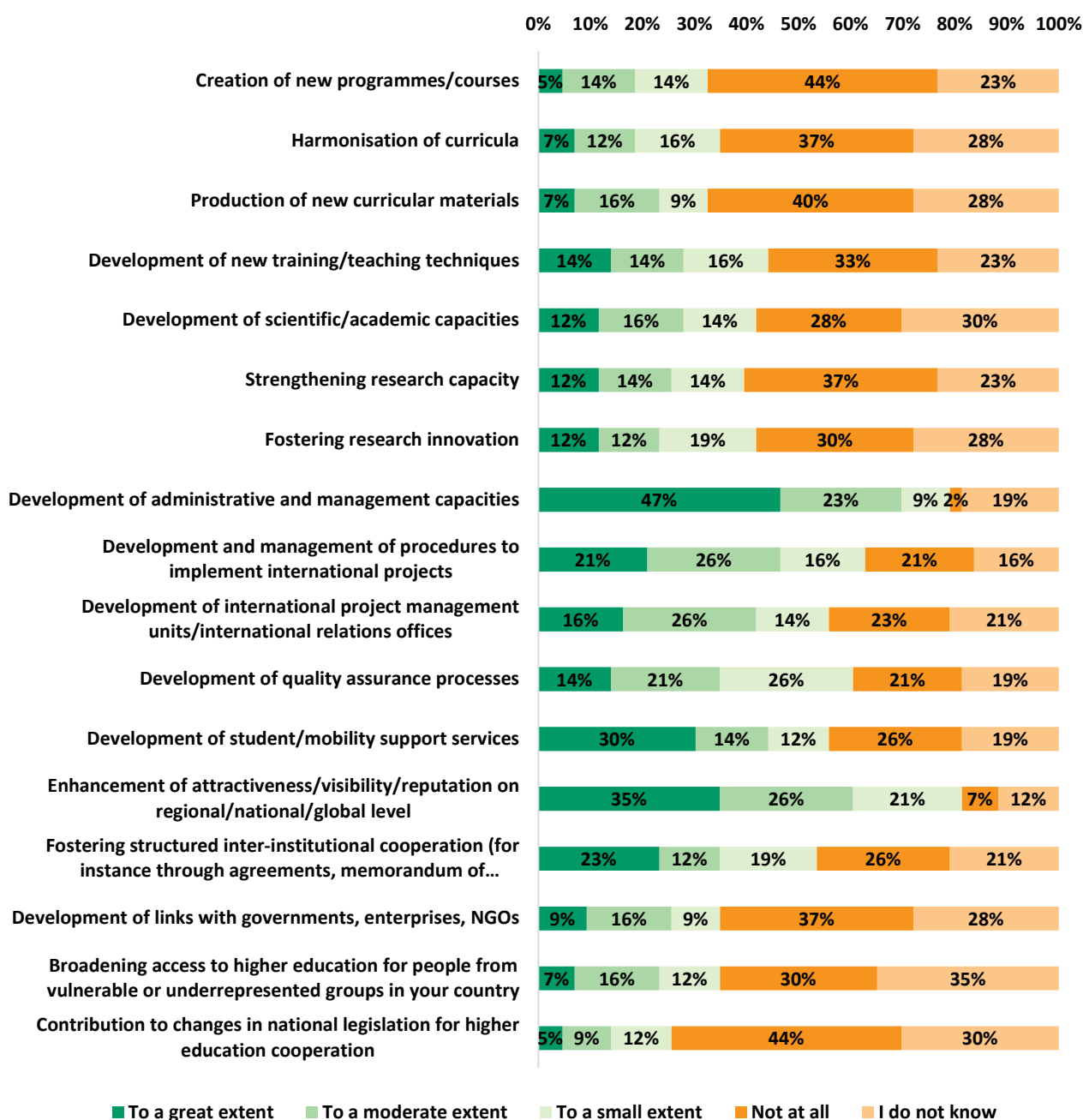
Figure 65 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your home institution in the following aspects (n=43)
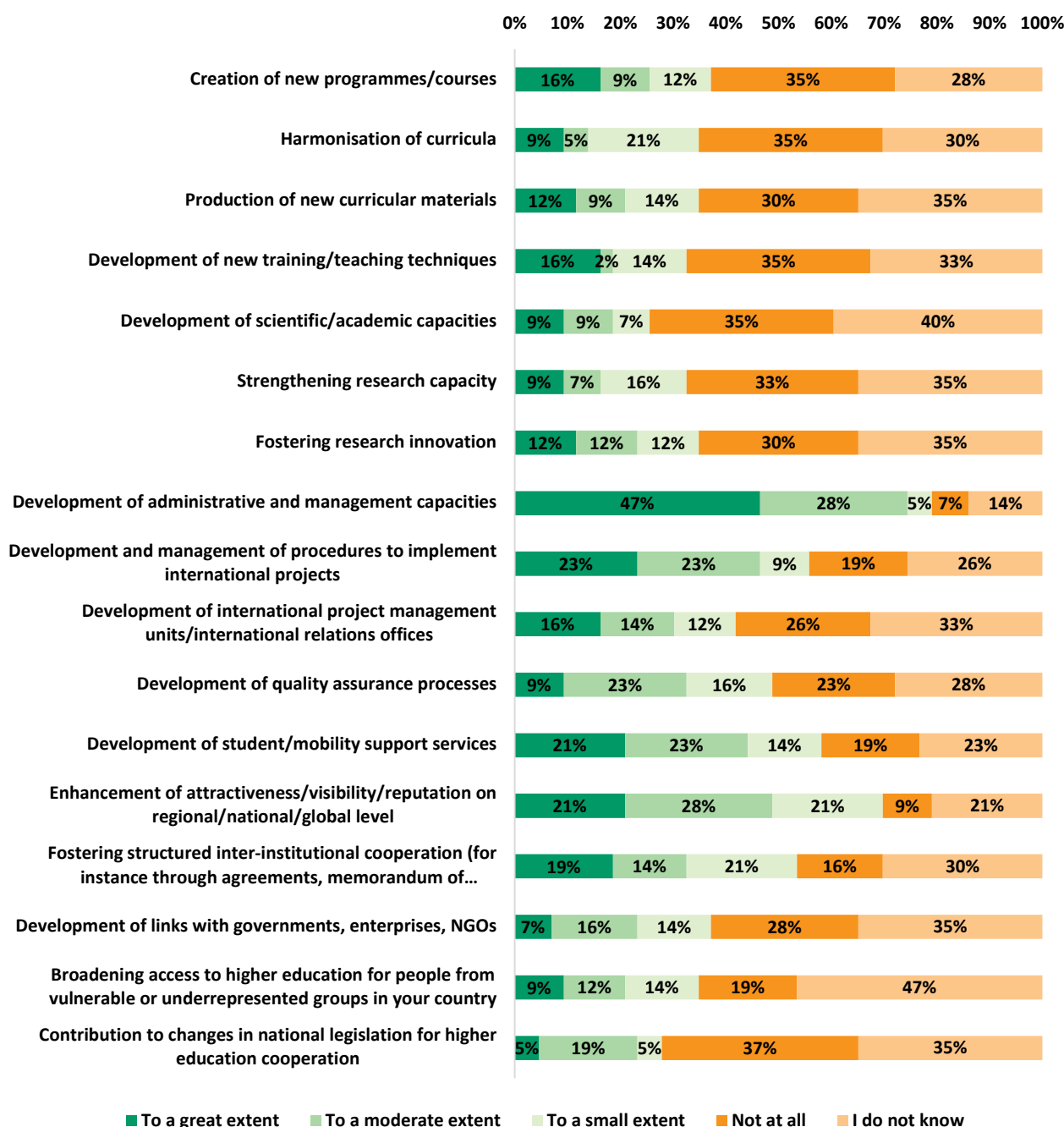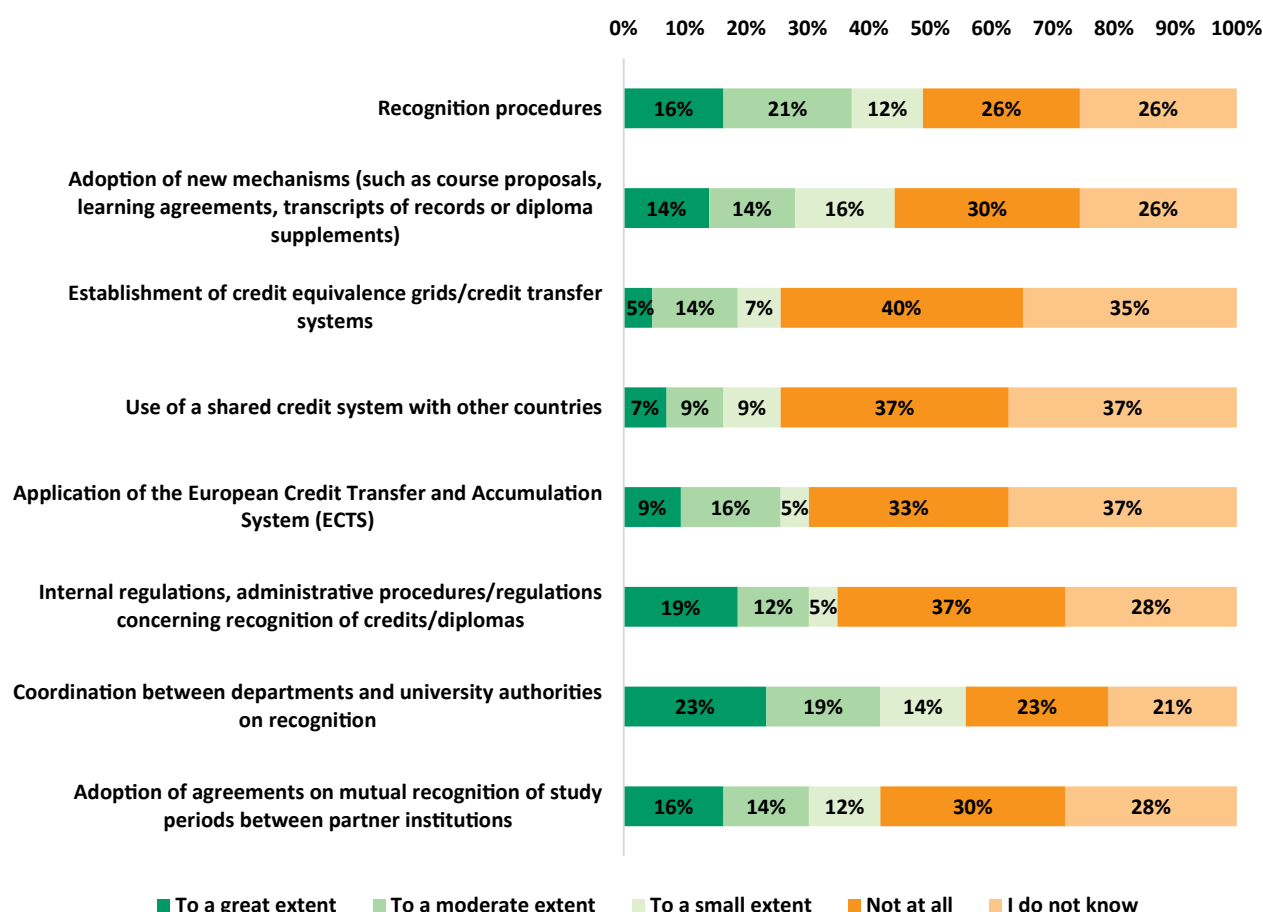
Figure 66 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your host institution in the following aspects (n=43)

Figure 67 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your home institution in the following aspects related to credit/diploma recognition (n=43)
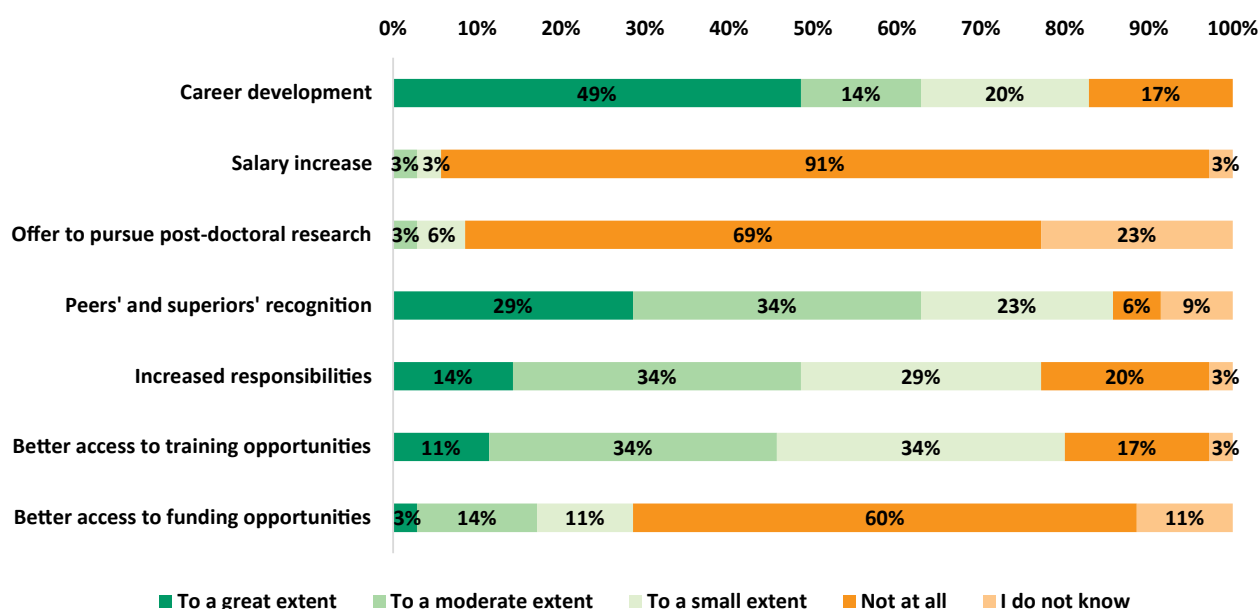

Figure 68 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your host institution in the following aspects related to credit/diploma recognition (n=43)
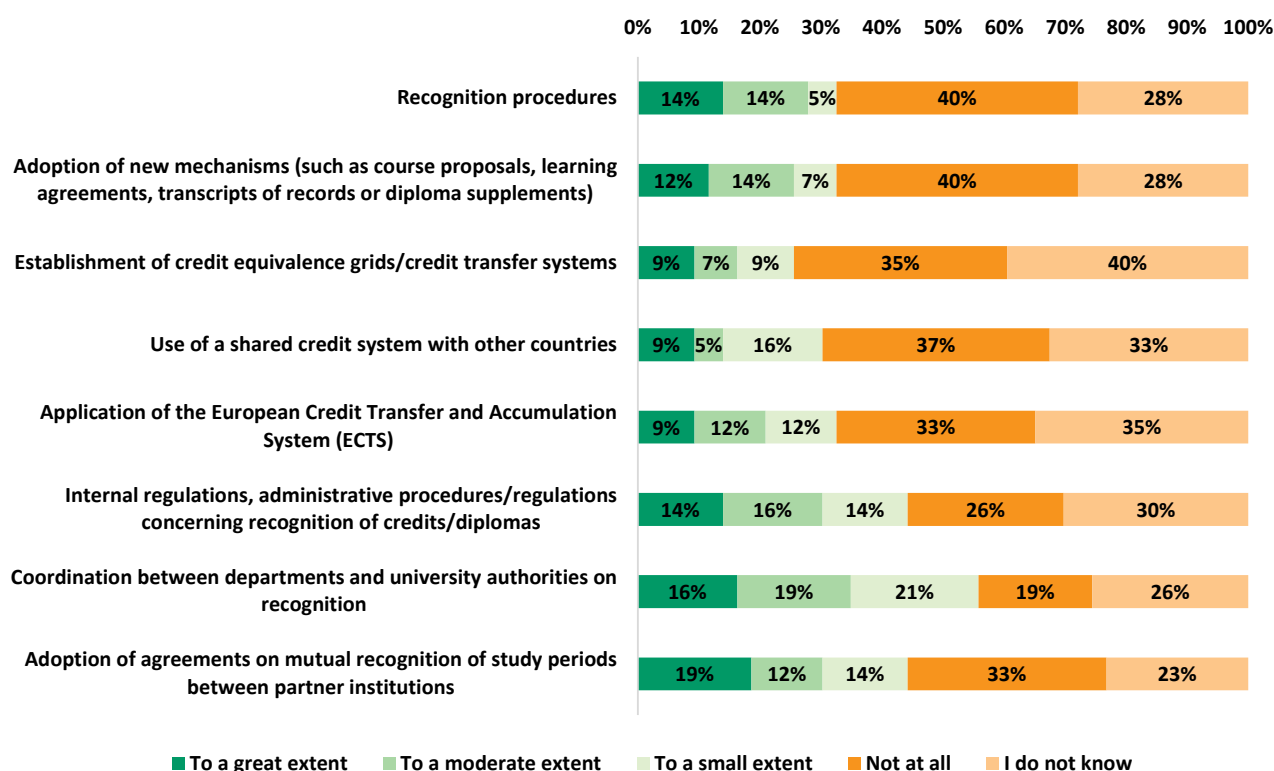
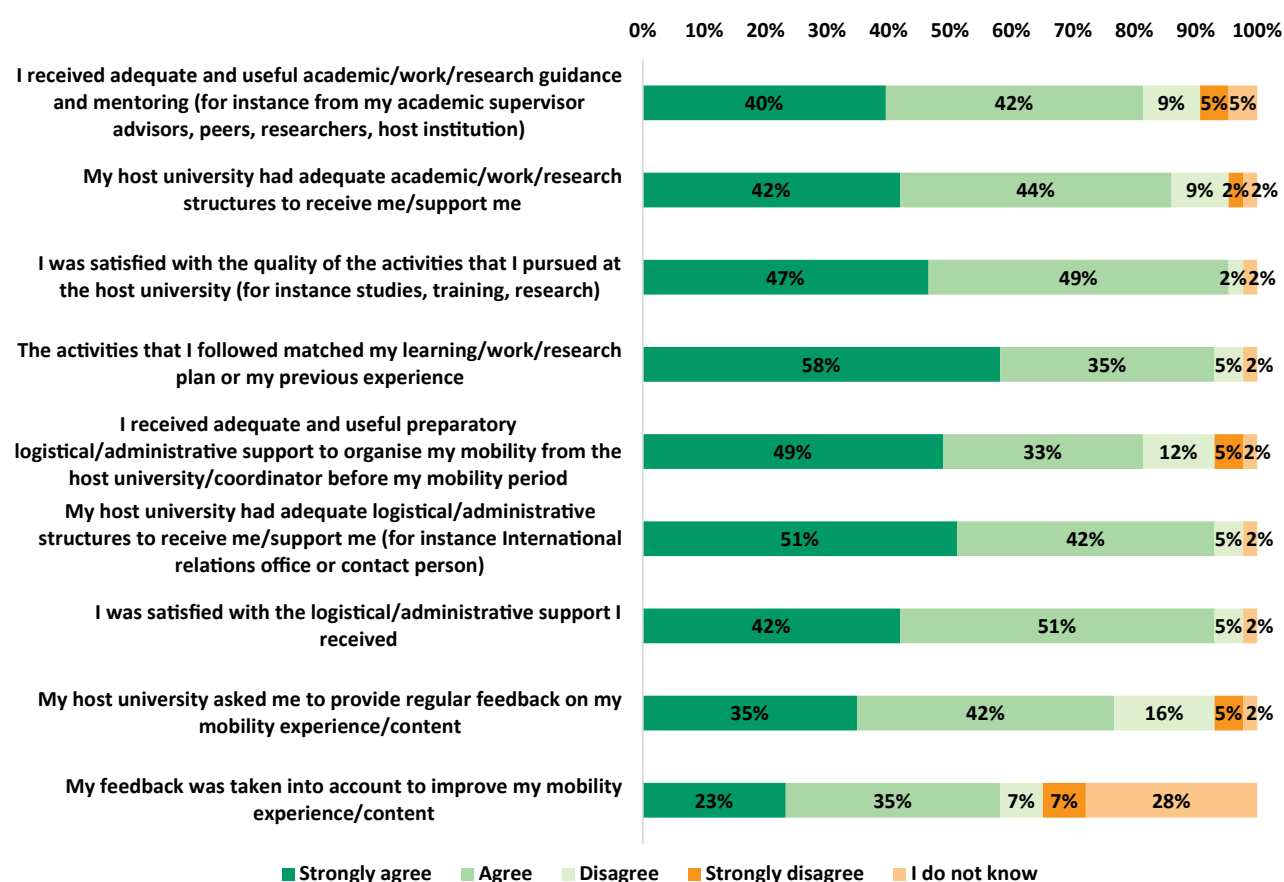Figure 69 – To which extent was your personal mobility experience recognised in the following ways? (n=35)

Figure 70 – Please rate the following statements in relation to your mobility period (n=43)

B: Overall Evaluation of Mobility – the Caribbean and the Pacific

Type of activities during mobility

The scholarship holders from Lot 2 – Caribbean and Pacific have taken part in a range of activities during the course of their mobility. The nature of the primary activities undertaken by the students and staff differed based on the type of their mobility.

The majority of the Master students have mostly focused on following their courses (88%) and carrying out research (83%). 43% of the respondents indicate that they also spent a significant amount of time on writing academic papers. Most of the Master level survey participants spent at least some of their mobility volunteering and participating in scientific events.

When it comes to PhD students, all the respondents (100%) note that they have concentrated on research in the field of their thesis while on exchange. Production of articles (46%), implementation of project related activities (45%), and dissemination of good practices (46%) were also key activities during the mobility. In addition, 54% of the survey participants note that they have spent at least some of the time on strengthening cooperation between research units.

The Academic staff spent most of their time on teaching (44%), conducting research (44%), visiting institutions (44%), and implementing project related activities (33%). In contrast, the Administrative staff predominantly focused on disseminating good practices (67%), job shadowing (62%), and visiting institutions (58%).

Overall satisfaction with the mobility experience

The overwhelming majority of students and staff were satisfied with the services and support provided by the host institutions. It must be noted that the Academic staff are on average more critical of their mobility experience than their counterparts from other types of mobility.

The academic and work guidance was well rated by the majority of Master students (92%), PhD students (68%), and Administrative staff (72%). However, more than half of respondents from Academic staff category (55%) do not believe that the support they received met their expectations. The logistical and administrative assistance provided prior and during the mobility is rated relatively positively, whereby 76% of Master students, 54% of PhD students, and 86% of Administrative staff were satisfied with administrative support. The Academic staff were an exception to this trend as 55% of the survey participants from this category view the administrative support provided to them as unsatisfactory.

The survey results indicate the respondents from different mobility categories have divergent views on how their feedback was taken into account during their mobility. Most of Master students (63%), PhD students (55%), and Administrative staff (62%) note that the host university asked for their feedback on a regular basis, while only 44% of the Academic staff hold the same view. In addition, 52% of Master students and 57% of Administrative staff consider that their feedback was taken into account to improve their mobility experience compared to significantly lower satisfaction rates of PhD students (23%) and Academic staff (22%).

Impact on scholarship holders

The scholarship holders have experienced positive impact in numerous areas. The PhD students and Administrative staff report far-ranging positive effects thanks to their participation in the Programme while Academic staff note more moderate impact.

The majority of respondents agree that the scholarship contributed to their career development to a varying degree. Peers' as well as superiors' recognition and increased level of responsibility are also attributed to the mobility. Notably, 41% of Doctoral level respondents and 25% of Administrative staff report an increase in their earnings as a result of their academic exchange. These two mobility types have also identified access to better training opportunities as a prominent advantage of the Programme (47% PhD students; 50% Administrative staff).

Impact on home institutions

The home institutions have been positively affected by the mobility flows in numerous ways. Based on the opinion of PhD students as well as Academic and Administrative staff, the survey results show that the perceived impact on the home and host institutions varies per type of mobility. Overall, the respondents believe that the sending institutions were more positively impacted than the receiving universities as a result of the Programme.

Both PhD students and Academic staff agree that the home universities have benefitted the most from strengthening research capacities, fostering innovation and improved visibility. The Administrative staff consider development of administrative capacities, fostering inter-institutional cooperation and improved visibility as the key advantages for the sending institutions.

In terms of the impact on recognition of credits or diploma, both the Academic and Administrative staff believe that the positive impact on this area was rather limited. The Academic staff consider that the Programme had most impact on recognition procedures (22%) and coordination between universities on recognition (33%). Generally, the Administrative staff believe that their mobility had a more wide-ranging impact than their counterparts, yet there is a consensus among the two groups on the most favourably affected areas.

Impact on home institutions

The host institutions were also on the receiving end of a variety of benefits thanks to the mobility flows. The results of the survey demonstrate that the positive impact on both home and host institutions is comparable.

Overall, the PhD students and Administrative staff believe that the sending institutions have benefitted more than the receiving institutions across all areas covered by the survey. However, according to Doctoral students the most impact is noticeable in strengthened research capacity (50%) and promotion of innovation (54%), while the Administrative staff view development of administrative capacity (57%) and enhanced visibility (47%) as the most prominent. The Academic staff believe that the host universities profited more from production of new curricula materials and new training compared to the home universities.

With regard to recognition-specific impact on host universities, the Academic staff believe it to be very minor. In contrast, Administrative staff report at least some positive effect on recognition in all the areas covered by the survey with an emphasis on coordination between universities on recognition (34%) and adoption of agreements on mutual recognition (33%).

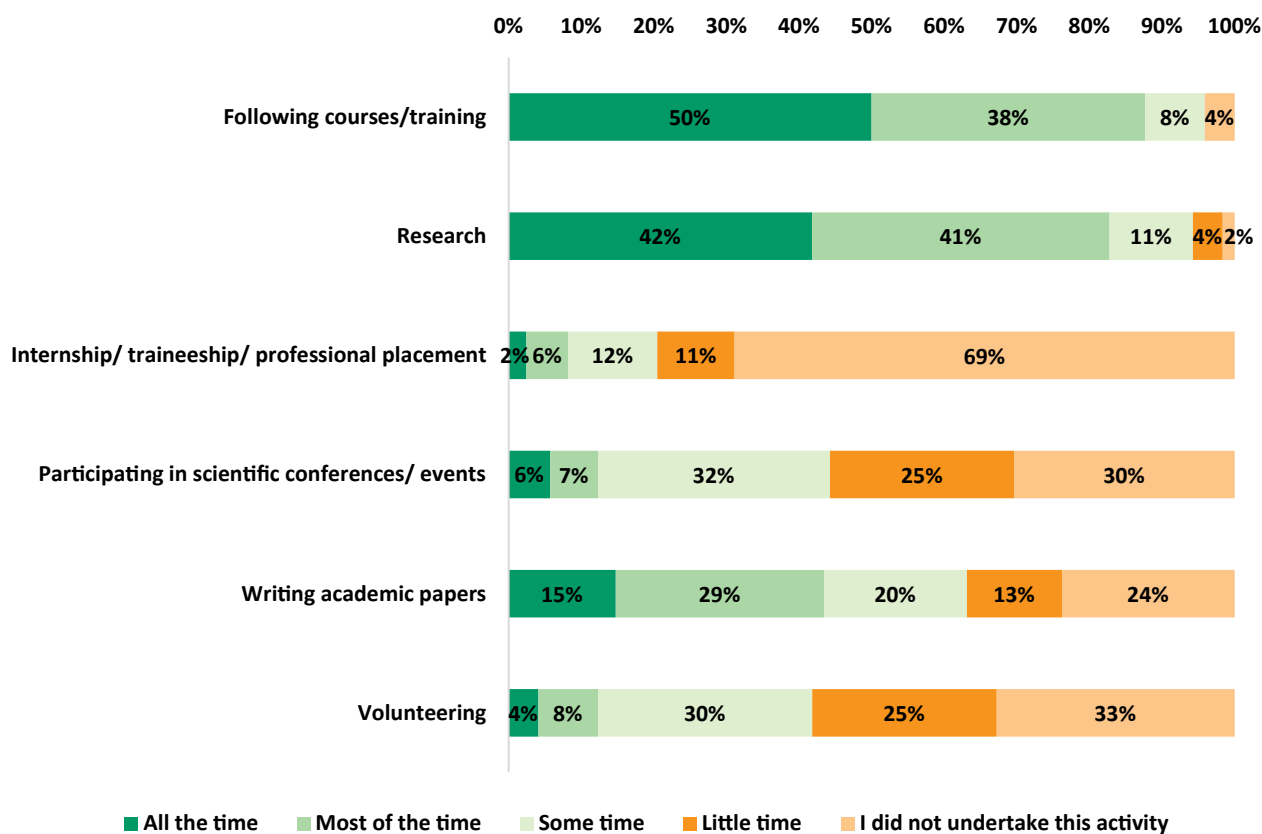# Type of scholarship: Master

Figure 71 – Please specify which amount of your time you allocated to the following activities during your mobility (n=122)
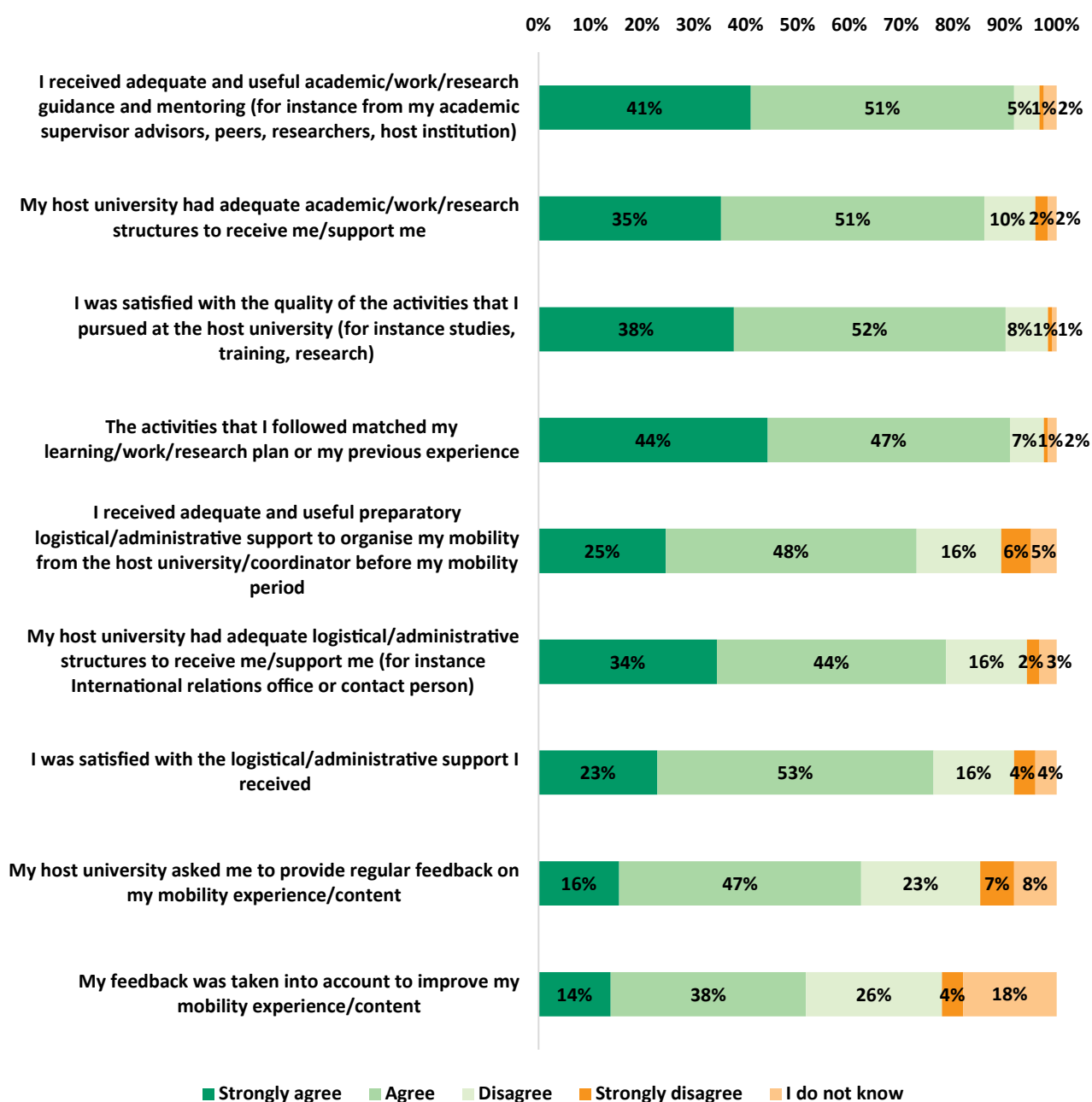
Figure 72 – Please rate the following statements in relation to your mobility period (n=122)
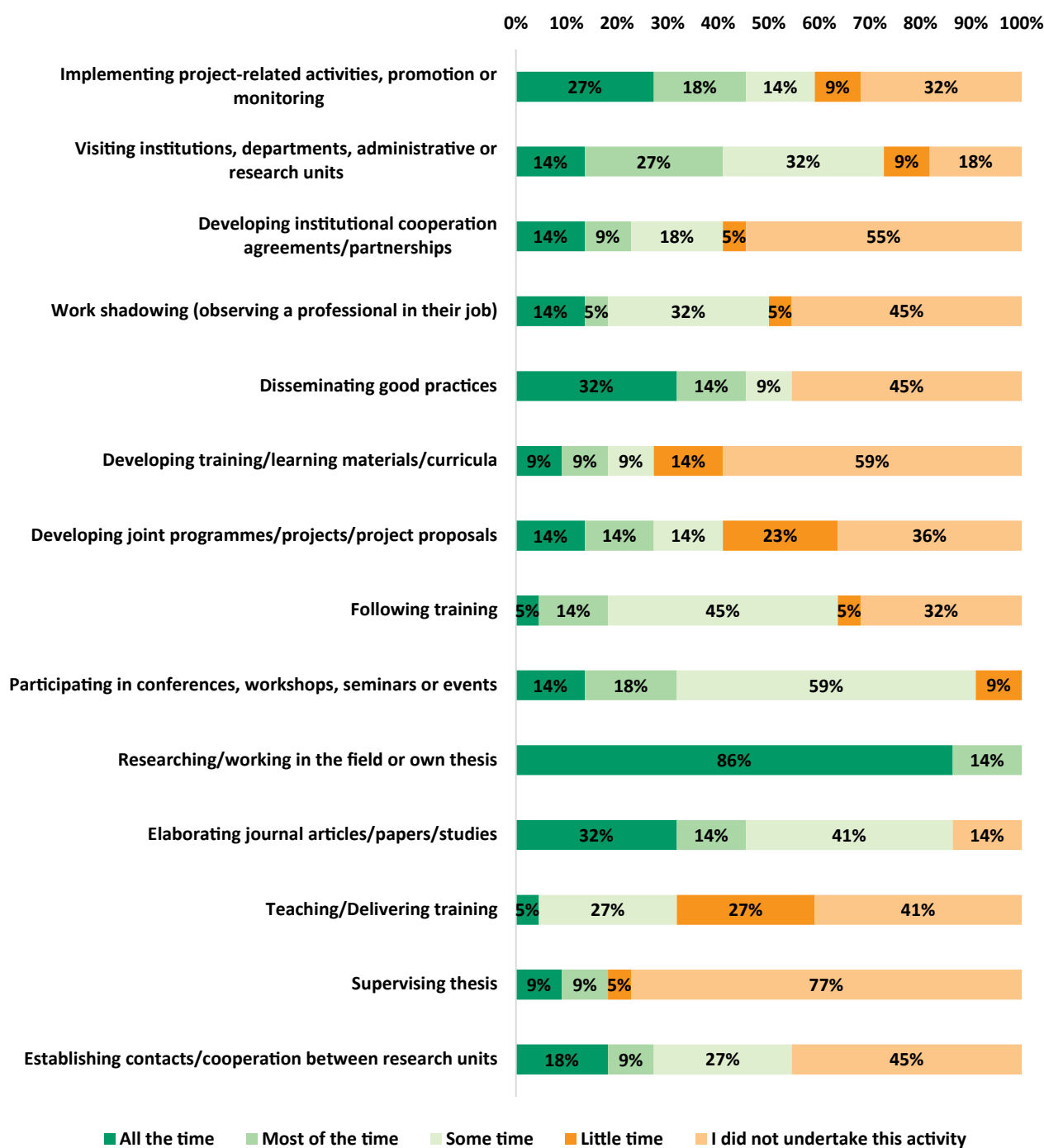
Type of scholarship: PhD

Figure 73 – Please specify how much of your time you allocated to the following activities during your mobility (n=22)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Creation of new programmes/courses — 23% | 9% | 14% | 23% | 32%

Harmonisation of curricula — 23% | 9% | 5% | 27% | 36%

Production of new curricular materials — 23% | 14% | 9% | 23% | 32%

Development of new training/teaching techniques — 23% | 5% | 9% | 27% | 36%

Development of scientific/academic capacities — 32% | 14% | 14% | 18% | 23%

Strengthening research capacity — 41% | 18% | 14% | 9% | 18%

Fostering research innovation — 32% | 23% | 14% | 14% | 18%

Development of administrative and management capacities — 14% | 18% | 9% | 23% | 36%

Development and management of procedures to implement international projects — 18% | 5% | 9% | 36% | 32%

Development of international project management units/international relations offices — 23% | 9% | 5% | 27% | 36%

Development of quality assurance processes — 23% | 14% | 0% | 27% | 36%

Development of student/mobility support services — 27% | 9% | 18% | 23% | 23%

Enhancement of attractiveness/visibility/reputation on regional/national/global level — 36% | 9% | 14% | 14% | 27%

Fostering structured inter-institutional cooperation (for instance through agreements, memorandum of… — 27% | 9% | 9% | 23% | 32%

Development of links with governments, enterprises, NGOs — 23% | 9% | 14% | 18% | 36%

Broadening access to higher education for people from vulnerable or underrepresented groups in your country — 27% | 9% | 14% | 23% | 27%

Contribution to changes in national legislation for higher education cooperation — 18% | 14% | 14% | 23% | 32%

■ To a great extent ■ To a moderate extent ■ To a small extent ■ Not at all ■ I do not know

Figure 74 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your home institution in the following aspects (n=208)
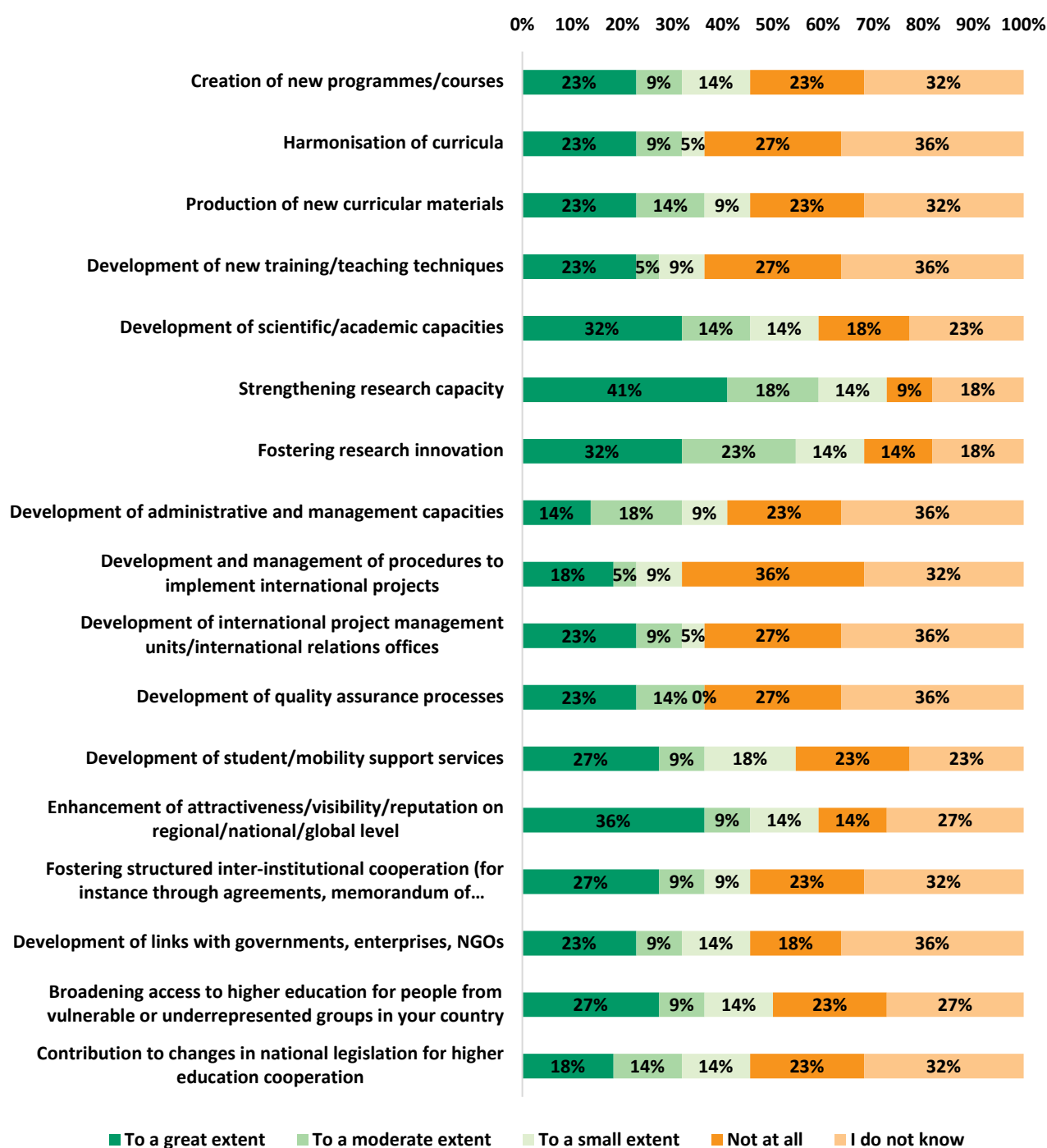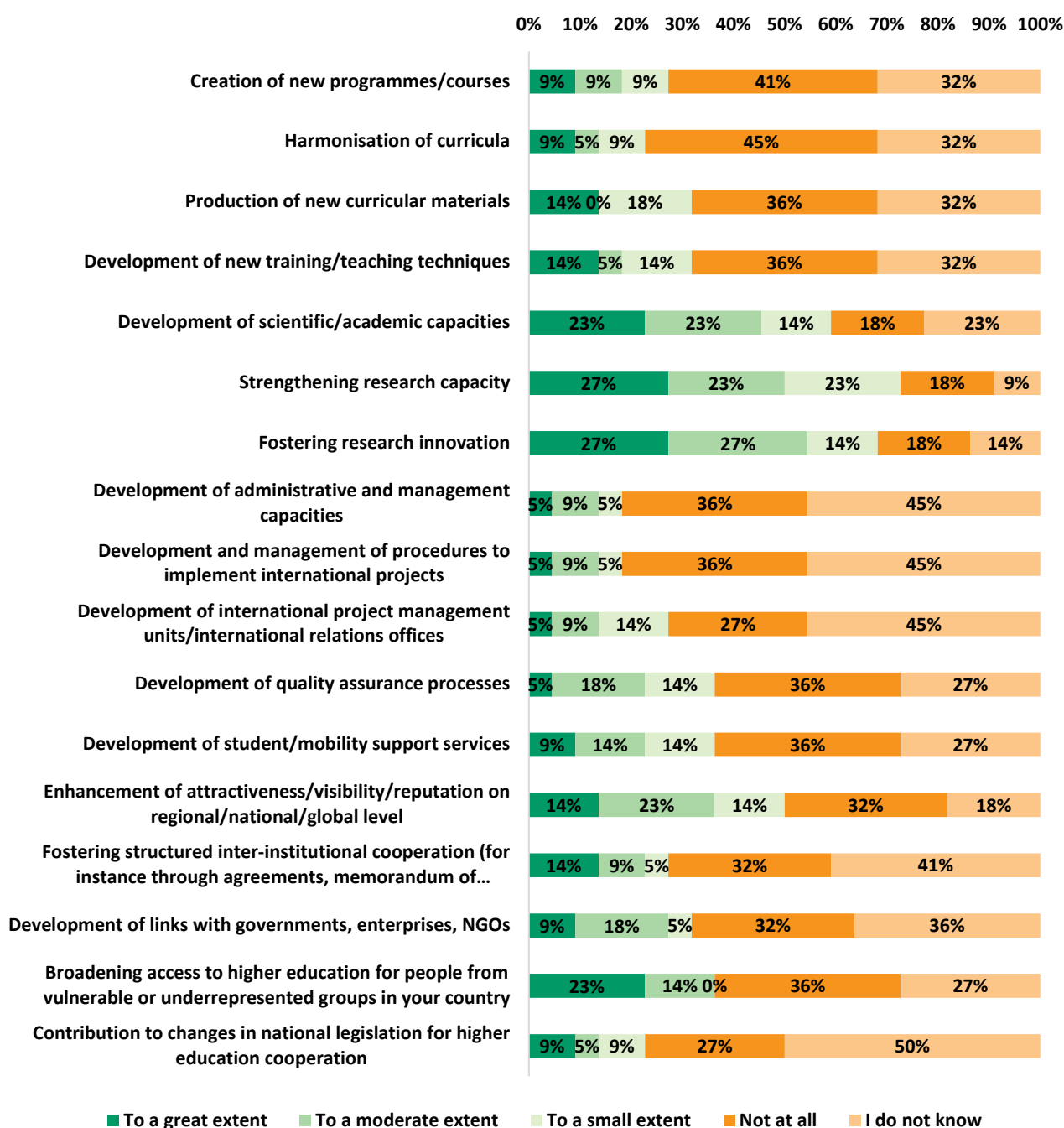
Figure 75 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your host institution in the following aspects (n=22)
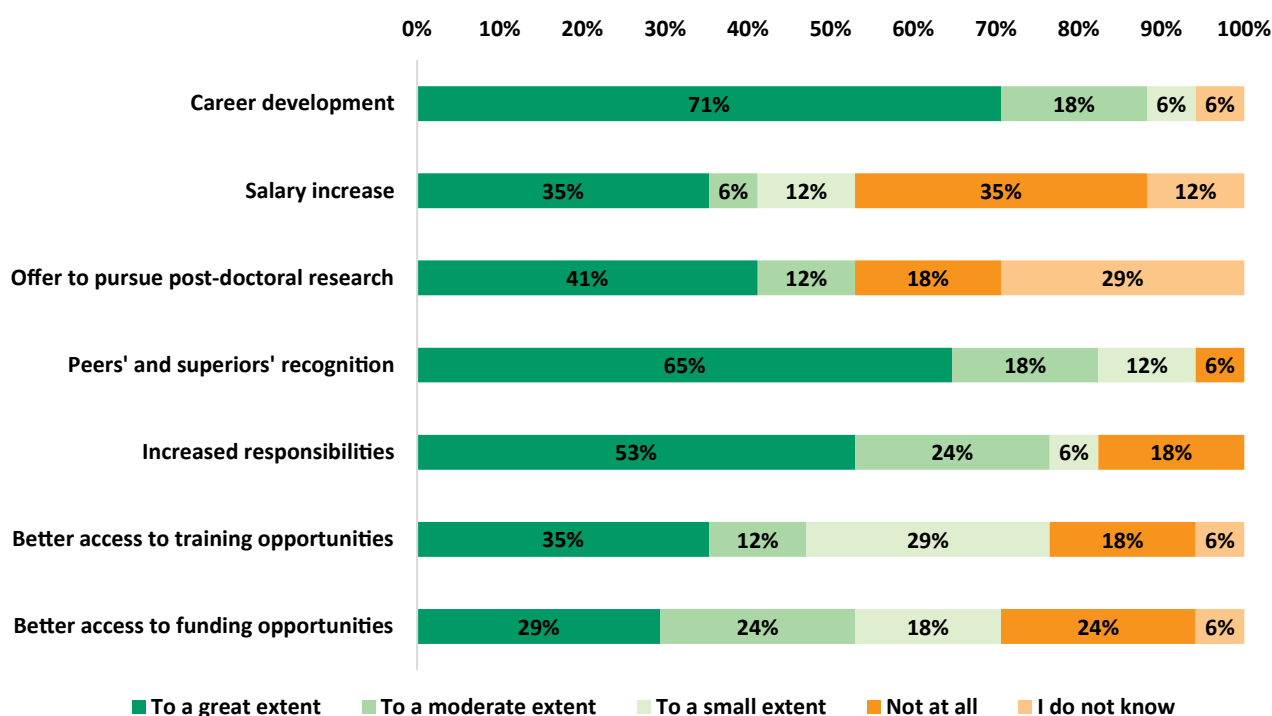
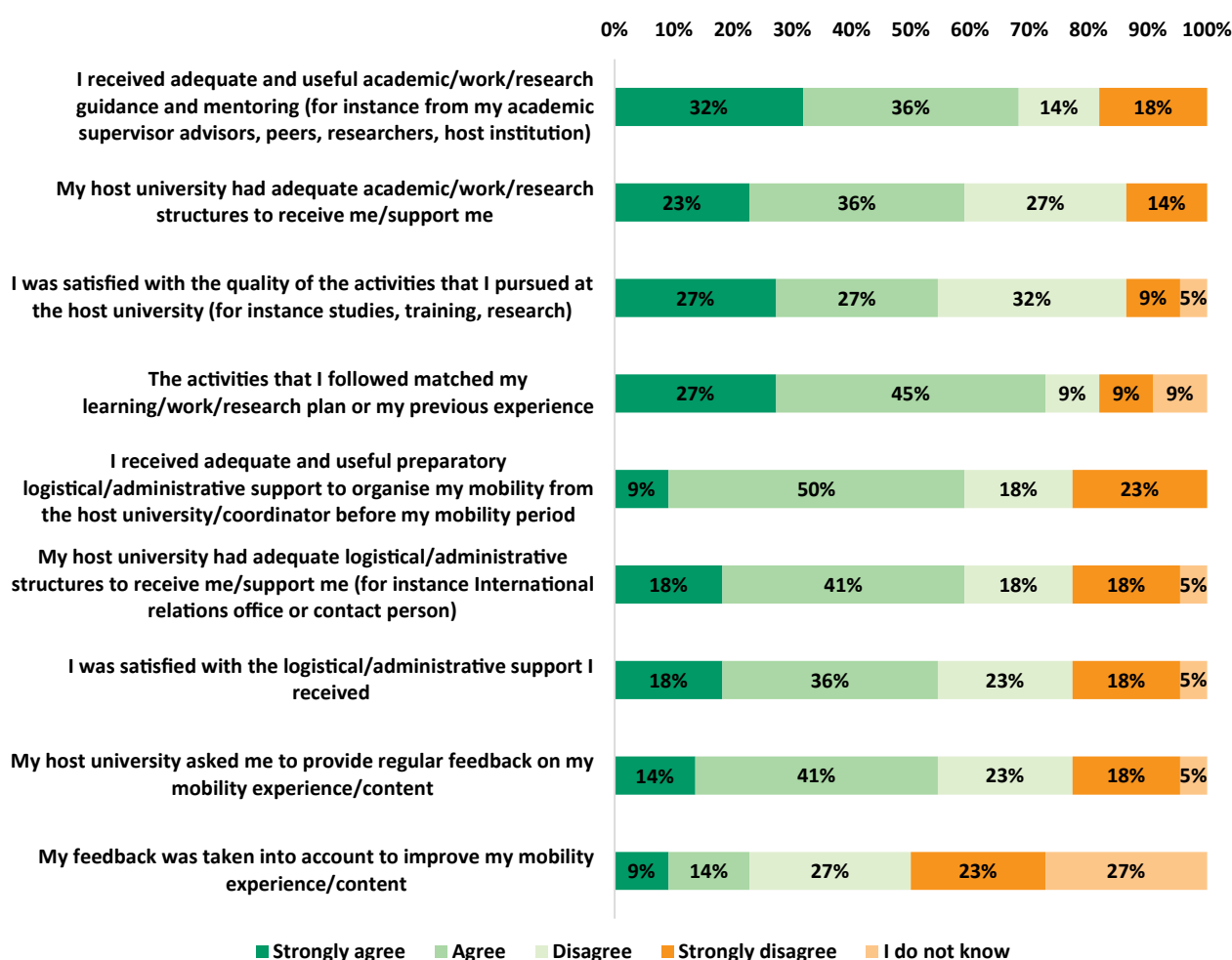**Figure 76 – To which extent was your personal mobility experience recognised in the following ways? (n=17)**

Career development: 71% To a great extent, 18% To a moderate extent, 6% To a small extent, 6% I do not know

Salary increase: 35% To a great extent, 6% To a moderate extent, 12% To a small extent, 35% Not at all, 12% I do not know

Offer to pursue post-doctoral research: 41% To a great extent, 12% To a small extent, 18% Not at all, 29% I do not know

Peers' and superiors' recognition: 65% To a great extent, 18% To a moderate extent, 12% To a small extent, 6% I do not know

Increased responsibilities: 53% To a great extent, 24% To a moderate extent, 6% To a small extent, 18% Not at all

Better access to training opportunities: 35% To a great extent, 12% To a moderate extent, 29% To a small extent, 18% Not at all, 6% I do not know

Better access to funding opportunities: 29% To a great extent, 24% To a moderate extent, 18% To a small extent, 24% Not at all, 6% I do not know

Legend: To a great extent / To a moderate extent / To a small extent / Not at all / I do not know

Figure 77 – Please rate the following statements in relation to your mobility period (n=22)

I received adequate and useful academic/work/research guidance and mentoring (for instance from my academic supervisor advisors, peers, researchers, host institution): 32% Strongly agree, 36% Agree, 14% Disagree, 18% Strongly disagree

My host university had adequate academic/work/research structures to receive me/support me: 23% Strongly agree, 36% Agree, 27% Disagree, 14% Strongly disagree

I was satisfied with the quality of the activities that I pursued at the host university (for instance studies, training, research): 27% Strongly agree, 27% Agree, 32% Disagree, 9% Strongly disagree, 5% I do not know

The activities that I followed matched my learning/work/research plan or my previous experience: 27% Strongly agree, 45% Agree, 9% Disagree, 9% Strongly disagree, 9% I do not know

I received adequate and useful preparatory logistical/administrative support to organise my mobility from the host university/coordinator before my mobility period: 9% Strongly agree, 50% Agree, 18% Disagree, 23% Strongly disagree

My host university had adequate logistical/administrative structures to receive me/support me (for instance International relations office or contact person): 18% Strongly agree, 41% Agree, 18% Disagree, 18% Strongly disagree, 5% I do not know

I was satisfied with the logistical/administrative support I received: 18% Strongly agree, 36% Agree, 23% Disagree, 18% Strongly disagree, 5% I do not know

My host university asked me to provide regular feedback on my mobility experience/content: 14% Strongly agree, 41% Agree, 23% Disagree, 18% Strongly disagree, 5% I do not know

My feedback was taken into account to improve my mobility experience/content: 9% Strongly agree, 14% Agree, 27% Disagree, 23% Strongly disagree, 27% I do not know

Legend: Strongly agree / Agree / Disagree / Strongly disagree / I do not know

Type of scholarship: Academic staff
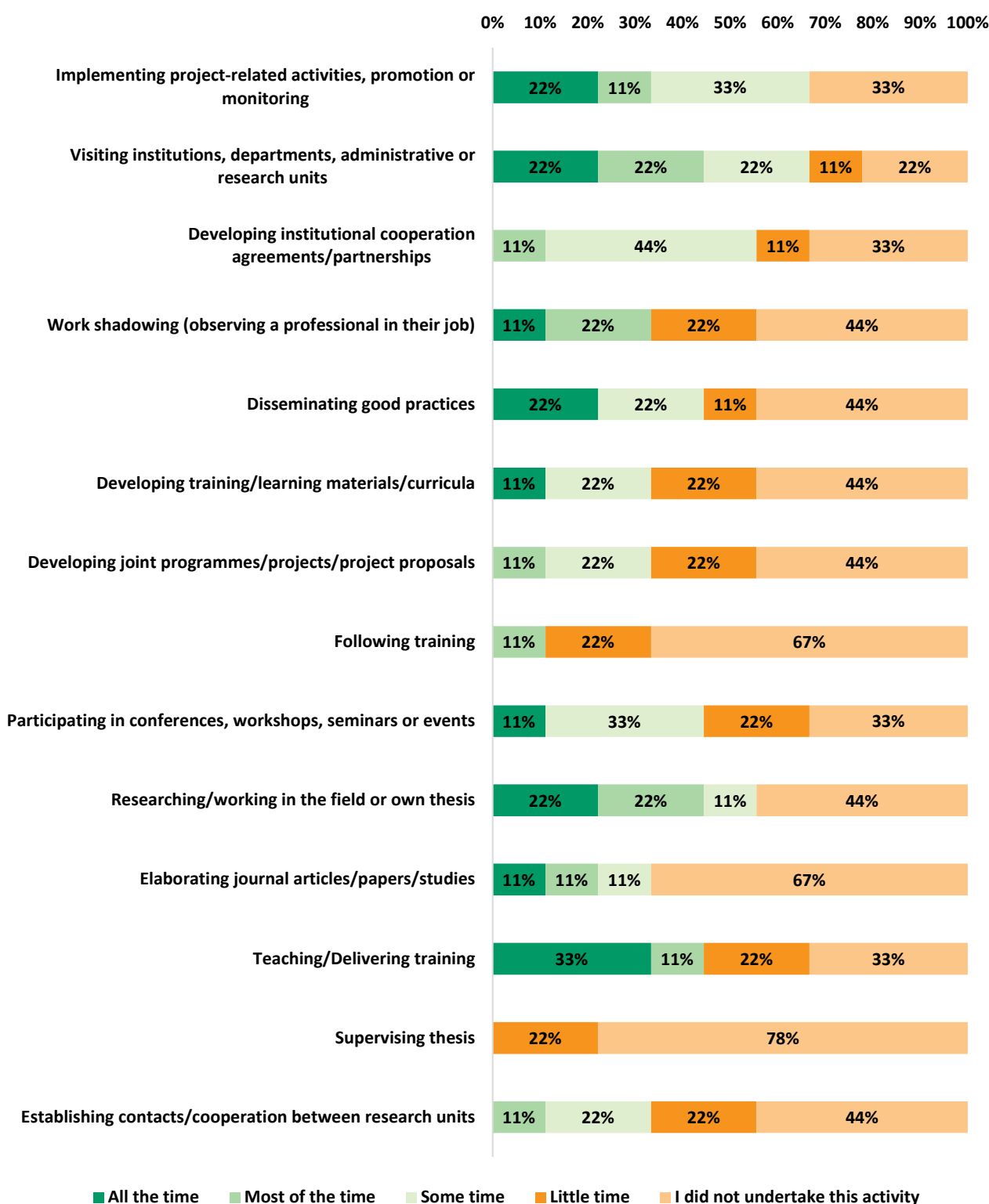

Figure 78 – Please specify how much of your time you allocated to the following activities during your mobility (n=9)
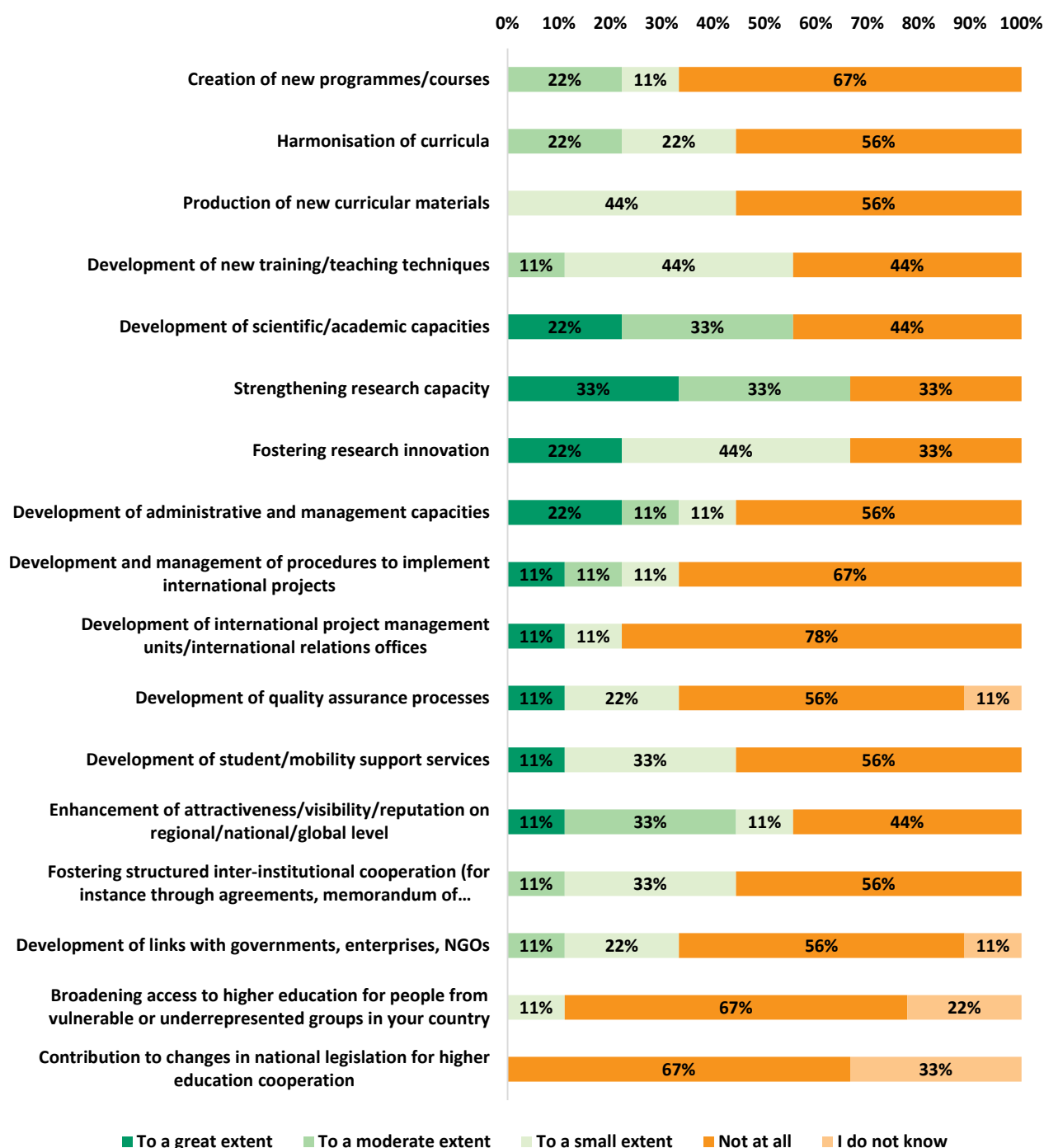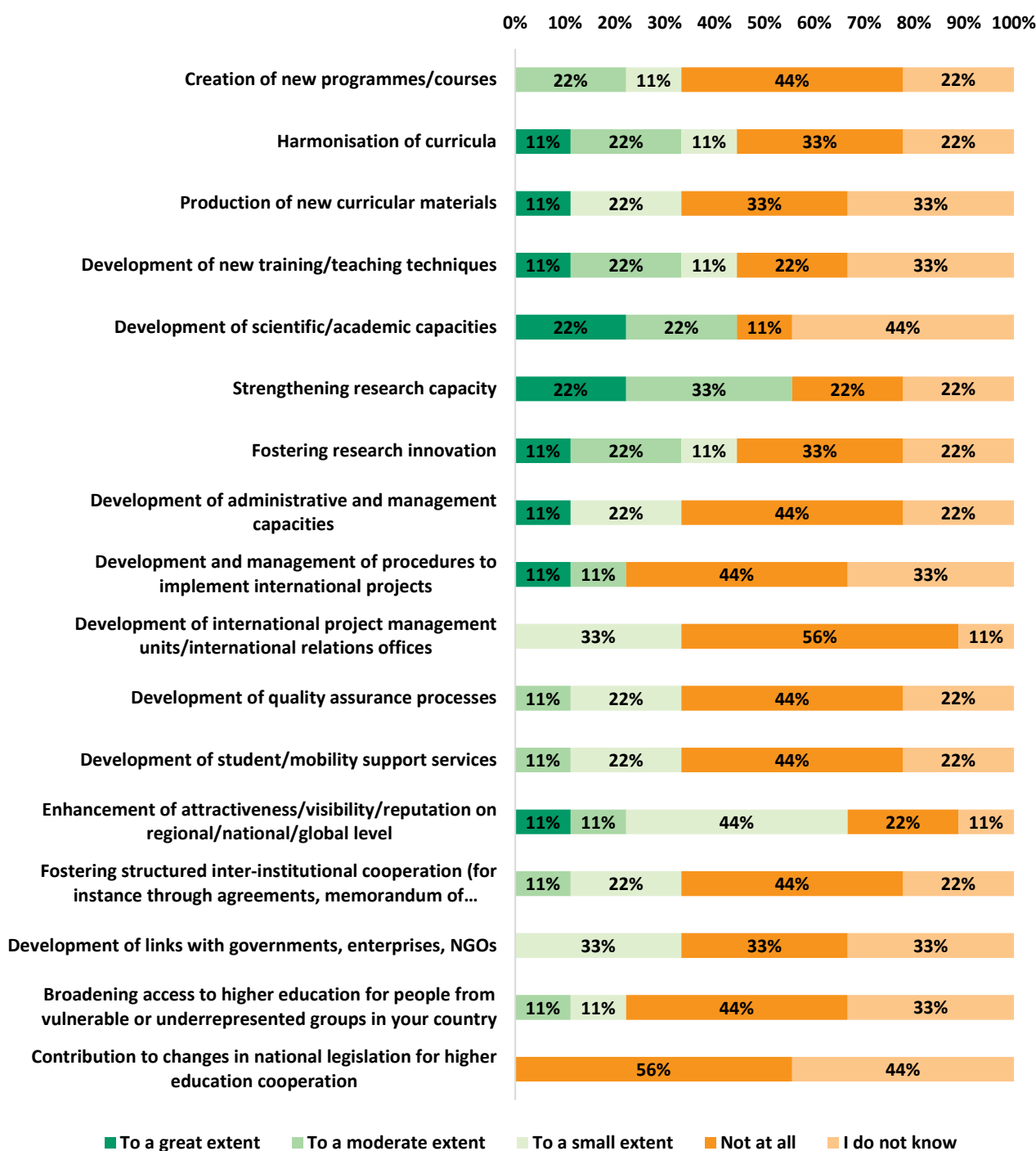
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Creation of new programmes/courses	22% / 11% / 67%
Harmonisation of curricula	22% / 22% / 56%
Production of new curricular materials	44% / 56%
Development of new training/teaching techniques	11% / 44% / 44%
Development of scientific/academic capacities	22% / 33% / 44%
Strengthening research capacity	33% / 33% / 33%
Fostering research innovation	22% / 44% / 33%
Development of administrative and management capacities	22% / 11% / 11% / 56%
Development and management of procedures to implement international projects	11% / 11% / 11% / 67%
Development of international project management units/international relations offices	11% / 11% / 78%
Development of quality assurance processes	11% / 22% / 56% / 11%
Development of student/mobility support services	11% / 33% / 56%
Enhancement of attractiveness/visibility/reputation on regional/national/global level	11% / 33% / 11% / 44%
Fostering structured inter-institutional cooperation (for instance through agreements, memorandum of…	11% / 33% / 56%
Development of links with governments, enterprises, NGOs	11% / 22% / 56% / 11%
Broadening access to higher education for people from vulnerable or underrepresented groups in your country	11% / 67% / 22%
Contribution to changes in national legislation for higher education cooperation	67% / 33%

■ To a great extent ■ To a moderate extent ■ To a small extent ■ Not at all ■ I do not know

Figure 79 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your home institution in the following aspects (n=9)

Figure 80 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your host institution in the following aspects (n=9)
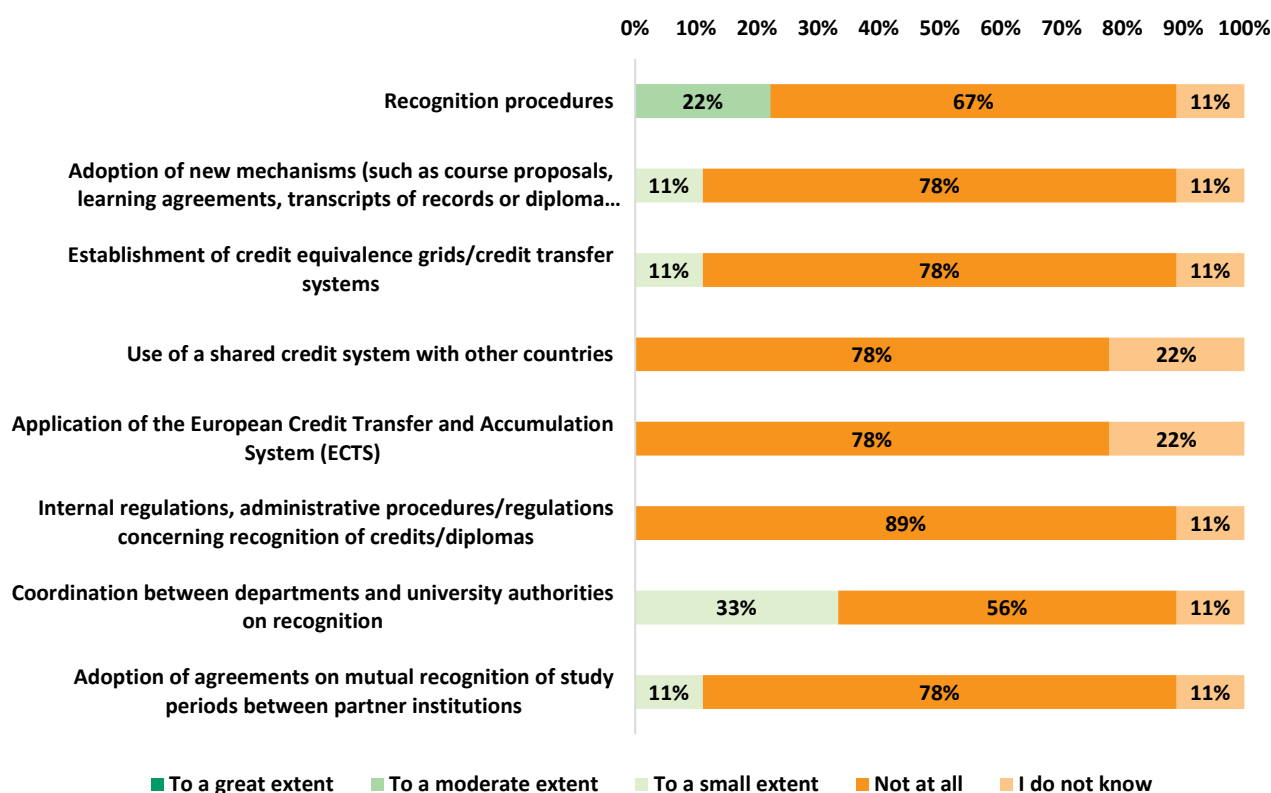
Figure 81 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your home institution in the following aspects related to credit/diploma recognition (n=9)
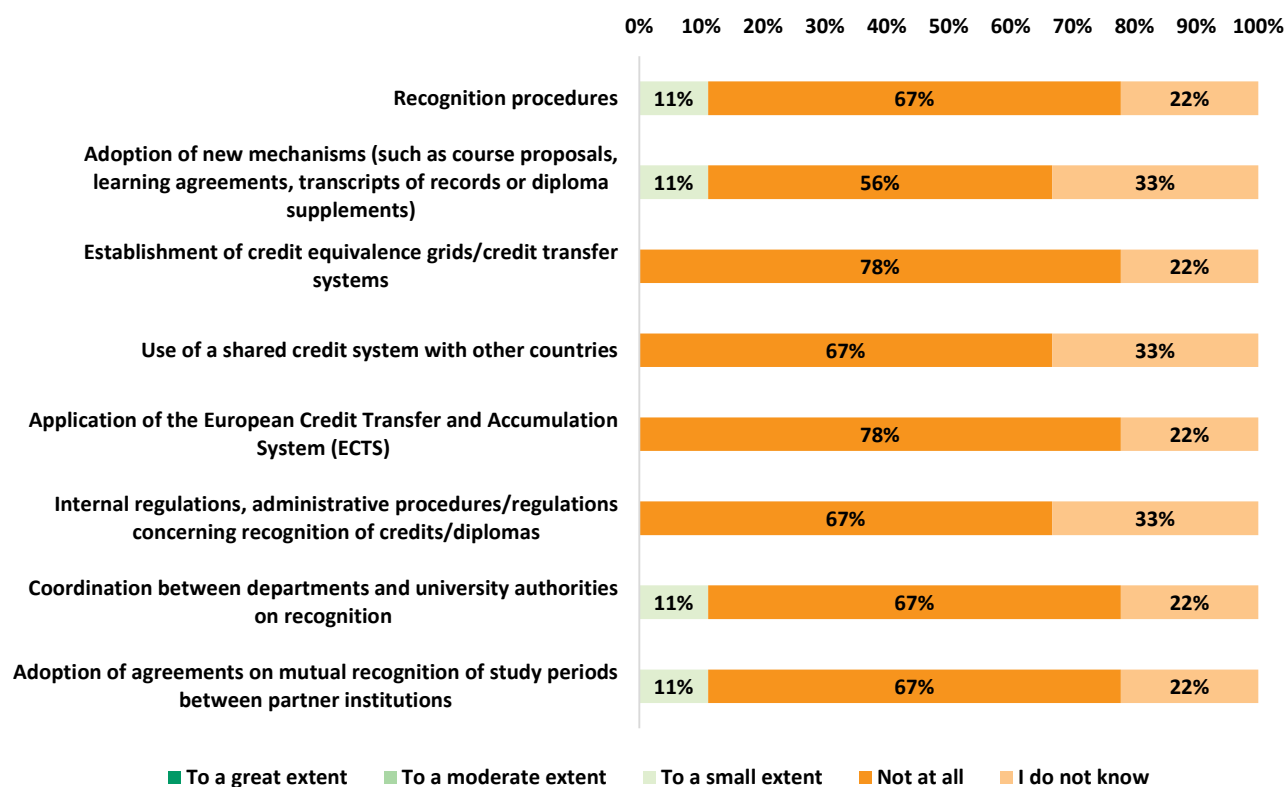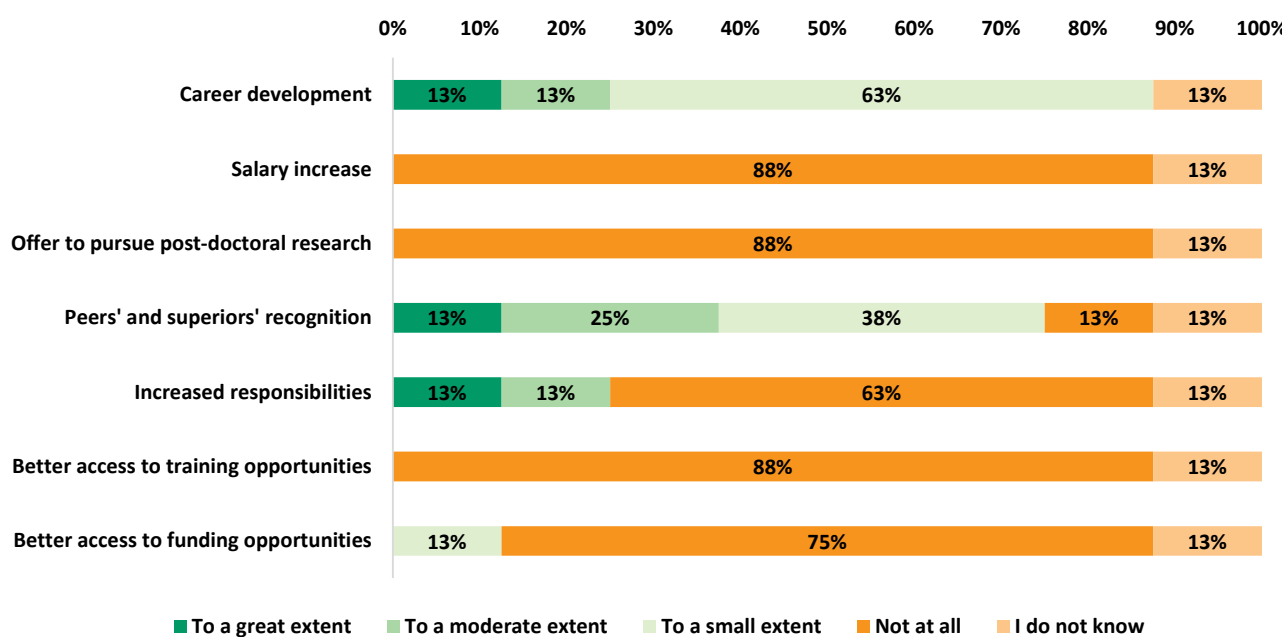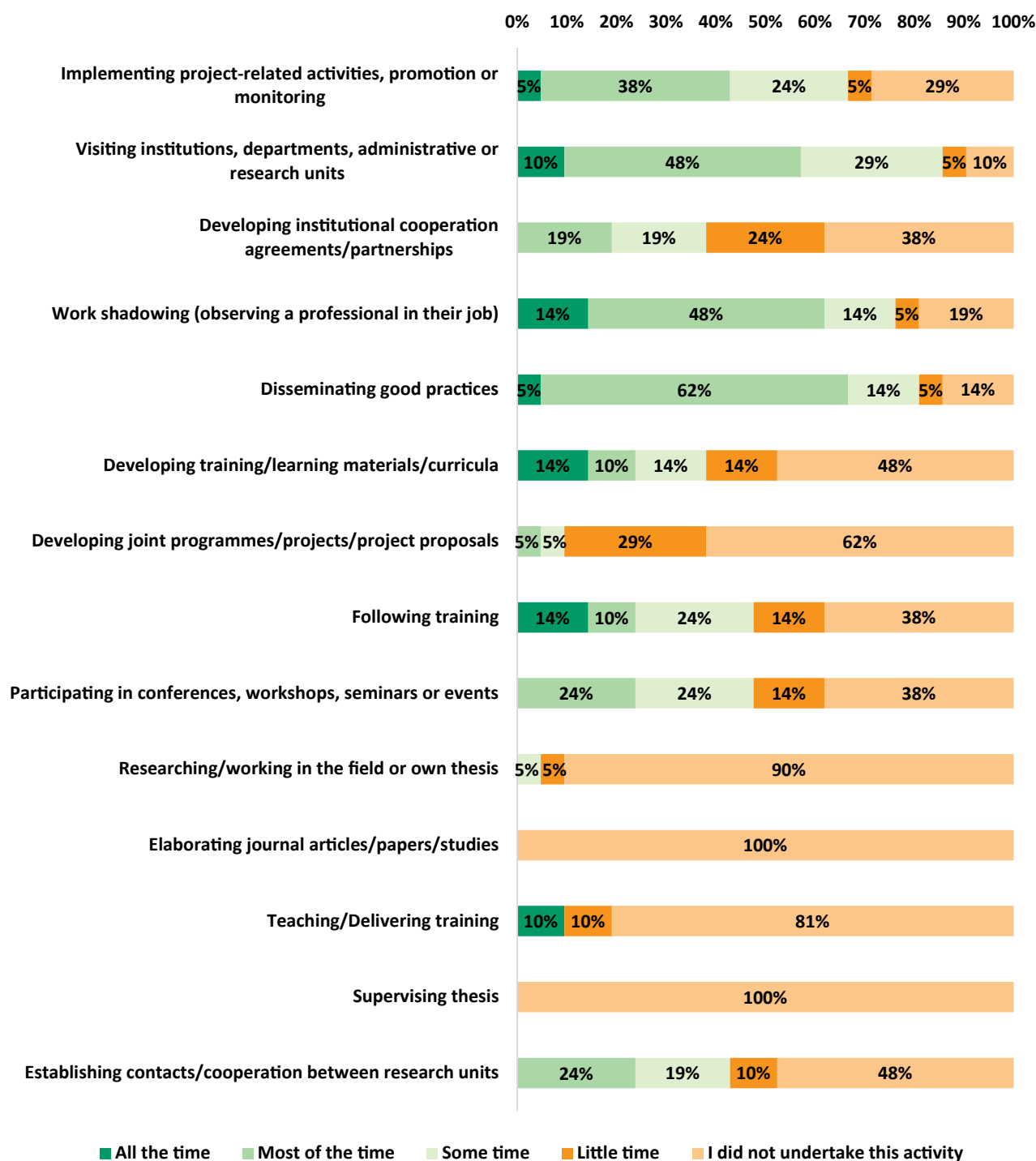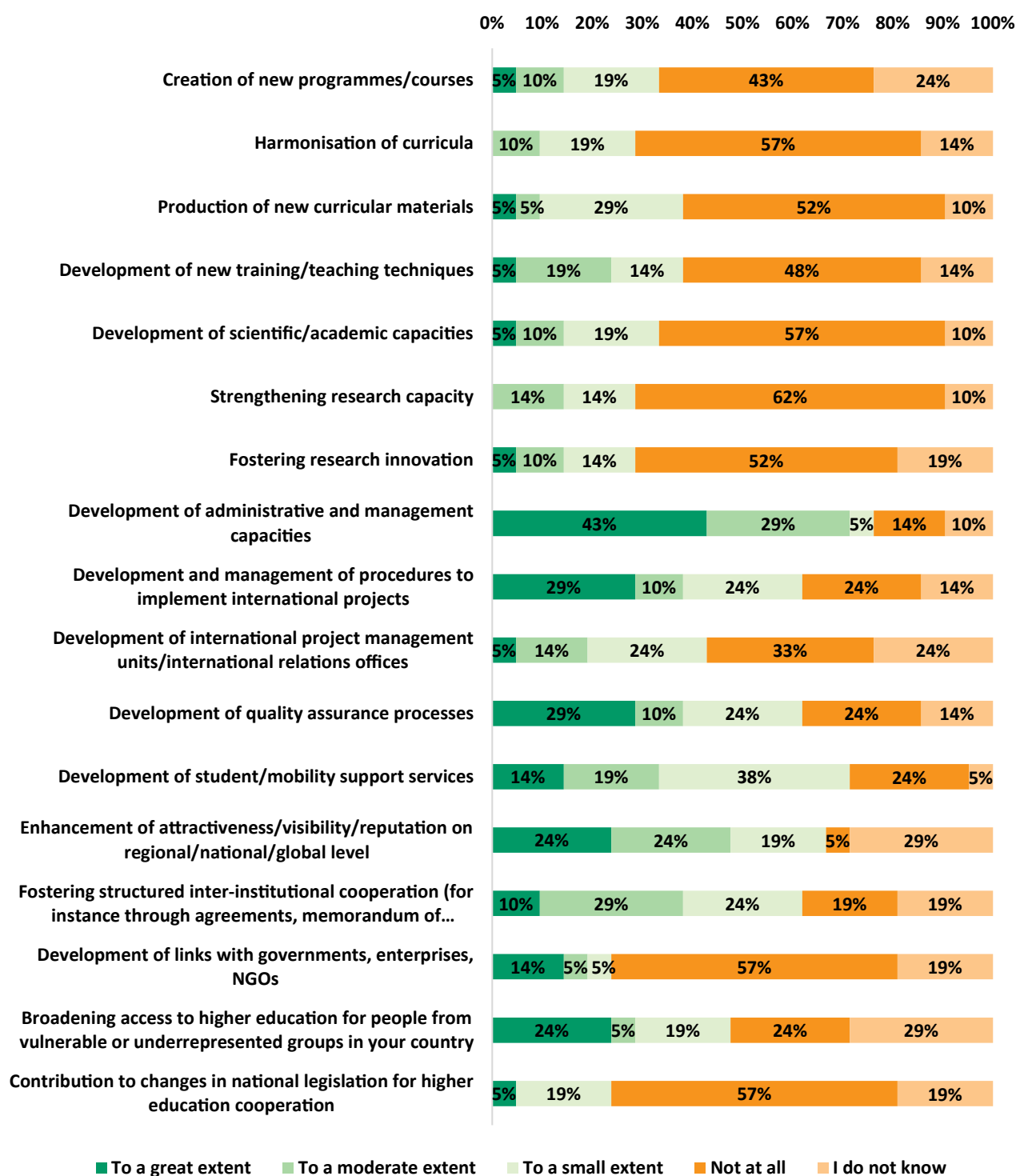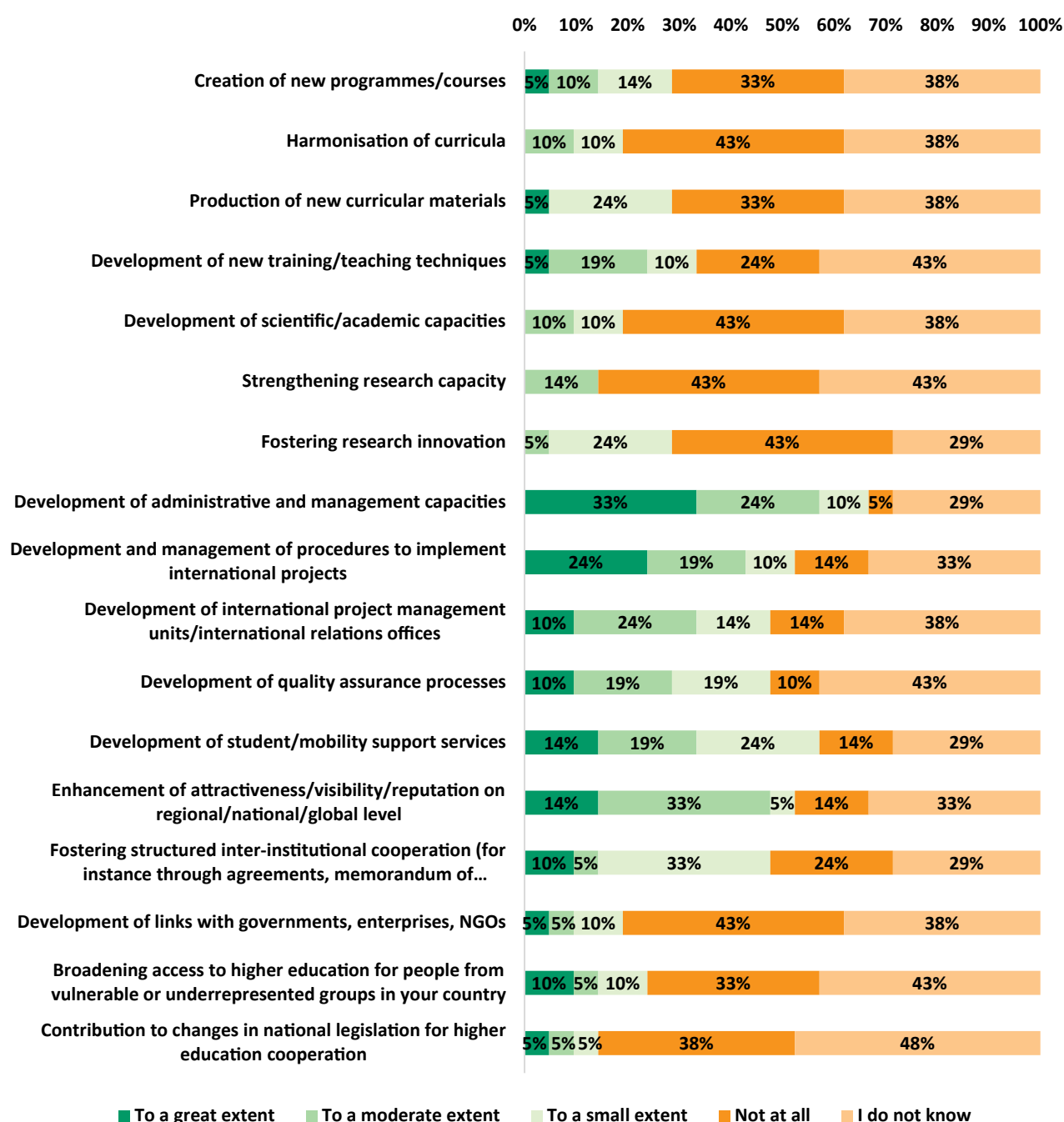

Figure 82 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your host institution in the following aspects related to credit/diploma recognition (n=9)
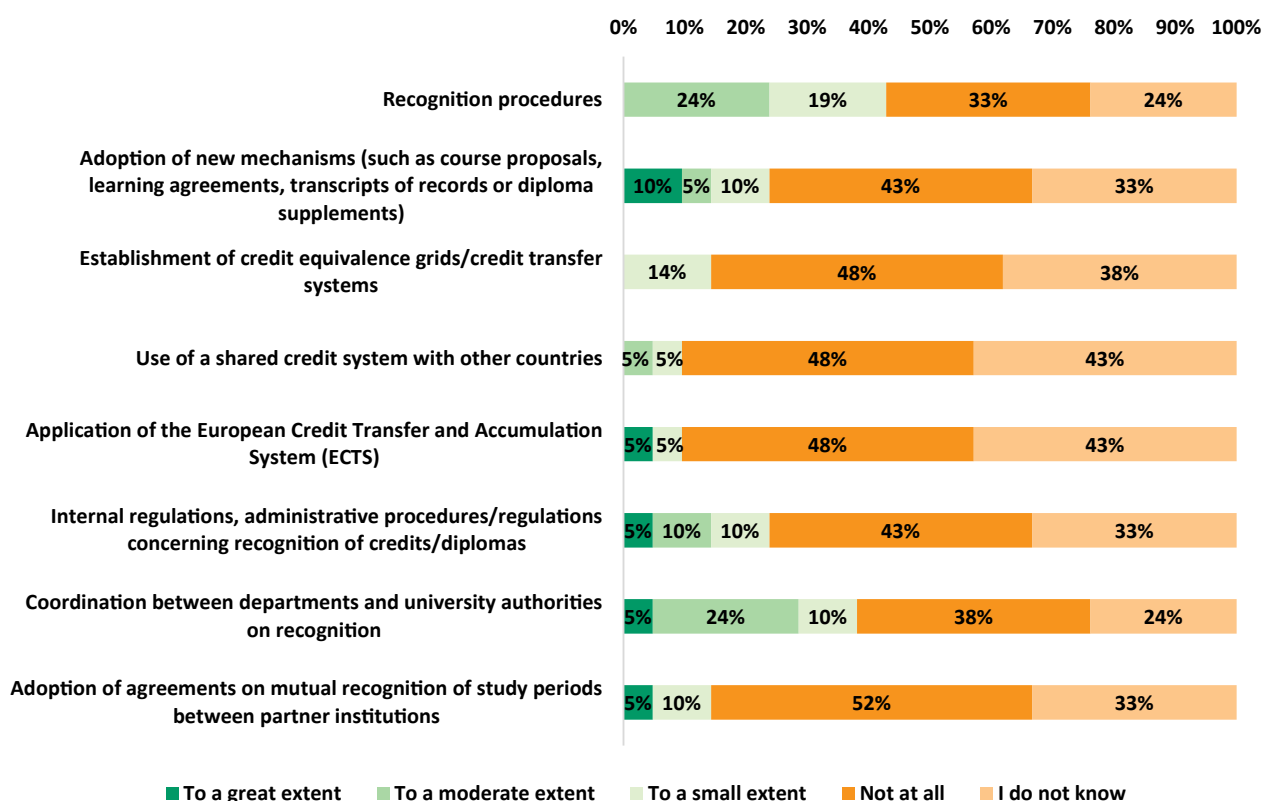
Figure 83 – To which extent was your personal mobility experience recognised in the following ways? (n=8)
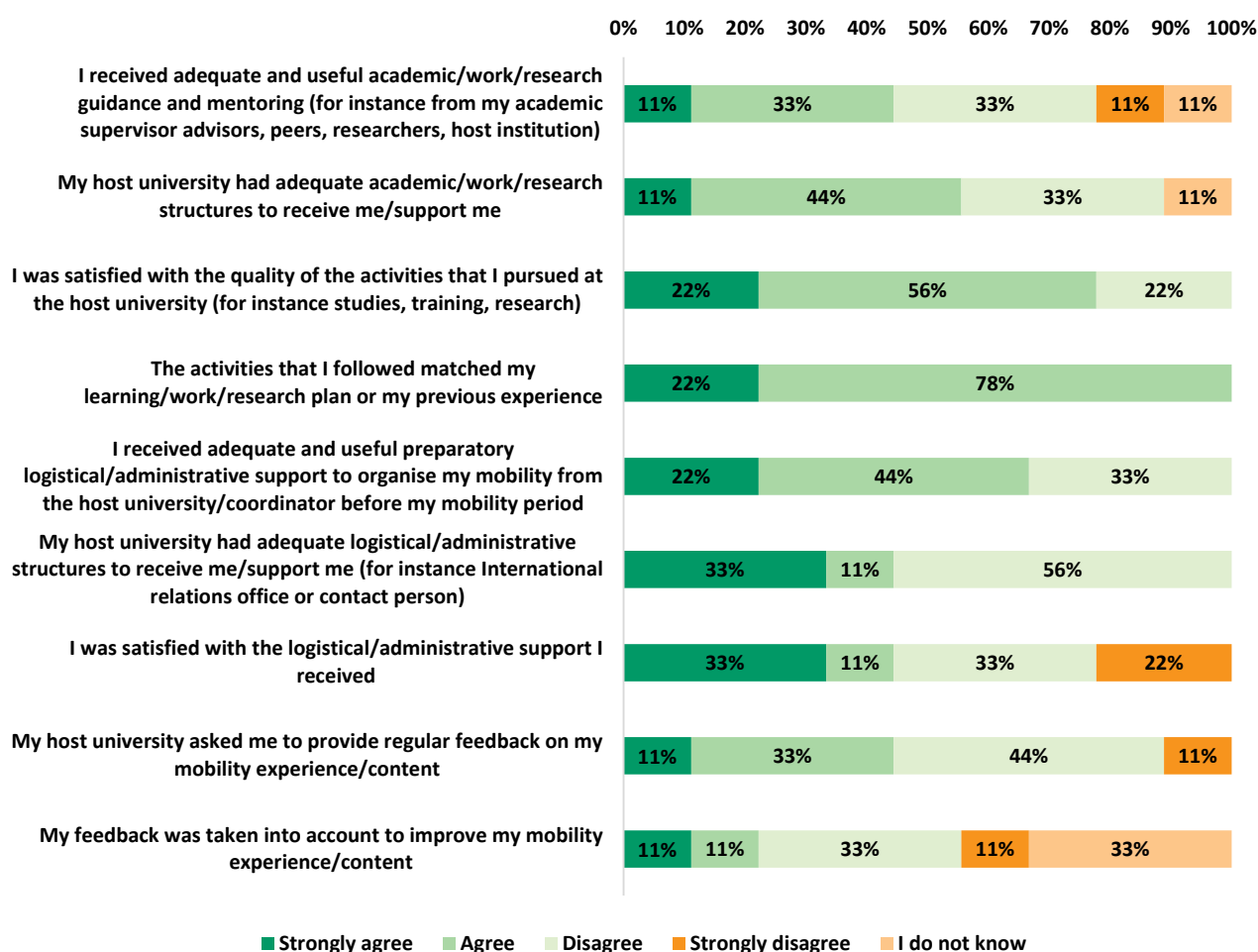
Figure 84 – Please rate the following statements in relation to your mobility period (n=9)

Type of scholarship: Administrative staff

Figure 85 – Please specify how much of your time you allocated to the following activities during your mobility (n=21)

Figure 86 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your home institution in the following aspects (n=21)
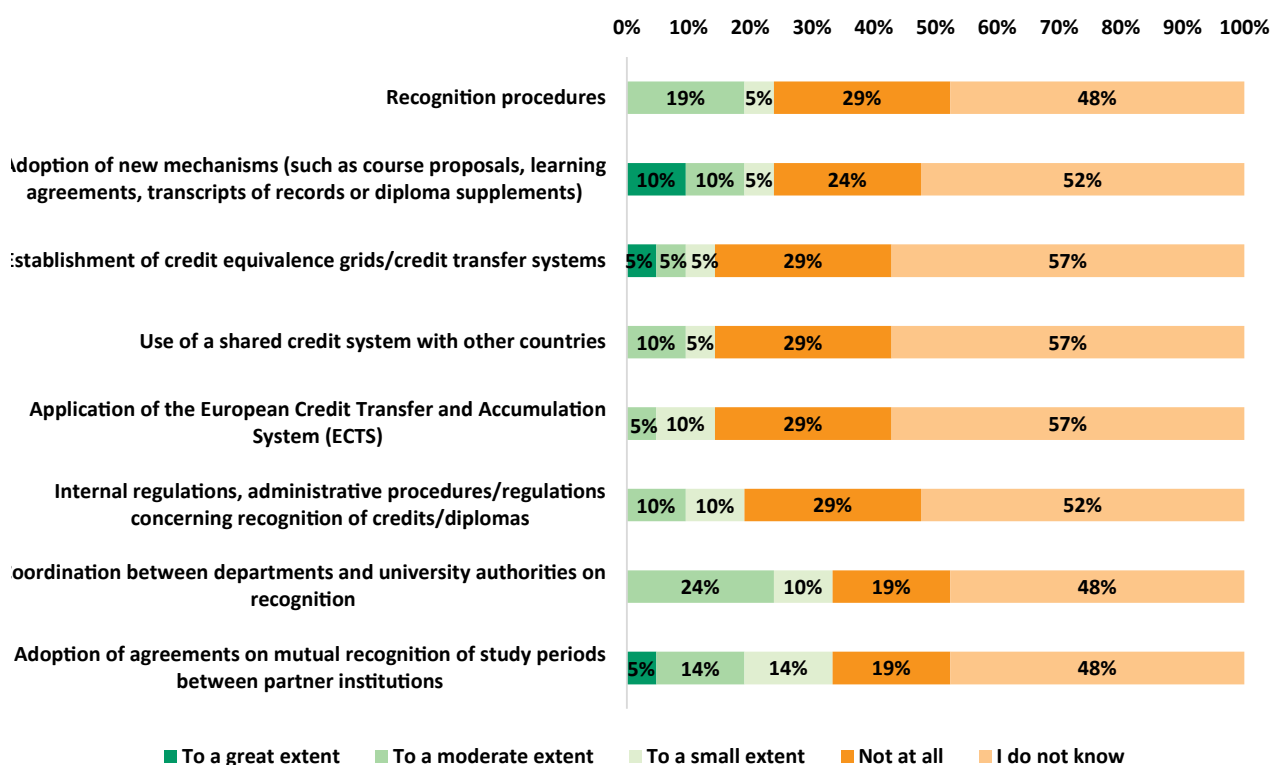
Figure 87 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your host institution in the following aspects (n=21)

Figure 88 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your home institution in the following aspects related to credit/diploma recognition (n=21)
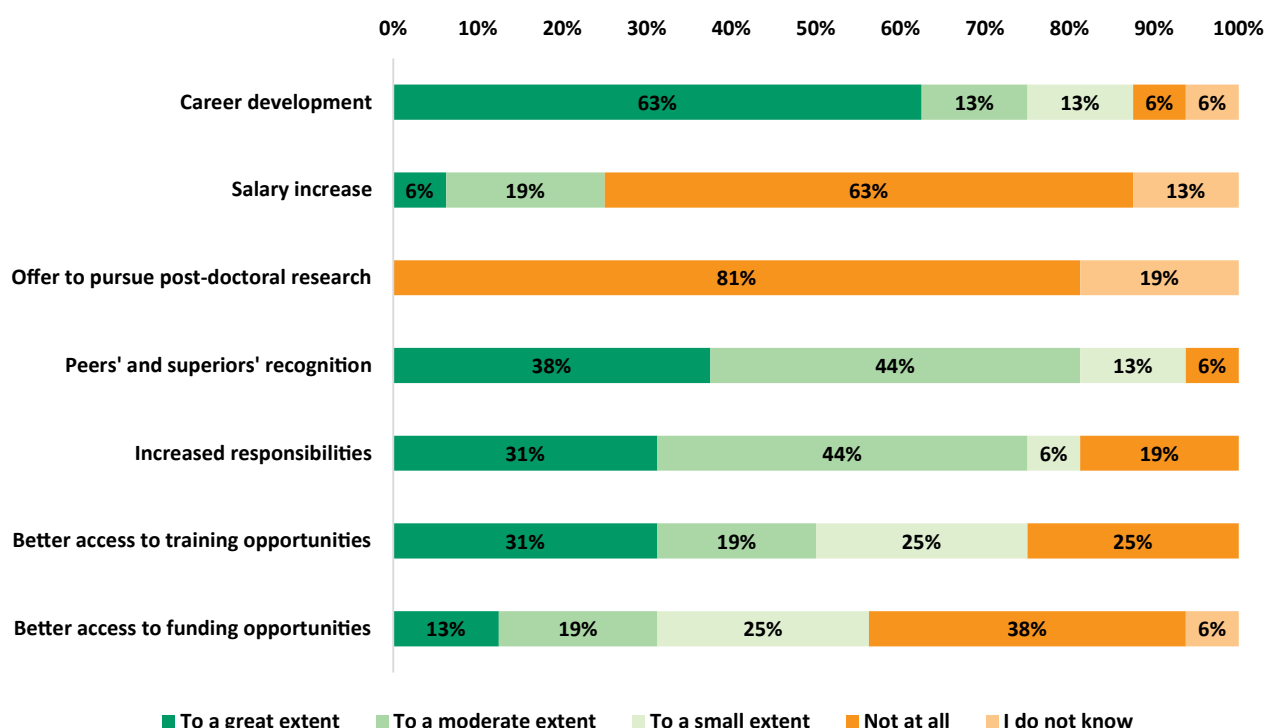

Figure 89 – Please rate to which extent the activities carried out during your mobility period had a positive impact on your host institution in the following aspects related to credit/diploma recognition (n=21)

Figure 90 – To which extent was your personal mobility experience recognised in the following ways? (n=16)
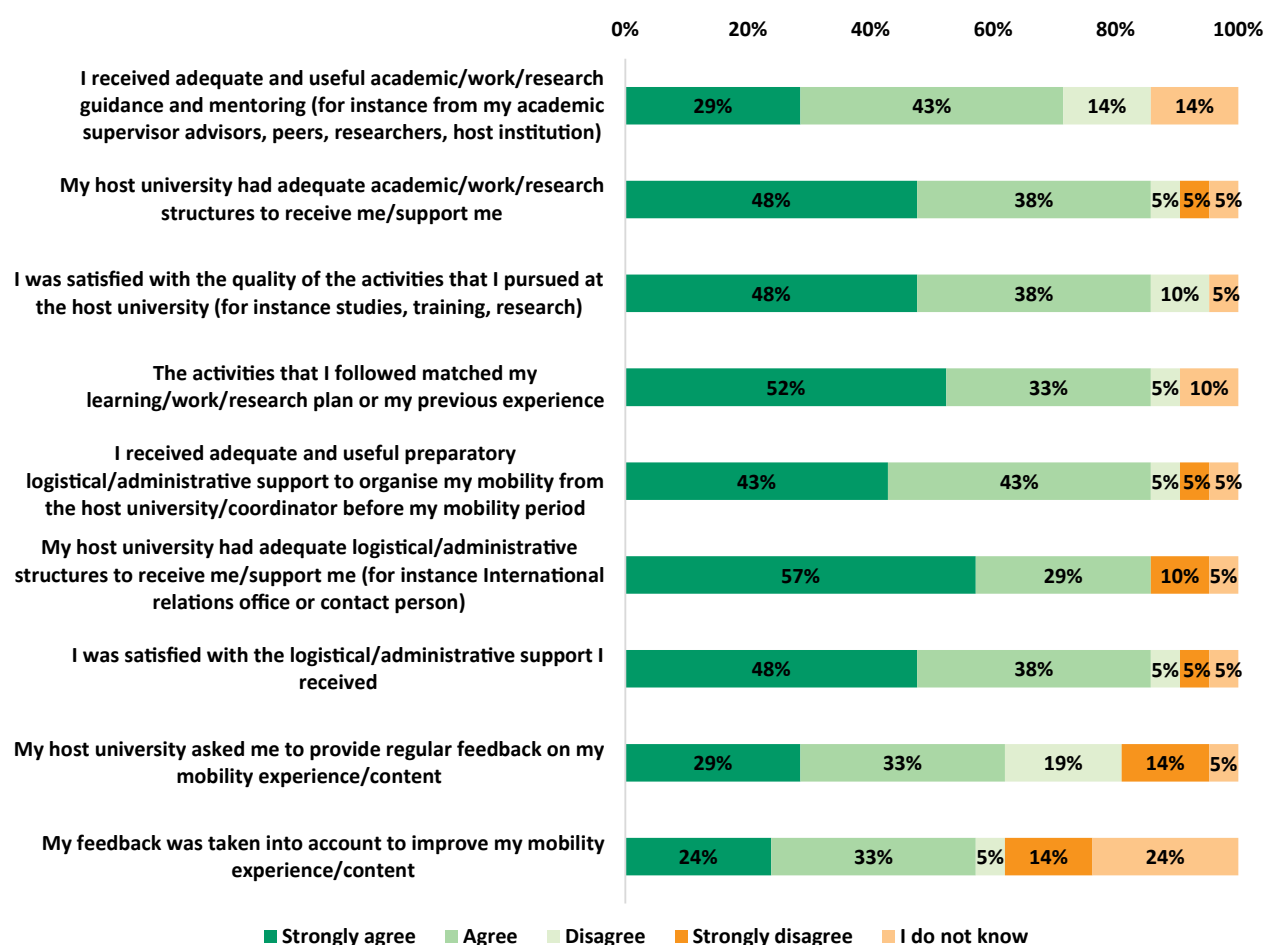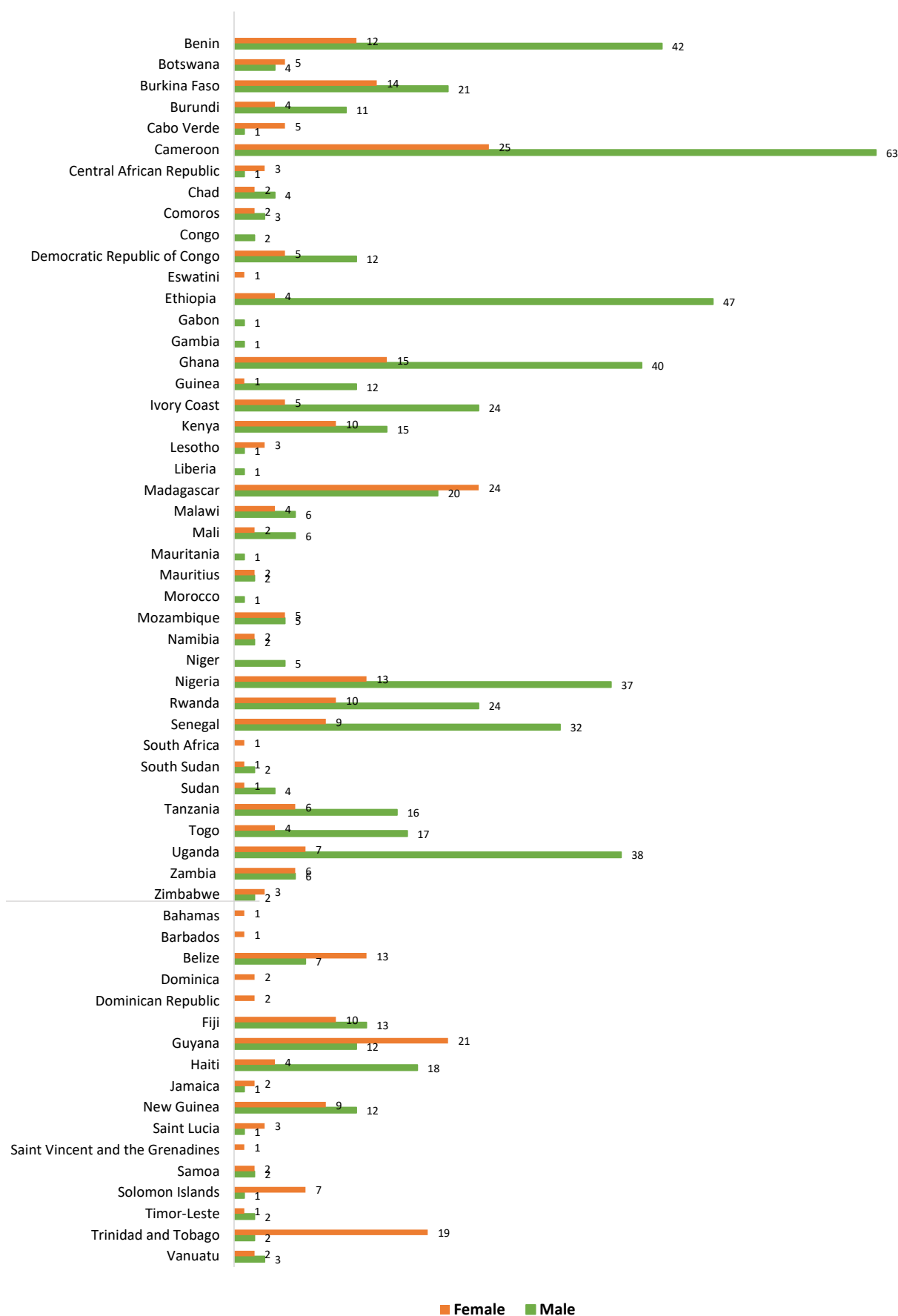

Figure 91 – Please rate the following statements in relation to your mobility period (n=21)
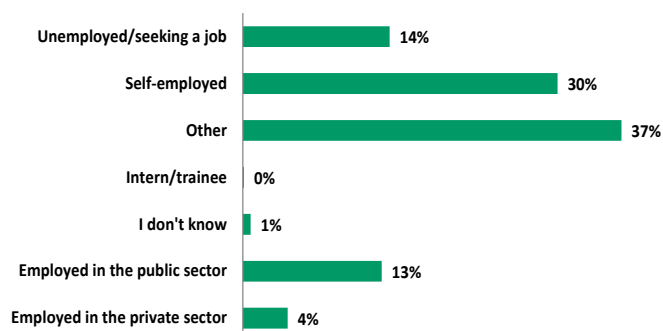
Annex VII: Additional survey statistics
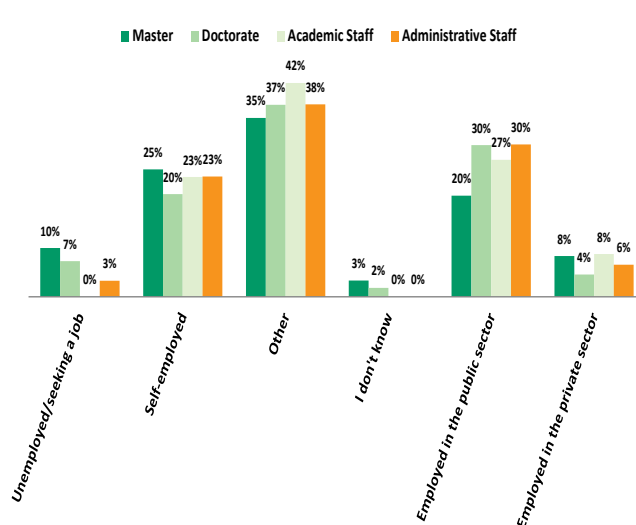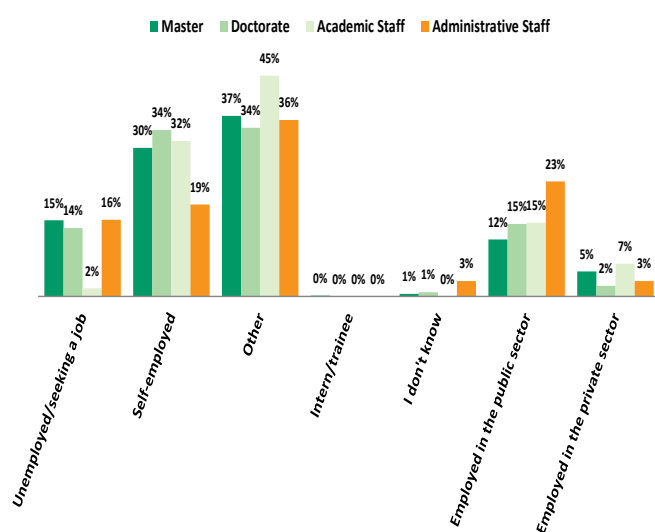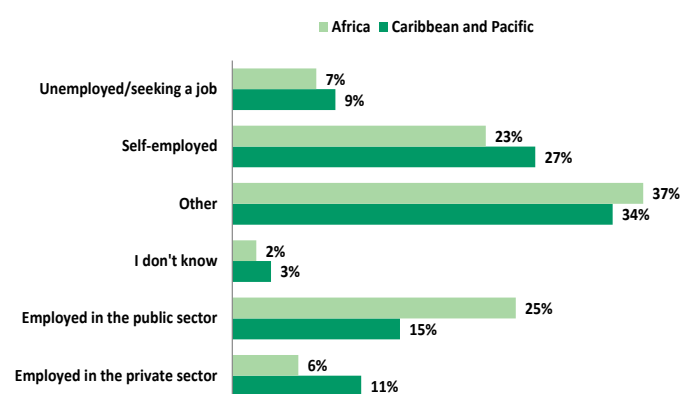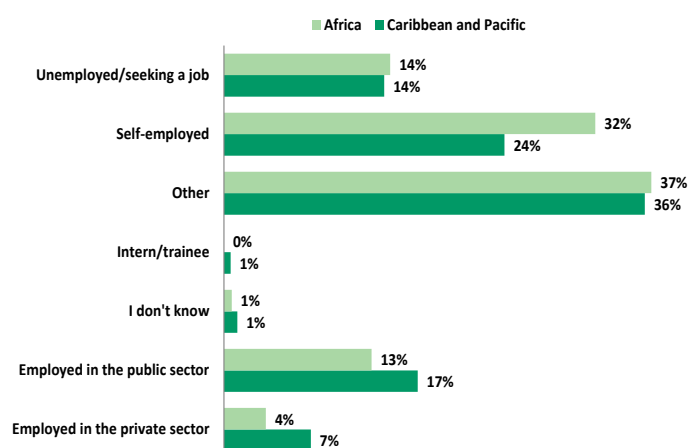
Gender distribution per country

Country	Female	Male
Benin	12	42
Botswana	4	5
Burkina Faso	14	21
Burundi	4	11
Cabo Verde	1	5
Cameroon	25	63
Central African Republic	1	3
Chad	2	4
Comoros	2	3
Congo		2
Democratic Republic of Congo	5	12
Eswatini	1	
Ethiopia	4	47
Gabon		1
Gambia		1
Ghana	15	40
Guinea	1	12
Ivory Coast	5	24
Kenya	10	15
Lesotho	1	3
Liberia		1
Madagascar	20	24
Malawi	4	6
Mali	2	6
Mauritania		1
Mauritius	2	2
Morocco		1
Mozambique	5	5
Namibia	2	2
Niger		5
Nigeria	13	37
Rwanda	10	24
Senegal	9	32
South Africa	1	
South Sudan	1	2
Sudan	1	4
Tanzania	6	16
Togo	4	17
Uganda	7	38
Zambia	6	6
Zimbabwe	2	3
Bahamas	1	
Barbados	1	
Belize	13	7
Dominica	2	
Dominican Republic	2	
Fiji	10	13
Guyana	21	12
Haiti	4	18
Jamaica	1	2
New Guinea	9	12
Saint Lucia	1	3
Saint Vincent and the Grenadines	1	
Samoa	2	2
Solomon Islands	7	1
Timor-Leste	1	2
Trinidad and Tobago	19	2
Vanuatu	2	3

Female **Male**

(Total female = 316; male= 606)

Parents' occupation: Mother

Unemployed/seeking a job	14%
Self-employed	30%
Other	37%
Intern/trainee	0%
I don't know	1%
Employed in the public sector	13%
Employed in the private sector	4%

Parents' occupation: Father

Unemployed/seeking a job	8%
Self-employed	23%
Other	36%
I don't know	2%
Employed in the public sector	23%
Employed in the private sector	7%

Africa | **Caribbean and Pacific**

	Africa	Caribbean and Pacific
Unemployed/seeking a job	14%	14%
Self-employed	32%	24%
Other	37%	36%
Intern/trainee	0%	1%
I don't know	1%	1%
Employed in the public sector	13%	17%
Employed in the private sector	4%	7%

Africa | **Caribbean and Pacific**

	Africa	Caribbean and Pacific
Unemployed/seeking a job	7%	9%
Self-employed	23%	27%
Other	37%	34%
I don't know	2%	3%
Employed in the public sector	25%	15%
Employed in the private sector	6%	11%

Master | **Doctorate** | **Academic Staff** | **Administrative Staff**

	Master	Doctorate	Academic Staff	Administrative Staff
Unemployed/seeking a job	15%	14%	2%	16%
Self-employed	30%	34%	32%	19%
Other	37%	34%	45%	36%
Intern/trainee	0%	0%	0%	0%
I don't know	1%	1%	0%	3%
Employed in the public sector	12%	15%	15%	23%
Employed in the private sector	5%	2%	7%	3%

Master | **Doctorate** | **Academic Staff** | **Administrative Staff**

	Master	Doctorate	Academic Staff	Administrative Staff
Unemployed/seeking a job	10%	7%	0%	3%
Self-employed	25%	20%	23%	23%
Other	35%	37%	42%	38%
I don't know	3%	2%	0%	0%
Employed in the public sector	20%	30%	27%	30%
Employed in the private sector	8%	4%	8%	6%

Annex VIII: Intra-ACP Scholarship Holders' Impact Survey

Profile questions

1. Gender
● Male   ● Female   ● Other

*2. What was your nationality at the time of applying for an Intra-ACP mobility scholarship?

*3. At the time of applying for the Intra-ACP mobility scholarship, what was your country of residence?

*4. At the time of applying for the Intra-ACP mobility scholarship, I lived in:
● Capital city   ● City   ● Rural area

*5. What is your current country of residence?

*6. Had you been abroad (including other African, Caribbean or Pacific countries) before your mobility period?
● Yes   ● No

*7. If yes, please specify the reason:
● Professional reasons   ● Academic reasons   ● Personal reasons
● Other

8. Please specify:

9. Have you ever participated in other mobility programmes of the European Union? (For instance Erasmus Mundus or Erasmus+ International Credit Mobility)
● Yes   ● No

10. Please specify:

*11. What type of scholarship were you selected for?
● I went on a short-term mobility (for instance exchange/credit-seeking mobility -to follow only some subjects and obtain credits-, research or staff mobility)
● I went on a long-term mobility to study a full academic programme (degree-seeking mobility)

*12. What type of mobility did you benefit from under the Intra-ACP Programme?
● Master   ● Doctorate   ● Academic staff   ● Administrative staff

*13. How long was your mobility?

14. What was your home university? (The university at which you were enrolled at the time of your application or where you obtained your last degree)

15. What was the country of your home university?

*16. What was your host university? (The university where you spent your mobility period)

*17. What was the country of your host university?

*18. In which thematic field did your Intra-ACP mobility take place?
● Agriculture   ● Communication and information sciences   ● Energy
● Engineering   ● Governance and social sciences   ● Medical Science
● Management and education   ● Natural science   ● Other

*19. What is the title of the Intra-ACP project you took part/are taking part in?
● Caribbean-Pacific Island Mobility Scheme (CARPIMS)
● Partenariat Intra-africain pour une mobilité sur l'environnement (PIMASO)

* marks mandatory questions

- Strengthening African Higher Education Through Academic Mobility (STREAM)
- Transdisciplinary Training for Resource Efficiency and Climate Change Adaptation in Africa (TRECCAfrica)
- Afrique Pour l'innovation, Mobilite, Echanges, Globalisation et Qualite (AFIMEGQ)
- Africa Regional International Staff/Student Exchange : Food Security and Sustainable Human Wellbeing (ARISE)
- Enhancing Community Of Practice in One Health for Infectious Diseases Through Postgraduate Training (EOHMob)
- Harmonisation et Amélioration des Programmes de Master et de Doctorat en Agribusiness par la Mobilité entre l'Afrique de l'Ouest, de l'Est et du Centre pour un Développement Socioéconomique Durable (HAAGRIM)
- Sharing Capacity to build Capacity for Quality Graduate Training in Agriculture in African Universities (SHARE)
- Caribbean-Pacific Island Mobility Scheme II (CARPIMS II)
- Education for Climate Change Adaptation and Mitigation (ECCAM)
- Building University Links for Action (BULA)
- Caribbean-Pacific Island Mobility Scheme III (CARPIMS III)
- Entreprenariat, Ressources, Management, Innovation et Technologies (ERMIT)
- Inter-University Cooperation to Train Crop Scientists for Enhancing Agriculture (CSSA)
- Mobility to Enhance Training of Engineering Graduates in Africa (METEGA)
- Partenariat inter-universitaire entre l'AFRique et l'OcéanIndien pour le Développement (PAFROID)
- Partnering for Health Professional Training in African Universities (P4PHT)
- Postgraduate Academic Mobility for African PhysicianScientists (PAMAPS)
- Transdisciplinary Training for Resource Efficiency and Climate Change in Africa II (TRECCAfrica II)

*20. Have you already finished your Intra-ACP mobility?
- Yes
- No

Socio-economic background

*21. What is the highest level of education attainment of your mother?
- None/illiterate
- Early childhood education
- Primary education
- Secondary education
- Vocational training education
- Other post-secondary education
- Bachelor's or equivalent level
- Masters' and equivalent level
- Doctoral or equivalent level
- I don't know

*22. What is the highest level of educational attainment of your father?
- None/illiterate
- Early childhood education
- Primary education
- Secondary education
- Vocational training education
- Other post-secondary education
- Bachelor's or equivalent level
- Masters' and equivalent level
- Doctoral or equivalent level
- I don't know

*23. What is your mother's occupation?
- Student
- Self-employed
- Intern/trainee
- Employed in the public sector
- Employed in the private sector
- Unemployed/seeking a job
- I don't know
- Other

*24. What is your father's occupation?
- Student
- Self-employed
- Intern/trainee
- Employed in the public sector
- Employed in the private sector
- Unemployed/seeking a job
- I don't know
- Other

* marks mandatory questions

Evaluation of Mobility Experience

*25. Please rate the following statements in relation to your mobility period

	strongly agree	agree	disagree	strongly disagree	I do not know
I received adequate and useful academic/work					
/research guidance and mentoring (for instance from my academic supervisor advisors, peers, researchers, host institution)					
My host university had adequate academic					
/work/research structures to receive me/support me (for instance a contact person)					
I was satisfied with the quality of the activities that I pursued at the host university (for instance studies, training, research)					
The activities that I followed matched my learning/work/research plan or my previous experience					
I received adequate and useful preparatory logistical/administrative support to organise my mobility from the host university/coordinator before my mobility period					
My host university had adequate logistical/administrative structures to receive me/support me (for instance International relations office or contact person)					
I was satisfied with the logistical/administrative support I received					
My host university asked me to provide regular feedback on my mobility experience/content					
My feedback was taken into account to improve my mobility experience/content					

Impact on Scholarship Holders

*26. At the start of the mobility, was it your plan to return to your home country?
  ● Yes   ● No

*27. Did you return to your home country after mobility?
  ● Yes   ● No

*28. Are you planning to return to your home country after mobility?
  ● Yes   ● No

*29. What is your current occupation?
  ● I am still on the Intra-ACP mobility   ● I am an employee of my home university (academics/researcher)   ● I am an employee of my home university (administrative/technical staff)
  ● I work at another university (academics/researcher)   ● study in my country
  ● I study abroad   ● I am self-employed   ● I am an intern/trainee
  ● I am employed in the public sector (other than home university)   ● I am employed in private sector   ● I am unemployed/seeking a job   ● Other

*30. To which extent is your current occupation a consequence of the activities carried out during your mobility period?
  ● to a great extent   ● to a moderate extent   ● to a small extent   ● not at all
  ● I don't know

* marks mandatory questions

*31. Please rate the following statement:

	strongly agree	agree	disagree	strongly disagree	I do not know
Professional career					
Skills and expertise					
Personal development					
Specialised knowledge					
Social/private life					
Attitude towards the European Union					
Attitude towards my country /continent					
Other – please specify					

32. If you chose 'Other', please specify:

33. Please rate the following statement

My mobility experience had an impact on developing my…:

	strongly agree	agree	disagree	strongly disagree	I do not know
Intercultural competences					
Social skills					
Communication skills					
Problem-solving skills					
Language skills					
Flexibility					
Self-management skills					
Self-confidence					

34. Please rate the following statement

My mobility experience…

	strongly agree	agree	disagree	strongly disagree	I do not know
Allowed me to access education/training opportunities unavailable in my home country					
Allowed me to access education/training beyond my reach because of my socio-economic background					
Allowed me to access education/training beyond my reach because of my gender					
Raised my awareness on the development needs of my country and the possibilities to address them					
Helped me/will help me finding a job in my own country					
Helped me/will help me finding a job abroad					
Allowed me to learn to study/work in culturally / linguistically-diverse environments					
Allowed me to access new social networks and /or broaden existing social networks					

* marks mandatory questions

Equipped me with skills and knowledge necessary to contribute to the development of my country					
Allowed me to use my skills and knowledge in innovative ways					

Master level scholarship holders

1. Please specify which amount of your time you allocated to the following activities during your mobility:

	strongly agree	agree	disagree	strongly disagree	I do not know
Following courses/training					
Research					
Internship/ traineeship/ professional placement					
Participating in scientific conferences/ events					
Writing academic papers					
Volunteering					
Others – please specify					

2. If you chose 'Other', please specify type of activity:

*3. Did you obtain a diploma in your host country that certifies the attainment of your degree at the end of your mobility?
● Yes   ● No   ● I have not finished my studies yet

*4. Was the diploma you obtained from the host university recognised in your home country?
● Yes   ● No   ● I do not know

5. If you chose 'No', please specify why not:

*6. Were the studies/activities you pursued during the mobility period recognised at your home university?
● Yes   ● No   ● I have not finished my studies yet   ● Partially
● I finished my studies but I do not know yet

7. If you chose 'No', please specify why not:

*8. How satisfied are you with the recognition process of your credits/diploma?
● Very satisfied   ● Quite satisfied   ● Disappointed   ● Very disappointed

9. How quick was the recognition process of your credits/diploma?
● Immediate   ● It took between 1 and 3 months   ● It took between 3 and 6 months
● It took 6 months or more disappointed   ● My credits/diploma were not recognised

*10. What were the main obstacles for the recognition of your credits/diploma, if any?
● Administrative burdens   ● My sending institution/university I last graduated/country authorities were unfamiliar with the process   ● I did not receive my diploma/transcript of records   ● My home university was not part of the Intra-ACP project   ● Other

11. If you chose 'Other', please specify:

* marks mandatory questions

PhD, Academic Staff, and Administrative Staff scholarship holders

*1. Please specify how much of your time you allocated to the following activities during your mobility:

	All the time	Most of the time	Some time	Little time	I did not undertake this activity
Implementing project-related activities, promotion or monitoring					
Visiting institutions, departments, administrative or research units					
Work shadowing (observing a professional at their job)					
Disseminating good practices					
Developing training/learning materials					
/curricula					
Developing joint programmes/projects					
/project proposals					
Following training					
Participating in conferences, workshops, seminars or events					
Researching/working in the field or own thesis					
Elaborating journal articles/papers					
/studies					
Teaching/Delivering training					
Supervising thesis					
Establishing contacts/cooperation between research units					
Other:					

2. If you chose 'Other', please specify type of activity:

*3. Please rate to which extent the activities carried out during your mobility period had a positive impact on your home institution in the following aspects:

	To a great extent	To a moderate extent	To a small extent	Not at all	I do not know
Creation of new programmes/courses					
Harmonisation of curricula					
Production of new curricular materials					
Fostering research innovation					
Development of administrative and management capacities					
Development and management of procedures to implement international projects					
Development of international project management units/international relations offices					
Development of quality assurance processes					

* marks mandatory questions

Development of student/mobility support services					
Enhancement of attractiveness/visibility/ reputation on regional/national/global level					
Fostering structured inter-institutional cooperation (for instance through agreements, memorandum of understandings, etc.)					
Development of links with governments, enterprises, NGOs					
Broadening access to higher education for people from vulnerable or underrepresented groups in your country					
Contribution to changes in national legislation for higher education cooperation					

*4. Please rate to which extent the activities carried out during your mobility period had a positive impact on your host institution in the following aspects:

	To a great extent	To a moderate extent	To a small extent	Not at all	I do not know
Creation of new programmes/courses					
Harmonisation of curricula					
Production of new curricular materials					
Fostering research innovation					
Development of administrative and management capacities					
Development and management of procedures to implement international projects					
Development of international project management units/international relations offices					
Development of quality assurance processes					
Development of student/mobility support services					
Enhancement of attractiveness/visibility/ reputation on regional/national/global level					
Fostering structured inter-institutional cooperation (for instance through agreements, memorandum of understandings, etc.)					
Development of links with governments, enterprises, NGOs					
Broadening access to higher education for people from vulnerable or underrepresented groups in your country					
Contribution to changes in national legislation for higher education cooperation					

* marks mandatory questions

*5. Please rate to which extent the activities you carried out had a positive impact on your home institution in the following aspects related to credit/diploma recognition:

	To a great extent	To a moderate extent	To a small extent	Not at all	I do not know
Recognition procedures					
Adoption of new mechanisms (such as course proposals, learning agreements, transcripts of records or diploma supplements)					
Establishment of credit equivalence grids/credit transfer systems					
Use of a shared credit system with other countries					
Application of Bologna Process credit system (ECTS)					
Internal regulations, administrative procedures/regulations concerning recognition of credits/diplomas					
Coordination between departments and university authorities on recognition					
Adoption of agreements on mutual recognition of study periods between partner institutions					

*6. Please rate to which extent the activities you carried out had a positive impact on your host institution in the following aspects related to credit/diploma recognition:

	To a great extent	To a moderate extent	To a small extent	Not at all	I do not know
Recognition procedures					
Adoption of new mechanisms (such as course proposals, learning agreements, transcripts of records or diploma supplements)					
Establishment of credit equivalence grids/credit transfer systems					
Use of a shared credit system with other countries					
Application of Bologna Process credit system (ECTS)					
Internal regulations, administrative procedures/regulations concerning recognition of credits/diplomas					
Coordination between departments and university authorities on recognition					
Adoption of agreements on mutual recognition of study periods between partner institutions					

*7. Was your personal mobility experience recognised in academic, institutional, professional or curricular terms?
  ● Yes   ● No

* marks mandatory questions

*8. To which extent was it recognised in the following ways?

	To a great extent	To a moderate extent	To a small extent	Not at all	I do not know
Career development					
Salary increase					
Offer to pursue post- doctoral research					
Peers' and superiors' recognition					
Increased responsibilities					
Better access to training opportunities					
Better access to funding opportunities					
Other					

9. If you chose 'Other', please specify:

10. If applicable, please provide approximate number of peer reviewed publications you published in the context of your mobility:

11. If applicable, please provide approximate number of research projects you developed in the context of your mobility:

Final question for all scholarship holders

12. Please use the space below to provide comments on aspects related to your mobility that you consider important:

Thank you for your participation

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Intra-ACP Academic Mobility Scheme

Scholarship Holders' Impact Survey Results

Resume

This publication is a report produced in the framework of the Intra-ACP Academic Mobility Scheme, funded by the European Commission, Directorate General for International Cooperation and Development. The report presents the results of a survey carried out among Intra-ACP scholarship holders with the aim to evaluate the implementation of the Programme, the experience and satisfaction of the scholarship holders, as well as the impact on the individuals and institutions involved. The outputs and opinion expressed do not imply a policy position of the European Commission. Neither the European Commission nor any person acting on behalf of the Commission is responsible for the use that might be made of this publication.