



Co-funded by
the European Union



CALL FOR PROPOSALS

Evaluation Criteria

September 2024

Project number: 101089983

Annex 4. Evaluation Criteria

		Not met	Partially met	Mostly met	Totally met
1. INVOLVEMENT OF EXTERNAL STAKEHOLDERS	<i>1.1. Societal needs</i>	Societal needs are not clearly identified	Societal needs are clearly identified but there is no link with concerned external stakeholders	Stakeholders are consulted to understand the concrete needs of civil society	External stakeholders co-design and participate actively throughout the whole process of the course/program
	<i>1.2. Involve external communities in teaching & learning</i>	No link with external stakeholders	External stakeholders are partners with no teaching responsibilities	Occasionally included in teaching and learning (i.e. External guests)	Involved in teaching and learning processes (i.e. working with students on projects)
	<i>1.3. Impact</i>	No link with external stakeholders	External stakeholders participate in the course but there is no impact on the communities concerned	Impact on student learning and short-term impact on the communities concerned (may include community-based / service learning)	Impact on student learning and long-term benefit for communities (include community-based / service learning)
2. AFRICAN DIMENSION	<i>2.1. Level of involvement</i>	No African partners involved	Academics from African partner universities participate as teachers in some of the modules/ courses of the project	One (or more) African partner university is involved in the design of the project but does not have a coordinating role	One (or more) African partner university is part of the coordination of the course/program
	<i>2.2. Intercultural approach</i>	The course/ program does not refer to realities/problems related to African contexts	The course/ program deals with issues that concern realities/problems related to African contexts, but does not include the participation of actors involved in them	The course/ program deals with issues that concern realities/problems related to African contexts and includes the participation of actors involved in them	The course/ program fully integrates intercultural perspectives, actively involving African context actors in all relevant activities

3. TEACHING AND LEARNING	3.1. <i>Pedagogical coherence</i>	The expected learning outcomes are not clearly identified	The expected learning outcomes are identified, but there is no information on the resources/activities to be used or how to assess student learning	Alignment between learning outcomes, resources / activities and evaluation (if applicable) is expressed in general terms	Activities/resources and assessment methods (if applicable) are explicitly mentioned and are consistent with the expected learning outcomes
	3.2. <i>Student centered</i>	The course follows a top-down teaching approach in which the student is the receptacle of the information transmitted by the teachers/experts (i.e. a conference format)	Some activities give voice to the students (i.e. debates, discussions) but they do not receive feedback on them	The course/program is designed in such a way that students actively participate on a regular basis and receive occasional feedback	The course/program is entirely student-centered, with students actively participating, receiving consistent feedback, and engaging in self-reflection throughout.
4. TRANSDISCIPLINARY APPROACH		The course/program follows a disciplinary approach and is addressed to students with a specific academic background	The focus of the course/program involves approaches from different disciplines and allows students from different academic backgrounds to participate, but these disciplines do not dialogue with each other during the course (for example, one module deals with the topic from an anthropological approach, another module from an economic approach, etc.)	The focus of the course/program involves approaches from different disciplines and allows students from different academic backgrounds to participate; these disciplines dialogue with each other during the course (i.e. some modules are co-designed by academics from different disciplines)	The course/program is organized in such a way that the collaboration between different disciplines is required both from a teaching and a student perspective (i.e. the course consists of a project in which students from different disciplines work together to solve a common challenge by drawing on each other's knowledge).

5. INCLUSION / ACCESSIBILITY	<i>5.1. Multilingualism</i>	No use of multiple languages; content is presented in a single language	Some content available in additional languages, but inconsistently	Different languages are used in many parts of the project, ensuring moderate accessibility for non-native speakers. (i.e. the videoconference sessions are in one language, but some asynchronous material is translated into another language to reach a larger community).	The multilingual aspect is transversal to the whole course/program (i.e. materials translated into several languages, participation of experts in different languages...)
	<i>5.2. Digital accessibility</i>	Project is not accessible via digital platforms; significant barriers exist	Some digital accessibility features are present, but significant barriers remain for some users	Digital accessibility is mostly ensured ((i.e. interactive elements can be navigated using a keyboard alone, providing options for users to adjust text size, color schemes, and contrast settings...)), with minor barriers for some users	All materials created adhere to accessibility standards, making them usable for all learners regardless of their abilities