Evaluation of the Portugal - Cape Verde Cooperation in the domain of Higher Education developed within the scope of the 1997 Agreement

(July 2003)

Abstract

The Cooperation Agreement signed between both countries in 1997, comprised an evaluation, after 5 years of execution, of the actions developed within its scope, of its results, and of its contribution to the development and consolidation of Higher Education in Cape Verde. This was the purpose of this evaluation, along with the analysis of the operation of the then created Pairing Commission – the coordination and management structure created by the Agreement.

Object of the evaluation

The following were evaluated: (a) the set of projects developed by Portuguese Higher Education institutions, public and private, leading to the development of Higher Education in Cape Verde (expansion of the training offer, teacher training, institutional support, etc.), the consolidation of its institutions and, as an end purpose, to the creation of the Cape Verde University; (b) the contribution of Portuguese State to providing higher education to Cape Verde citizens by way of granting vacancies and scholarships in Portuguese universities; (c) the operation of the Pairing Commission – the coordination and management structure of the Portugal-Cape Verde cooperation in the domain of Higher Education.

Evaluation description

1. Purpose

(a) To evaluate the performance of Portuguese cooperation in the domain of higher education from 1997 to 2002; (b) to evaluate the efficiency and effectiveness of its coordination structure - the Pairing Commission; (c) to support the decision making of government officials in connection with the possible revision of the Agreement signed between the two governments in 1997.

2. Methodology

Analysis of the documents and of the information collected by interviewing those responsible for the coordination of the cooperation of both countries and the coordinators of cooperation projects, as well as the heads of higher education institutions in Cape Verde. This analysis was based on a strategy of approach to the field and on the consolidation/validation of information, by applying a case-by-case analysis methodology, and by organizing workshops with the main stakeholders, for discussion of the Final Report.

Main findings

1. The 1997 Agreement allowed for the creation of basic observation devices, monitoring and coordination/regulation of sectorial cooperation and thus making it easier to identify the solutions better adjusted to meet the Cape Verde needs. However, the very general and incipient nature of the Agreement, marked by vagueness in terms of the allocation of financial resources, goals and development priorities, cooperation strategies, capacity of coordination structures, etc., has quite severely restricted its reach.

2. The main strategic reorientation in the Agreement direction and management, and the cooperation developed within its scope, have been defined and implemented without the involvement of the Pairing Commission and essentially results from the alterations occurred in the management of the organisms/agencies therein represented (ICP, DGESup, DGESC, etc.).
3. O estabelecimento de mecanismos de supervisão que se aplicam a projetos e ações de cooperação portuguesa são muito frágeis e limitados ao âmbito financeiro, sendo que não há coleta, registo, instrumentos de descrição/characterização ou análise dos projetos e ações implementados. Em muitas ocasiões, não há nem mesmo projectos para o correspondente ao plano físico e financeiro de implementação, o que restrição gravemente o planeamento da coordenação, reorientação, e capacidade de monitorização da cooperação do DGESup, ICP e Comissão de Pareamento.

4. A estratégia de apoio a parcerias e a cooperação inter-institucional revelou-se particularmente ajustada ao objectivo de apoiar e consolidar novos cursos de ensino superior em Cabo Verde, através de “missões didáticas” e ocasiões de assessoramento curricular. No entanto, devido a esta estratégia ter sido tão predominantemente aplicada, não conseguiu obter resultados de um nível similar nos sectores de apoio ao desenvolvimento e ao consolidação do ensino superior (equipamento educacional, formação avançada de professores de Cabo Verde, apoio ao desenvolvimento e ao consolidação de instituições, etc.), que era o objectivo inicial.

6. O contributo positivo da cooperação portuguesa é claramente reconhecido e avaliado em Cabo Verde, tanto pelos órgãos de gestão do ensino como nas instituições de ensino. O apoio português foi significativamente sentido em termos da ampliação e consolidação de oferta de ensino, e particularmente nos sectores de formação primária e secundária (IP e ISE), e nos sectores de engenharia mecânica, telecomunicações e engenharia civil, biologia marinha e profissões náuticas (ISECMAR) e turismo.

**Recomendações**

1. Integrar em um único Acordo de Cooperação o apoio ao desenvolvimento e ao consolidação do ensino superior, assim como o apoio à formação e ao conhecimento científico e tecnológico, que são actualmente integrados em acordos separados.

2. Clarificar o seguinte no texto do Acordo: (a) a alocação de fundos multi-ano para o cumprimento do Acordo; (b) diferentes ações/medidas que devem ser alvo de cooperação, particularmente em termos do aumento e consolidação da oferta de ensino, e de domínios de formação e de pesquisa científica e tecnológica, e de formação avançada e pós-graduação, e aplicado ao apoio ao planeamento e ao desenvolvimento estratégico do ensino superior; (c) os quadros necessários para a implementação e monitorização de projetos no campo, que, em termos de contribuição portuguesa, devem operar simultaneamente competências específicas no campo sectorial e coordenação de cooperação exterior, com “antenas” no campo.

3. A participação das instituições de formação superior (CRUP, CCIS, …) deve ser preferencialmente estabelecida no nível de discussão da política de cooperação na área de ensino superior, e não diretamente no nível de coordenação e monitorização de cada Acordo que Portugal possa celebrar com qualquer das Países Lusofones do Continente Africano.
4. The establishment of strategic inter-institutional partnerships is the privileged route for cooperation development in the area of higher education, and must be encouraged, however these partnerships should adopt the form of organisational development *integrated projects* (curricular, research, consolidation of initial training supply, advanced training of lecturers, teaching resources, etc.).

5. The strengthening of the priority of post-graduate scholarships in relation to initial training scholarships, must also establish the awarding of priority to candidates having a connection/tie to Cape Verde higher education institutions, and comply with the development project of the relevant institution.

6. Mechanisms adjusted to the nature of the higher education cooperation projects must be created, in order to monitor cooperation, guaranteeing the individualisation of all the projects and articulating their physical and financial implementation.

7. The articulation/coordination of initiatives and the convergence of cooperation policies in the projects and actions financed and/or coordinated by IPAD, MOPTH, ME or MCES, must be promoted, in order to guarantee the complementarity of the interventions and their results.

8. The projects to be supported will be required to ensure/guarantee: (i) the internalisation of cooperation initiatives in the Cape Verde institutions; (ii) the accreditation of courses and the certification of the Cape Verde graduates, without prejudice to the possibility of double certification processes being developed, for the purposes of continuing studies, within the framework of partnerships and/or protocols between the institutions of both countries.

9. The current model of “travel payment + subsistence allowance”, which created a direct relationship only between the lecturer/researcher and the ICP, without any intervention from the institution to which he/she is bound and that sends him/her on the cooperation mission, must be replaced by a contract between the coordination structures of Portuguese cooperation and the Portuguese institutions that implement the actions in the field, thus favouring the appropriate multiannual planning of projects.

10. The parties appear to agree that the granting of scholarships to, first and foremost, support the attendance of higher education in institutions existing in the country, is the path to take and to expand. In the Portuguese case, it’s necessary to consider in what extent should be attained a greater balance between the number of scholarships granted to study in Cape Verde and the number of scholarships granted to study in Portugal.

11. Initiatives to support the regular identification of the priority training areas in Cape Verde must be developed, by way of a cooperation project devoted to this particular area.

**Feed-back:**

The evaluation will be taken into account at the time the Portuguese Cooperation strategies in the Higher Education sector in Cape Verde are redefined.

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<th>Donor: Portugal</th>
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