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**INFORME DE SEGUIMENT DE CENTRE**  
**FACULTAT DE CIÈNCIES POLÍTiques I DE SOCIOLOGIA**  
**Curs acadèmic 2015-2016**

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**A. Dades identificadores bàsiques del centre i dels programes**

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<b>Responsable elaboració informe</b>	Vicedegà d'Ordenació Acadèmica ; Vicent Borràs Català
<b>Data i òrgan de validació</b>	9-3-2017, Junta de Facultat

**Titulacions del Centre en procés de seguiment**

<b>Denominació</b>	<b>Codi RUCT</b>	<b>Crèdits</b>	<b>Curs d'implantació</b>	<b>Coordinador/a</b>
MU Erasmus Mundus en Polítiques Educatives per al Desenvolupament Global / Erasmus Mundus in Education Policies for Global Development	4315498	120	2015-16	Xavier Bonal i Sarró

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A l'annex d'aquest ISC s'adjunta l'informe de seguiment dels dos primers anys del MU objecte de seguiment que es va enviar a l'ECEA el 31/01/2017.



**Universitat Autònoma de Barcelona**

## **B. Valoració de l'assoliment dels estàndards de seguiment**

### **Estàndard 1: Qualitat del programa formatiu**

**El disseny de la titulació (perfil de competències i estructura del currículum) està actualitzat segons els requisits de la disciplina i respon al nivell formatiu requerit en el MECES.**

Les següents titulacions: Grau en Ciència Política i Gestió Pública, Grau en Sociologia, Màster Universitari en Ciència Política/Political Science, Màster Universitari en Gestió Pública, Màster Universitari en Política Social, Treball i Benestar, Màster Universitari en Relacions Internacionals, Seguretat i Desenvolupament, han obtingut l'acreditació en progrés cap a l'excel·lència el curs 14-15. Sols es farà referència a les mateixes en alguns apartats del informe per tal de veure l'estat de les millores proposades. L'informe es basarà fonamentalment en el Màster Universitari Erasmus Mundus en Polítiques Educatives per al Desenvolupament Global / Erasmus Mundus in Education Policies for Global Development.

**1.1. El perfil de competències de la titulació és consistent amb els requisits de la disciplina i amb el nivell formatiu corresponent del MECES.**

**1.2. El pla d'estudis i l'estructura del currículum són coherents amb el perfil de competències i amb els objectius de la titulació.**

**1.3. Els estudiants admesos tenen el perfil d'ingrés adequat per a la titulació i el seu nombre és coherent amb el nombre de places ofertes.**

La Facultat està avançant en l'anàlisi de les dades disponibles per tal de millorar la relació entre el perfil dels estudiants, els cursos propedèutics i els indicadors de resultats.

**1.4. La titulació disposa de mecanismes de coordinació docent adequats.**

**1.5. L'aplicació de les diferents normatives es realitza de manera adequada i té un impacte positiu sobre els resultats de la titulació.**

### **GLOBED**

En els dos primers anys d'implementació del Màster, s'ha treballat intensament per a oferir mesures que ajudin a la continua millora en la qualitat del programa, com han estat: treball de coordinació entre universitats col·laboradores pel que fa el procés de selecció d'estudiants, major eficiència en la distribució de pràctiques i supervisors de tesi per als estudiants de 2n any i canvis en el programa de l'assignatura Metodologia d'Investigació Bàsica, per tal d'adaptar-la a les demandes i contextos acadèmics dels estudiants seleccionats.

## **Estàndard 2: Pertinència de la informació pública**

**La institució informa de manera adequada a tots els grups d'interès sobre les característiques del programa i sobre els processos de gestió que en garanteixen la qualitat.**

Aquest estàndard ha obtingut la qualificació d'assoliment amb qualitat al curs 14-15.

### **2.1. La institució publica informació veraç, completa, actualitzada i accessible sobre les característiques de la titulació i el seu desenvolupament operatiu.**

A nivell de Facultat, respecte a les recomanacions del comitè d'avaluació externa ja s'ha procedit a publicar a la pàgina web de la Facultat [l'informe final d'acreditació externa](#).

#### **GLOBED**

El [web](#) del Màster, íntegrament en anglès, es revisa contínuament per tal d'afegir-hi millores i actualitzacions o per sumar-hi nous continguts com poden ser la secció de FAQs, Alumni o Guest Scholars. Es preveu en els propers mesos afegir majors quantitats de contingut audiovisual per tal d'adaptar la web i el seu contingut a les noves generacions digitals (proposta de millora).

### **2.2. La institució publica informació sobre els resultats acadèmics i de satisfacció.**

### **2.3. La institució publica el SGIQ en el que s'emmarca la titulació i els resultats del seguiment i l'acreditació de la titulació.**

## **Estàndard 3: Eficàcia del sistema de garantia interna de qualitat (SGIQ)**

**La institució disposa d'un sistema de garantia interna de la qualitat formalment establert i implementat que assegura, de forma eficient, la qualitat i la millora contínua de la titulació.**

Aquest estàndard ha obtingut la qualificació d'assolit en el procés d'acreditació. En l'informe d'avaluació externa del procés d'acreditació es fa referència a la millora de l'índex de resposta de les enquestes de satisfacció. Durant el curs 15-16, s'ha analitzat la situació i s'han fet propostes per tal de que l'alumnat pogués disposar d'un temps en les aules d'informàtica del centre, acompanyats per les becaries de participació per tal de poder augmentar el nombre d'estudiants que participen en les enquestes. Així mateix seguint les recomanacions s'han triat delegats per curs i grup en les titulacions de grau.

### **3.1. El SGIQ implementat té processos que garanteixen el disseny, l'aprovació, el seguiment i l'acreditació de les titulacions.**

Els processos PE3 "[Verificació de titulacions de Grau i Màster](#)", PE6 "[Acreditació de titulacions de Grau i Màster](#)", PC7 "[Seguiment, avaluació i millora de les titulacions](#)" i PC8 "[Modificació i extinció de titulacions](#)" s'apliquen correctament. Els documents enllaçats permeten veure els òrgans que participen en aquests processos a nivell de centre i la seva composició. La valoració ha estat molt satisfactòria perquè aquests processos permeten millorar la qualitat de les titulacions impartides a la Facultat.

## **GLOBED**

El Consorci del GLOBED ha configurat un sistema d'avaluació interna per tal d'assegurar una millora continua en el programa que garanteixi els nivells de qualitat desitjats.

Els sistemes de qualitat del programa monitoritzen les quatre grans dimensions del Màster:

- a) Objectius globals del programa: la seva visió, disseny i implementació;
- b) Disseny del currículum, el seu contingut i els mètodes d'entrega;
- c) Progrés dels estudiants, èxit acadèmic i inserció laboral;
- d) Coordinació tècnica, màrqueting i sostenibilitat econòmica.

Aquestes quatre dimensions preveuen mecanismes d'avaluació interna i externa i desenvolupen els procediments necessaris per tal d'assegurar la participació dels membres del Consorci (professors i personal administratiu), dels estudiants i de les organitzacions associades.

El GLOBED ha establert un grup de treball per a la qualitat, amb representants dels membres (ambdós acadèmic i administratiu) de les tres institucions que dirigeixen el projecte. Aquest grup és responsable de la implementació global i de la supervisió del sistema de control i qualitat, mentre que també assumeix algunes tasques específiques en el marc de la xarxa de control i qualitat.

Tanmateix, s'han establert dos grups més per tal d'avaluar el procés d'avaluació interna: per un costat el grup de treball en el currículum (que coincideix amb el Consell Acadèmic i hi afegeix la participació dels dos delegats estudiantils), avalua el disseny del currículum, especificitats dels cursos i tots els aspectes relacionats amb el procés d'ensenyament (qualitat de l'ensenyament, mètodes d'entrega, professors convidats, programació de l'Escola d'Estiu, etc.). Per altra banda, hi trobem el grup de treball en la gestió, que compta amb administratius i acadèmics de totes les institucions i és responsable de l'avaluació de tots els aspectes relacionats amb la gestió acadèmica i econòmica del programa i de monitoritzar el pla de màrqueting i la sostenibilitat financera del GLOBED. Aquests grups de treball s'han trobat de forma regular i han discutit els aspectes en els quals hi tenien competència.

Els estudiants avaluen els cursos (incloent-hi l'Escola d'Estiu) i la qualitat de l'ensenyament dels mateixos mitjançant l'enviament d'un qüestionari online amb 15 preguntes de naturalesa quantitativa i tres de naturalesa qualitativa on poden expressar les seves reflexions al voltant del mateix. Tanmateix, els estudiants han avaluat les pràctiques i les experiències de recerca sobre el camp mitjançant el mateix procediment. D'altra banda, les organitzacions associades que han acollit estudiants del Màster i n'han supervisat l'estada de pràctiques han enviat documentació amb els seus comentaris i reflexions al voltant de la contribució i participació dels estudiants a les tasques definides per l'organització. Aquests comentaris estan registrats en un qüestionari obert.

L'avaluació externa queda garantida mitjançant el contacte regular amb les organitzacions associades proveeix del necessari intercanvi d'opinions i parers pel que fa les habilitats i competències que els estudiants desenvolupen durant les seves pràctiques.

Aquestes organitzacions escriuen documents d'avaluació sobre el progrés dels estudiants i hi fan les oportunes observacions en algunes de les habilitats i/o competències que han trobat a faltar durant la supervisió dels estudiants. D'altra banda, un cop cada dos anys, el Màster és avaluat externament per un equip de tres experts, incloent-hi un representant d'una universitat europea (que no formi part del consorci GLOBED), un representant d'una universitat del sud

global i un representant d'una organització associada. Aquests agents es focalitzaran en la rellevància i conveniència del currículum del Màster, la consecució dels objectius d'aprenentatge, els enllaços entre el programa i el mercat de treball i la gestió del programa. Per tal de dur a terme aquesta avaluació, seran encoratjats a entrevistar estudiants, membres de les organitzacions associades i professors, així com a atendre classes o conferències. Aquest sistema d'avaluació externa tindrà lloc per primer cop a la propera Escola d'Estiu (Malta, 12-16 de juny de 2017), coincidint amb la finalització de la primera cohort del programa.

### **3.2. El SGIQ implementat garanteix la recollida d'informació i dels resultats rellevants per a la gestió eficient de les titulacions, en especial els resultats acadèmics i la satisfacció dels grups d'interès.**

#### **GLOBED**

La titulació disposa de dues eines principals per al treball en la millora continua dels seus continguts: Per una part, una enquesta pròpia que és enviada als alumnes al final de cada semestre per tal de que avaluin diversos indicadors tant dels cursos realitzats com de la gestió tècnica-administrativa realitzada per la universitat en qüestió. Aquesta enquesta és online i anònima, fet que creiem indispensable per tal de garantir la privacitat de l'estudiant (l'enquesta és enviada com a document annex a aquest informe).

D'altra banda, una altra eina demostrada força efectiva són les reunions periòdiques amb els estudiants i/o els representants dels estudiants. Quan els estudiants estan a Barcelona, mantenim canals de comunicació oberts per tal que els estudiants puguin comunicar-se amb la coordinació del programa de forma individualitzada per una banda, i de forma grupal per a interessos generals d'una altra. Per a aquest motiu, es designen dos representants dels estudiants: el motiu de que siguin dos i no un és primerament garantir la pluralitat i diversitat en les opinions mostrades per aquests representants, i d'altra banda per un motiu tècnic a causa del fet que al segon semestre la meitat dels nostres estudiants es troben a Amsterdam i l'altra meitat a Oslo, pel que trobem imprescindible que un dels representants estigui a Amsterdam i l'altre a Oslo. Un cop els estudiants estan a aquestes ciutats i no a Barcelona, ens assegurem que mantinguin canals de comunicació fluids amb la coordinació de les seves universitats, i mantenim reunions periòdiques per Skype amb els representants d'estudiants per tal de copsar les seves impressions

### **3.3. El SGIQ implementat es revisa periòdicament i genera un pla de millora que s'utilitza per a la seva millora contínua.**

El procés d'adaptació del SGIQ de la UAB a la Facultat de Ciències Polítiques i de Sociologia ha estat útil perquè ha permès reflexionar sobre el funcionament dels processos vinculats a la qualitat de les titulacions, descriure'ls i sistematitzar-los. El SGIQ del centre disposa del procés estratègic "PE2-Definició, desplegament i seguiment del SGIQ" que recull la sistemàtica de revisió i, si escau, d'actualització del SGIQ. La implantació del SGIQ al centre ha estat valorat en el procés d'acreditació com assolit.

#### **Estàndard 4: Adequació del professorat al programa formatiu**

**El professorat que imparteix docència a les titulacions del centre és suficient i adequat, d'acord amb les característiques de les titulacions i el nombre d'estudiants.**

Aquest estàndard s'ha assolit amb qualitat en el procés d'acreditació 14-15.

- 4.1. El professorat reuneix els requisits del nivell de qualificació acadèmica exigits per les titulacions del centre i té suficient i valorada experiència docent, investigadora i, si escau, professional.**
- 4.2. El professorat del centre és suficient i disposa de la dedicació adequada per desenvolupar les seves funcions i atendre els estudiants.**
- 4.3. La institució ofereix suport i oportunitats per millorar la qualitat de l'activitat docent i investigadora del professorat.**

#### **GLOBED**

En termes generals, la valoració dels estudiants sobre l'actuació docent del professorat és molt bona i mostren de forma habitual el seu alt grau de satisfacció amb les metodologies d'ensenyament dels mateixos. Els comentaris més crítics han aparegut en relació amb els cursos de Metodologia, problema que es deriva de la diversitat interna de nivells entre els estudiants. En aquests moments el consorci ha establert un grup de treball per tal de millorar els continguts i la metodologia dels cursos de Mètodes.

El professorat està responent amb estàndards d'elevada qualitat acadèmica al repte de fer docència en anglès i a estudiants d'arreu del món. Evidentment, hi ha aspectes que es poden millorar, alguns dels quals sorgeixen de la pròpia experiència i altres poden requerir reforços específics. En aquest sentit, el consorci preveu programar sistemes de millora per a que el professorat del màster adquireixi més habilitats per treballar en entorns multiculturals i per diversificar estils d'ensenyament i aprenentatge.

#### **Estàndard 5: Eficàcia dels sistemes de suport a l'aprenentatge**

**La institució disposa de serveis d'orientació i recursos adequats i eficaços per a l'aprenentatge de l'alumnat.**

Aquest estàndard s'ha assolit en el procés d'acreditació 14-15.

- 5.1. Els serveis d'orientació acadèmica suporten adequadament el procés d'aprenentatge i els d'orientació professional faciliten la incorporació al mercat laboral.**

#### **GLOBED**

El PAT s'estructura a través de diverses mesures. D'una banda, els estudiants són orientats inicialment a través d'una *welcome week*, en la qual reben informació acadèmica i logística relativa al màster i a les universitats participants. Al llarg d'aquella setmana, el coordinador del màster manté reunions col·lectives amb els nous estudiants i respon als seus dubtes i inquietuds. Un cop començat el curs, s'assigna un professor de la UAB amb docència en el màster com a orientador/mentor de l'estudiant. Cada estudiant, per tant, compta amb un mentor, el qual supervisa el seu rendiment, la seva evolució personal i l'orienta en decisions clau del segon any de màster, com és la tria de les pràctiques professionals o el tema i supervisor de la tesi. Més

enllà dels tutors individuals, els estudiants poden accedir a tutories i reunions personalitzades amb el professorat del màster. Quan són a Oslo o Amsterdam les reunions es poden mantenir per *skype*.

**5.2. Els recursos materials disponibles són adequats al nombre d'estudiants i a les característiques de la titulació.**

**GLOBED**

Per a la primera edició del Màster es va habilitar la Sala de Postgrau de la Facultat de Ciències Polítiques i Sociologia per tal d'adaptar-la a les necessitats del programa. Tot i que això va resultar prou satisfactori, hi vam trobar algunes incomoditats per qüestions d'espai en aquelles assignatures en les quals els alumnes del nostre programa compartien aula amb alumnes del Màster en Treball, Política Social i Benestar, ofert també per la UAB. Per aquest motiu, de cara a la segona edició del Màster, les assignatures s'han distribuït entre l'Escola de Postgrau i les aules de la planta baixa de la Facultat de Ciències Polítiques i Sociologia.

A part d'això, d'altres aules com poden ser les d'Informàtica, Sala d'Actes o seminaris han estat emprades segons la conveniència trobada pel professor.

Finalment també esmentar que els alumnes disposen de dues aules a la seva total disposició al Centre de Documentació Europea amb capacitat per a 10 i 40 persones respectivament. Aquestes aules han estat utilitzades pels estudiants majoritàriament per a la realització de treballs grupals.

**Estàndard 6. Qualitat dels resultats dels programes formatius**

**Les activitats de formació i d'avaluació són coherents amb el perfil de formació de la titulació. Els resultats d'aquests processos són adequats tant pel que fa als assoliments acadèmics, que es corresponen amb el nivell del MECES de la titulació, com pel que fa als indicadors acadèmics, de satisfacció i laborals.**

Aquest estàndard s'ha assolit amb qualitat en el procés d'acreditació 14-15.

**6.1. Els resultats de l'aprenentatge assolits es corresponen amb els objectius formatius pretesos i amb el nivell del MECES de la titulació.**

**GLOBED**

Els resultats són altament satisfactoris. Un bon indicador de la preparació que obtenen els nostres estudiants és el feedback obtingut per part de les institucions que els allotgen per a la realització de les pràctiques. En la majoria de casos han expressat la seva satisfacció amb la preparació acadèmica i competencial amb la qual arriben els estudiants i s'incorporen als diferents projectes. Les competències instrumentals i transversals s'estan assolint satisfactòriament.

**6.2. Les activitats formatives, la metodologia docent i el sistema d'avaluació són adequats i pertinents per garantir l'assoliment dels resultats de l'aprenentatge previstos.**

**GLOBED**

Les metodologies docents incorporen una gran diversitat d'eines, necessàries amb un alumnat extraordinàriament divers culturalment i acadèmicament, i derivades del fet de generar perfils

professionals d'estudiants amb capacitat d'adaptació a diferents entorns professionals. Les estratègies docents incorporen classes magistrals, resolució de casos, simulacions pràctiques, role-playing, presentacions individuals i grupals a l'aula, workshops, visites externes, etc. L'ús de diferents estratègies s'adapta a les diferents necessitats i als diferents objectius d'aprenentatge.

### **6.3. El valor dels indicadors acadèmics són adequats per a les característiques de la titulació.**

#### **GLOBED**

Primer de tot cal tenir en compte la naturalesa de la nostra titulació de Màster, de dos anys i 120 ECTS; és a dir que els estudiants de la primera edició es troben ara mateix al quart semestre i els estudiants de la segona edició al segon semestre.

El rendiment Acadèmic mostrat fins ara pels 40 estudiants (20 per edició) és molt alt en l'àmplia majoria dels casos, fins i tot en nivells superiors als previstos. Les notes mitjanes per assignatura oscil·len entre el 8-9/10 i la percepció per part del professorat és la d'un alumnat amb un molt alt nivell acadèmic i crític, així com nivells de motivació també molt alts.

Especialment contents estem amb la taxa d'abandonament i/o de no presentats: donada la naturalesa dels programes Erasmus Mundus Joint Master Degree, la taxa d'abandonament pot ser significativa en molts casos per problemes d'adaptació al medi. Ens trobem amb programes on estudiants vinguts d'arreu del globus (en el nostre cas 30 nacionalitats diferents en els primers 40 estudiants seleccionats), que han de conviure amb el xoc cultural que suposa primer per a ells mateixos el fet de viure en un indret diferent, posteriorment amb el xoc cultural que suposa compartir classe i moltes hores de vida diària amb una cohort d'estudiants procedents de cultures diverses i finalment amb la complicació afegida de la inestabilitat en el lloc de residència, donat que la major part dels estudiants viurà a un país diferent en cada semestre del programa.

Tot això doncs fa que la resistència psicològica a les adversitats hagi de ser treballada de manera important, i que desgraciadament els abandonaments siguin habituals en programes com el nostre, i que estiguessin previstos a l'inici del programa. Afortunadament, la primera edició es troba a tres mesos de l'entrega de la tesi i els 20 alumnes segueixen rendint amb èxit; així com els 20 alumnes de la segona edició es troben actualment a Amsterdam i Oslo sense que res faci preveure l'abandonament de cap d'ells a curt termini.

En conclusió, esperem tenir taxes de graduació properes al 100% sinó absolutes.

### **6.4. Els valors dels indicadors d'inserció laboral són adequats per a les característiques de la titulació.**

#### **GLOBED**

La previsió és que les dades d'inserció laboral siguin molt altes entre els graduats en el nostre programa, fet que encara no podem valorar ja que cap estudiant s'ha graduat. Les pròpies adversitats anteriorment descrites enforteixen les competències interpersonals dels estudiants d'una forma altíssimament valorada pel mercat de treball contemporani, i aquest fet sumat a l'excel·lència acadèmica que han rebut durant els dos anys de programa, així com el programa de pràctiques i treball de camp, en el qual la titulació té convenis amb al voltant de cinquanta organitzacions de reconegut prestigi internacional (UNESCO, Education International, UNHCR, Pisa 4 Development, Right to Education...), ens fan ser optimistes en aquest sentit.



De fet, tot i que els estudiants de la primera edició es troben com hem dit cursant el quart semestre, uns quants d'ells ja han rebut ofertes de feina en el camp de l'educació per al desenvolupament, bé sigui per a seguir desenvolupament tasques a la organització on han fet les pràctiques, bé sigui per a ser contractats en d'altres institucions.

### C. Pla de millora: resum i traçabilitat de les propostes de millora

#### Propostes de millora del centre

Estàndard 1. Qualitat del programa formatiu									
Origen*	Diagnòstic	Objectius assolir a	Accions proposades	Prioritat	Responsable	Inici	Final	Indicadors de seguiment	Modificació memòria?
Informe d'avaluació externa	Elevada taxa d'abandonament	Millorar resultats estudiants	Realització d'estudis per veure les causes de l'abandonament	mitja	Deganat	Curs 15-16	Curs 18-19	Implantació de les propostes derivades de l'estudi.	no
Estàndard 2. Pertinència de la informació pública									
Origen*	Diagnòstic	Objectius assolir a	Accions proposades	Prioritat	Responsable	Inici	Final	Indicadors de seguiment	Modificació memòria?
Informe d'avaluació externa	Millorar l'accessibilitat del CV del professorat	Fàcil accés al CV del professorat	Fer enllaços des de la pàgina web de la Facultat al CV del professorat	mitja	Vicerectorat de Comunicació	Curs 16-17	Curs 17-18	Visualització des de la pàgina web	no
Informe d'avaluació externa	Fer públics informes de seguiment	Millorar la transparència dels informes de seguiment	Fer enllaç des de la pàgina web de la facultat als informes	alta	Deganat i SGIC	Curs 15-16	Febrer 17	Visualització des de la pàgina web	No
Estàndard 3. Eficàcia del sistema de garantia interna de la qualitat (SGIQ)									
Origen*	Diagnòstic	Objectius assolir a	Accions proposades	Prioritat	Responsable	Inici	Final	Indicadors de seguiment	Modificació memòria?
Informe d'avaluació externa	Baixa participació estudiants en enquestes de satisfacció	Augmentar la participació dels estudiants	Establir un protocol de participació amb ajuda de les becaries de participació	alta	Coordinadora de Titulacions de Grau	Curs 15-16	Curs 16-17	Augmentar el nivell de participació	No
Informe d'avaluació externa	Augmentar nivell participació dels estudiants en la Facultat	Millorar comunicació estudiants amb Deganat	Impulsar sistema de delegats de classe	alta	Coordinadora de Titulacions de Graus	Curs 15-16	Curs 16-17	Augmentar el nombre de delegats	No
Estàndard 5. Eficàcia dels sistemes de suport a l'aprenentatge									
Origen*	Diagnòstic	Objectius assolir a	Accions proposades	Prioritat	Responsable	Inici	Final	Indicadors de seguiment	Modificació memòria?

Informe d'avaluació externa	Millorar el PAT	Establir responsables o tutor per curs	Nombrar tutors de curs per cada titulació	mitja	Deganat	Curs 16-17	Curs 17-18	Fer públic el nom dels tutors	No
Autoinforme d'acreditació	Sala d'Actes amb deficiències	Millorar la seva acústica, la climatització, visibilitat i accessibilitat	Remodelació integral de la Sala d'Actes	Alta	Equip de Deganat	Desembre 2016	Abril 2017	Finalització de les obres	No

\*Origen de la proposta de millora: (1) Informe de seguiment anterior (2) Informe d'avaluació d'AQU (verificació, modificació o acreditació) (3) Procés actual de seguiment

### Propostes de millora de la titulació MÀSTER UNIVERSITARI EN POLÍTIQUES EDUCATIVES PER AL DESENVOLUPAMENT GLOBAL

Estàndard 1. Qualitat del programa formatiu									
Origen*	Diagnòstic	Objectius a assolir	Accions proposades	Prioritat	Responsable	Inici	Final	Indicadors de seguiment	Modificació memòria?
3	Problemes de coordinació en relació a la selecció d'estudiants	Millorar la coordinació en la selecció	Establir metodologia de comunicació més freqüent entre la Gestió Acadèmica de la Facultat i la coordinació del Màster per un costat, i entre la coordinació del Màster i les universitats partner per un altre costat.	Alta	Coordinació Màster UAB	2015	2016	Llistat d'estudiants seleccionats	No
3	Gestió poc eficient en la distribució de pràctiques i tutors	Major eficiència en la distribució de pràctiques i supervisors de tesi per als estudiants de 2n any	Establir uns criteris clars d'assignació de tutors i pràctiques: ampliar el nombre de pràctiques proposades pels estudiants per tal d'evitar els solapaments succeïts; ampliar el nombre de places de pràctiques ofertades, tot i que ara el nombre és un 50% superior al nombre d'estudiants (31 places per a 20 estudiants); determinar que serà la coordinació del Màster qui, segons interès temàtic i coneixements decidirà el tutor de tesi dels estudiants.	Alta	Coordinació Màster UAB	2015	2016	Llistat d'assignació de pràctiques Llistat d'assignació de tutors	No
3	Mancances de contingut al programa del mòdul Metodologia d'Investigació Bàsica	Actualitzar el programa del mòdul adaptant-lo a les demandes i contextos acadèmics dels estudiants	Detecció dels canvis i posterior modificació del programa del mòdul, prèvia consulta amb els professors del Departament amb coneixements i experiència en la matèria, així com amb els 40 estudiants de les Edicions 1 i 2, per tal de conèixer les seves expectatives prèvies i impressions posteriors al transcurs del mòdul en qüestió.	Alta	Coordinació Màster UAB	2015	2016	Programa del mòdul actualitzat	No
Estàndard 2. Pertinència de la informació pública									
Origen*	Diagnòstic	Objectius a assolir	Accions proposades	Prioritat	Responsable	Inici	Final	Indicadors de seguiment	Modificació memòria?

3	Pocs continguts audiovisuals al web	Augmentar el contingut audiovisual al web del màster	Actualització del vídeo promocional del Màster tenint en compte els canvis en l'estructura del mateix (entrada de la Universitat de Glasgow com a partner i sortida de la Universitat de Malta) i on s'hi veuran reflectides les visions del personal docent del Consorci, de la coordinació del mateix, i d'estudiants de les dues primeres cohorts. Potenciació de les gravacions i emissions online de classes específiques per tal que: a) els estudiants puguin recuperar-ne els continguts sempre que ho desitgin i, b) fer pública la divulgació acadèmica de les mateixes.	Alta	Coordinació Màster UAB			Web del màster	No
3	Contingut al web augmentable	Augmentar els continguts del web	Introducció d'una secció específica amb els perfils dels alumnes del Màster (foto, petita descripció i enllaços als perfils de LinkedIn i Gmail), així com d'una secció específica dels professors visitants del Màster.	Alta	Coordinació Màster UAB	2015	2016	Web del màster	No

**Estàndard 4. Adequació del professorat al programa formatiu**

Origen*	Diagnòstic	Objectius a assolir	Accions proposades	Prioritat	Responsable	Inici	Final	Indicadors de seguiment	Modificació memòria?
3	Petites problemàtiques d'entesa cultural entre professorat i alumnat	Que el professorat del màster adquireixi més habilitats per treballar en entorns multiculturals i per diversificar estils d'ensenyament i aprenentatge.	Planificació de cursos de formació en aquesta matèria per a que els docents obtinguin els mecanismes necessaris i així puguin evitar i/o solucionar possibles problemàtiques intrínseques de la naturalesa multicultural d'un programa que ha rebut estudiants de 30 nacionalitats diferents en els dos primers anys.	Mitja	Coordinació Màster UAB	2015	2016	Avaluacions de l'alumnat	No

\*Origen de la proposta de millora: (1) Informe de seguiment anterior (2) Informe d'avaluació d'AQU (verificació, modificació o acreditació) (3) Procés actual de seguiment

## ANNEX

**REFERENCE: 553683-EPP-1-2014-1-ES-EPPKA1-JMD-  
MOB\_GLOBED**

**TITLE: Education Policies for Global Development, GLOBED**

### Objective

The Master on Education Policies for Global Development (GLOBED) aims to construct an attractive master for students who are either currently working in this field or aim to do so. GLOBED constitutes a solid and homogeneous training in the area of educational development research and international cooperation activities. It has the objective to produce a European know-how on education policies for development that potentially can benefit researchers and technical staff working in international aid agencies, governmental bodies, civil society organizations or consultancy firms operating in developed or developing countries.

### Course duration

Two years (120 ECTS).

### Brief description

GLOBED is a joint master's degree awarded by three European universities: Universitat Autònoma de Barcelona (Spain), University of Malta (Malta) and University of Oslo (Norway), with the support of the University of Amsterdam as a 'special associate partner'. The project also includes a large number of associate partners (international organizations, (I)NGOs, aid and development agencies, universities and research centres) that collaborate with GLOBED in different ways, in particular by providing opportunities for internships during the second year of the master.

The JMD is structured into a set of core and elective courses, with a view to providing a solid theoretical foundation in the area, as well as the possibility for developing extended specialist knowledge and skills. Students spend the first semester together in Barcelona (UAB) and are able to choose electives in the second semester in Oslo (UiO) or Amsterdam (UvA), before coming together again for a Summer School at the University of Malta (UM). During the second year, they advance their professional development by doing internships in associate partners' institutions (mainly in developing countries), and carry out the necessary fieldwork to develop their research projects and write their master's theses.

### Career prospects

GLOBED takes into account recent changes in the field of development cooperation and education reform to provide the knowledge, skills and competencies required today for working in this field. It develops an interdisciplinary, multiscale and multisectoral approach to the study of educational policy change, and provides the theoretical basis, the conceptual understanding and the practical experience necessary to develop professionally in this field.

## An international experience

GLOBED attracts high-level students from all world regions, and constructs a learning community of staff and students that produces a unique academic experience.

The master contributes to the Education and Training 2020 Strategy by introducing innovation and excellence in European HEIs and the EHEA. Following the principles of the ET2020 strategy, GLOBED takes into account key competencies closely linked to job opportunities in the field of education and development cooperation to boost students' professional development. GLOBED works closely with associate partners to strengthen the quality of the work.

Student mobility is fundamental to ensure the acquisition of learning objectives. They acquainted with different European HEIs, different research groups from different disciplinary backgrounds and different cultural/linguistic contexts. They also acquire professional experience through internships in associate partner institutions and fieldwork experience and professional development in the research country of their choice. The experiences in these different environments require the ability to adapt to and to learn the specific codes of different cultural contexts.

## Diploma

The consortium foresees to award a joint degree upon completion of the programme. The first GLOBED graduates will award the degree in Sept-17.

## Website

[www.globed.e](http://www.globed.e)

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## 1. Jointness

1.a What elements of jointness/Integration can be seen in the implementation of the course?

The nature and content of GLOBED is the result of a long term project that started firstly under the Erasmus Lifelong Learning Programme, and secondly during the preparatory year and the launch of the first GLOBED edition. These consecutive processes facilitated the collaborative engagement of the different partners during a substantive period of time, which is something that ensured the design of a strong, coherent and integrated academic programme. The curriculum rationale, which was elaborated from the very beginning of the project, set the basis of the construction of the programme. The curriculum structure and content of the Master is understood as an open process and it is the result of long discussions on current trends in the global education agenda and the learning challenges it generates.

Jointness and integration among the partners have ensured that the GLOBED design responds to single, coherent and common academic programme. Mechanisms of exchange and permanent contact are enforced through staff mobility, academic exchange and common activities (such as the annual Summer School). Staff mobility and invited experts ensure that key aspects of the GLOBED learning objectives are covered. The GLOBED Consortium has also produced common criteria for selection and admission procedures, and it has also established common guidelines for students' services, including visa, residence permits, or information about potential funding for mobility. Integration is also ensured through a management strategy that involves the participation of all partners. Main indicators of jointness in the process of implementing GLOBED are the following ones:

- A jointly produced [curriculum rationale](#), [curriculum design](#) and curriculum development.
- The deliberation around, and the adoption of, ECTS criteria in calculating students' workload and teaching activities.
- A shared and agreed system of evaluation mechanisms for the different courses.
- A jointly produced [handbook](#) delivered to the students upon arrival. ([http://globed.eu/wp-content/uploads/2017/01/GLOBED\\_SA\\_E+\\_EditionII.pdf](http://globed.eu/wp-content/uploads/2017/01/GLOBED_SA_E+_EditionII.pdf))
- A jointly produced thesis writing guide, including rules on plagiarism and referencing.
- Co-supervision of Master's theses related to the topic and specific areas of expertise of the members of the Consortium.
- Teaching together and developing various teaching methods (as already practiced during the [GLOBED Summer Schools](#) since 2013).
- The joint production of a GLOBED website containing updated information about the development of the Master programme ([www.globed.eu](http://www.globed.eu)).
- Regular contribution of all partners to the GLOBED e-Newsletter ([www.globed.eu/newsletter](http://www.globed.eu/newsletter)).
- A common plan for dissemination of information on the Master programme, including the production of a new promotional video. (see the current one at <https://www.youtube.com/watch?v=5lpGiY4AJd0>)
- Common criteria for admission and selection procedures for applicants to the programme, and a shared system of evaluation of applications with peer review

processes.

- A jointly agreed management structure of the Master programme, with a central Secretariat at the UAB and a GLOBED Administrative Board constituted of highly qualified administrative staff from each partner university.
- A shared system for calculating GLOBED participation costs and a joint Consortium Agreement for financial management of GLOBED, named the Running Costs Protocol (RCP).
- Design of the main structure of an on-line learning management system to share course information and content among the GLOBED community.
- Regular staff mobility and exchange to teach specific sessions of the courses in the programme.
- A shared system of internal and external [quality assurance](#).

## 2. Attractiveness/internationalisation of the HEI's

2.a - Did the number and the quality of the students applications meet the consortium's expectations? **YES**/NO \*\*

2.b How have the student applications evolved in terms of number and quality in comparison with the past student selection?

The evolution regarding valid applications received is highly positive. For GLOBED 1<sup>st</sup> Edition we received 211 valid applications and this number increased to 347 for GLOBED 2<sup>nd</sup> Edition, with 67 student applying as self-funding students. As we are still a very young Master Programme, not even having graduate students who can provide their experience on the M.A. and how the program gave them tools for introducing them into the labour market, we foresee an even higher number of applicants for the next editions.

Having a large number of applicants has made the decision on selection very difficult. A number of applicants of top quality have to be dismissed. Skype interviews with the GLOBED Selection Board helped to make the final decision regarding the application process. Once the course has started, we have been pleased to realise the high academic and personal competences of the selected students.

2.c - Is the Master attracting enough high quality scholars/guest lecturers? **YES**/NO \*\*

2.d - Does the Consortium cooperate with Partner country organisations/institutions (partners, associated partners, others). **YES**/NO \*\*

2.e - How is the course adapting to the developments in the thematic area in order to guarantee its excellence, innovation and competitiveness.

GLOBED develops several strategies to ensure its constant adaptation to the developments in the thematic area. These are the most significant ones:

[1] Developing a robust market research and careful analysis of other Masters degrees in international and comparative education and international development studies.



[2] Exploring job advertising webpages and analyzing the changing profiles and competencies in the labour market offers.

[3] Updating a curriculum to responds to an interdisciplinary, multiscalar and multisectoral approach to education and development.

[4] Including specialists in all world regions. GLOBED consortium partners have expertise and have developed education policy research in most world regions, including South and Central America, South-East Asia, Sub-Saharan Africa, the Arab World, the Euro-Mediterranean region, and Western and Eastern Europe.

[5] Combining technical expertise in the field of education policy analysis and evaluation with the ethical values underlying professional development in this field.

[6] Using a wide range of teaching methods depending on the needs of the learner. These include master classes, but also case-study analyses, role-playing, policy simulations, open debates and other participatory and innovative teaching methods.

[7] Establishing synergies with key stakeholders in the field and constructing a permanent dialogue with them to stress the skills and competences needed to facilitate students' future employability. GLOBED associate partners bring specific knowledge and experience in critical areas of policy analysis, professional development, and policy implementation and evaluation. Many of these are non-academic institutions or institutions that combine action research with policy advice and the design, execution and/or evaluation of policy programmes. They also include academic institutions, particularly universities in the South.

[8] Developing complete quality assurance mechanisms (internal and external) and systems of programme evaluation on a permanent basis.

[9] Opening the space for potential changes in curriculum design and teaching methods through careful consideration of students' feedback, associate partners' advice and input from external evaluators.

By combining all these elements GLOBED aims to fill a large gap between academic approaches to the study of education and development and knowledge and skills, which are necessary in the field. Employers in this sector highly value research skills that can be applied to problem resolution, and especially to develop rigorous policy analyses and policy evaluation strategies. GLOBED takes into account these needs to build the necessary bridges between research and policy and between theory and practice.

Furthermore, by sharing knowledge and experience among European institutions and by establishing close and stable links with the most significant stakeholders in the field, GLOBED becomes a reference programme for strengthening the EHEA. A combination of excellence and internationalisation within one study programme has not been developed so far, since no university could provide a programme of this

magnitude and quality alone. There is no master programme in the world in the field of education and international development developing this systematic collaboration with so many stakeholders and future employers. Indeed, content, skills, competences and teaching methods are not the result of adding mechanisms from each individual partner. Rather, they result from a joint assessment of the needs in the field and regular discussion among partners.

### 3. Quality of the project design and implementation

3.a - Do you carry out a joint student selection? **YES**/NO \*\*

3.b - Indicate problems, if any, in following the minimum requirements and recommendations for student selection and scholarship management indicated in the Annex II of the Project Handbook.

After the first technical report, the minor elements to be improved as stated by the EACEA officers have been corrected: a copy of a complete Student Agreement & Handbook, which includes 84 pages of very useful documentation; the last update of the Catalogue for Internship Seats, as well as some other enhancements such as changes in website design to make all participation costs and scholarship information much clearer, and/or adding more information into the FAQ section, now including a total of 14 questions and answers.

The only major problem we faced refers to the information to non-selected students. In order to speed up all the procedures, we sent the e-mail on due date to all students in occult copy. As this was an e-mail sent to more than 200 students, some email browsers did send our response to the trash folder, leaving applicants without access to our response. From then on, we are sending e-mails in one-by-one basis in order to ensure all applicants are duly informed about the status of their application.

3.c - Does the student performance correspond to the expectations of the Consortium? **YES**/NO\*\*

Describe positive experiences, lessons learned, problems if any.

Student performance respond so far to the expectations of the Consortium. First edition students completed are entering in the 4<sup>th</sup> semester of the course and are focusing on the process of writing their theses, while 2<sup>nd</sup> edition students have just finished their first semester. Students have responded with high dedication and motivation to all the requests necessary to pass different courses. The average quality of their work is very high, and some assignments can be considered brilliant. The feedback received by professionals that have mentored students'

internships is highly relevant and positive. Associate partner organizations have expressed their high satisfaction with the quality of GLOBED students, and have expressed their opinions on the need to reinforce certain aspects in the curriculum and in the training of student competencies. This feedback is essential to improve the quality of our programme.

Some organizations have expressed their interest in recruiting some of our students once they finish the master, and some have offered them already the possibility to contribute part time to some of their current projects.

Regarding the lessons obtained by the experience so far, we have learned the need to reinforce certain aspects to ensure students will finish the master with the necessary skills demanded in the labour market.

3.d Has there been any changes regarding the mechanisms put in place for student guidance, teaching, examination, performance evaluation an appeal procedure?

(3800 characters max.) XAVI \*\*

Student guidance mechanisms are in place since the arrival of students to the UAB in September. As part of the induction-period, and one week prior to enrolment, students receive all the information regarding academic and logistical aspects of the master, and engage in several activities that facilitate interpersonal contact with other students and the GLOBED staff. Academic, social and cultural activities are organized to generate a positive atmosphere of cooperation and camaraderie. Students so far have valued the activities developed during the welcome week highly positively.

Taking into account the nature of the programme, where students from very different cultural backgrounds are settled together during a 24 months very intense programme, and as most of them are coming from developing countries, the Welcome Week, as well as other social and cultural activities such as yoga classes or national lunches, are meant to be a key point of the success in the integration of all students, both into the group and into the society that they are living in.

Regarding teaching procedures, the GLOBED Consortium maintains regular meetings to evaluate new teaching practices and their effectiveness. Constant dialogue with students helps us to improve teaching methods and strategies. As a consequence, we have increased strategies of case-study learning and the number of presentations made by students themselves in class. Moreover, evaluation procedures are permanently adapted as a result of internal debates and dialogue with students. As part of the internal evaluation strategy, for instance, the Consortium has reviewed the number and the nature of the assignments during the first semester of the master. We have also produced new templates that are helpful for students when preparing their assignments (outlines for papers, student portfolio for interships and thesis, etc.) and more systematic evaluation criteria mechanisms. Response from students to all these changes have been highly positive, and they feel heard and represented in the programme.

Regarding appealing procedures, we have included an Appeal form in the GLOBED website (<http://globed.eu/appeal-form/appeal-form/>) that ensures the mechanisms for any claim applicants may have in the application process.

3.e Is the study programme progressing according to the planned objectives in the application?  
**YES**/NO \*\*

Describe positive experiences, lessons learned, problems if any.

GLOBED is progressing as foreseen in the application. The programme is a very intensive learning experience, for both students and staff. The curriculum is effective in achieving its goals, and students respond to learning activities with enthusiasm. Participation of associate partners is growing, and their value of what they bring to the programme is very high. Admission and selection have worked well, and has represented an intensive and difficult task for GLOBED members, especially for dealing with more than 300 applications in the last edition. Mobility is taking place as foreseen, despite several problems regarding changing rules in VISA issues in European countries after internal regulation changes. All cases have been solved, fortunately. Invited scholars have provided a high added value to the master, and have increased the quality of the master. Students participation is ensured by facilitating mechanisms for choosing student delegates and especially by establishing opportunities for them to express their concerns. Internal quality mechanisms have been put in place as expected: teacher evaluation questionnaires have been passed to students, and qualitative discussions have been set up with both staff and students.

Undoubtedly, the first GLOBED edition left many lessons to the consortium. We have improved the amount and quality of information distributed to students, and we have rescheduled some of the processes of the master, such as the moment in which students have to make decisions on their internships and fieldwork. Communication strategies with students have also improved, and regular meetings take place to ensure their concerns are attended.

Clarifications among partners have taken place in due course. The interpretation of institutional rules for examination, registration, student services and other aspect has been clarified and in all cases has been satisfactorily solved.

3.f Indicate the added value of scholars/guest lecturers.

Scholars/guest lecturers are a central component of the master design. They have provided a great added value to the courses taught in the first year. Some of them are highly recognised scholars in the field, and their input has become a great source of knowledge and experience to the programme. Students have also highly valued the contribution made by professionals that are currently working in NGOs, International Organizations or aid agencies. They have provided a different and practical view to GLOBED students, and some of them have even become informal advisors of their career prospects.

In the first edition, ten different professionals contributed to the GLOBED programme, either teaching in the course programme or contributing to the Summer School. Some of them stayed for two weeks, while others had the chance to participate occasionally with one or two sessions.

Mobility within the consortium has also taken place. GLOBED staff have taught in partner universities specific sessions, and we have also organised joint workshops on methodology and strategies to carry out fieldwork.

3.g What actions has the Consortium undertaken regarding internal and external quality assurance?

The GLOBED consortium has set up an assessment system (consisting of an interlinked set of goals, actions, procedures and indicators) to ensure the comprehensive evaluation of the Master and the continuous improvement of its quality.

The GLOBED QA system monitors four main dimensions of the Master, namely:

- a) the overall programme objectives: its vision, design and implementation;
- b) the curriculum design, its content and its delivery modes;
- c) student progress, achievement and employability;
- d) management, marketing and financial sustainability.

All four dimensions envisage both, internal and external evaluation mechanisms and develop the necessary procedures to ensure the participation of staff, students and associate partners. GLOBED has established a *Quality working group*, with representatives of staff (both academic and administrative) from all full partners institutions. This group is responsible for the overall implementation and monitoring of the QA system, while it also assumes some specific tasks within the QA framework. Two more internal working groups are organized to complete the internal evaluation process. On the one hand, the *Curriculum working group* (which coincides with the *Academic Board* and adds the participation of two student representatives) evaluates the curriculum design, specific courses and all aspects regarding the teaching process (quality of teaching, modes of delivery, scholar guests, summer school programme, etc.). On the other hand, the *Management working group* counts with administrative and academic staff from all institutions and is responsible for the evaluation of all aspects regarding the everyday economic and academic management of the master and for monitoring the marketing plan and the financial sustainability of GLOBED. These working groups have met on regular basis and have discussed all aspects of their competence.

Students have evaluated the courses they take (including the summer school) and teacher quality via a *per-module* on-line questionnaire. They have also assessed their internships and research experiences via the same method. At the same time, associate partners who have supervised students' internships have provided us with feedback concerning the competence of students and the relevance of their contribution to the organization. This feedback is being registered in an open questionnaire.

External evaluation is guaranteed by two main mechanisms. On the one hand, the regular contact with GLOBED associate partners provide the necessary permanent feedback regarding the skills and competencies that students develop during their internships. Associate partners write evaluation reports on student's progress, and make opportune observations on some abilities or competencies they missed while supervising the students. On the other hand, once every two years, the GLOBED will be externally evaluated by a team of three experts,

including a representative of a European university (who is not part of the consortium), a representative of an associate Southern University, and a representative of an associate international organization or INGO. These agents will focus on the relevance and appropriateness of the GLOBED curriculum, the achievement of the learning objectives, the links between the master and the labour market, and the programme management. To carry out this evaluation, they will be encouraged to interview students, associate partners and lecturers, and attend lectures of their choice. This system of external evaluation will take place in the next Summer School (2017), at the end of the 1<sup>st</sup> GLOBED edition.

Describe any deviation from the original plan, explain the reasons and, if relevant, the alternatives actions taken.

Student evaluation questionnaires have been redesigned to make them shorter and more focused on the specific courses they take.

3.f What has been the feedback of the different actors (including students) involved in the internal and external quality assurance mechanisms so far?

Students and associate partners have provided important feedback on the development of the programme. They have shown their overall satisfaction with the programme, but they have also pointed out some aspects that could be improved in the forthcoming editions.. During the first edition, a number of unexpected aspects appeared in the everyday running of the master. The consortium has been eager to learn from the experience, and has heard permanently students and other stakeholders in this process.

Feedback from students has mainly referred to organizational aspects of the master. Questions regarding mobility (with many issues referred to VISAs and therefor not always in the hands of the GLOBED management team), accommodation in the second semester or access to different student facilities were raised as aspects to improve. In the same vein, some academic demands were raised from students: harmonization in evaluation systems, clearer criteria on which assignments are assessed, or mechanisms of allocation in internships are examples of some of the aspects that needed improvement and that students pointed out in dialogue with GLOBED staff.

Associate partners have also provided feedback to the consortium, essentially regarding aspects to improve in students' competencies and skills. They are highly satisfied with the qualifications of the students they receive, but occasionally have pointed our some aspects for improvement.

3.h How is the consortium following up on this feedback?

The consortium has attended all students and associate partner requests in a serious and professional form. In all aspects that were in our hands, new decisions were taken. From an academic point of view, our programme has introduced changes in aspects such as the content and teaching strategies in the Basic and Advances research methods courses, in harmonising

evaluation strategies among different courses, in introducing new teaching strategies with more practical orientation, in rescheduling the moment to decide on internships and theses themes, etc. From an organizational point of view, our programme has redefined the timetable of student classes during the first semester (to make it a bit less intensive), it has included new information in the student handbook, it has introduced clearer appealing mechanisms in the selection process or it has included more information on mobility in the welcome week. These are just some examples of aspects that have been corrected/improved after attending students requests.

On the other hand, programme content and teaching strategies have been revised as a consequence of associate partners' feedback after first edition students completed their internships. Emphasis in more instrumental skills is being put in the forthcoming courses, to ensure we respond to associate partners' suggestions.

## **4. Website**

[www.globed.eu](http://www.globed.eu)

Indicate problems or challenges, if any, in following the minimum requirements for the website:

Our website do follow all minimum requirements and we foresee some implementations on the next few months including some graphical improvements, a world heat map with the Associate Partners and their location, as well as a personal profile for all former and current students, so prospective students and/or job seekers can directly check their skills and contact them if needed.

## **5. Student issues**

5.a. Which services have already been provided to the students?

During the first semester of the course (at Universitat Autònoma de Barcelona), students are provided with assistance on the VISA and Residence Permit procedure; helping students with all the documentation needed and contacting the Embassies when it is helpful for them. Also, as we will describe later on, the Consortium agreed on buying the flight tickets to those students who could not afford it. For those students, the amount of the flight ticket was deduced later on from the travel costs payment and clearly stated at the Student Agreement.

Other services provided to students before their arrival are the contracting of the medical insurance for the whole study period (24 months) and information about housing, both at the UAB Campus and in the nearby cities such as Cerdanyola del Vallès or Barcelona.

Once they arrived, a Welcome Week was organised. The Welcome Week helped them feeling like home during the first days in Barcelona, and also let them to get to know each other before the course started. We organised a field-trip all around the Campus, and another day-trip to the city of Barcelona, that helped creating a friendly atmosphere. During the field-trip around the Campus, there were some meetings organised where UAB staff members helped the



students with their doubts regarding the residence permits and also a specific Welcome Guide was created taking into account the specific needs of GLOBED students.

Finally, an event was organised to welcome students, lecturers and administrative representatives from all Consortium universities, in the context of the Consortium Meeting. This event included the Inaugural Lecture, by prof. Radhika Gorur from the Deakin University of Melbourne, as well as an informal dinner.

The meeting helped students to ask questions regarding academic and organisational aspects of the master.

The universities of Oslo and Amsterdam are also offering student housing to students, which is a very important issue regarding the high costs of “normal housing offer” in both cities. At these universities, as well as at the UAB, an Introduction Week for all international students is offered and services like sports train sites or religious centres are also included at the university facilities. Also, free yoga classes has been offered once a week in a specific session for GLOBED students, as we foresee this as a key tool for reducing student stress and nerves on their first semester of adaptation to a new environment.

As for the Summer School taking place in Malta, GLOBED offers very cheap housing to all students after reaching an agreement with a hotel for 1<sup>st</sup> Edition and with a Jesuit Retreat for 2<sup>nd</sup> Edition. Also, a bus was rented in order to make internal journeys and/from hotel to university more comfortable; a farewell dinner was offered to all students.

Lastly, to specify free language courses of Catalan at UAB, Norwegian at the UiO and dutch at the UvA are offered to students.

Describe positive experiences, lessons learned, problems, if any

The main problem raised when the Dutch Foreign Affairs Ministry, through the University of Amsterdam, informed us about Pakistani students not being eligible for receiving a Student Residence Permit, in spite of our two-Pakistani student already choose UvA as their home university of 2<sup>nd</sup> Semester. A heavy task of diplomatic talks with the UvA, the Ministry of F.A. of The Netherlands and the Embassy of The Netherlands in Pakistan was needed, but luckily it has been managed to allocate the Pakistani students in Amsterdam, as it was their wish.

## **6. Health and Insurance coverage**

Indicate problems, if any, in following the minimum requirements for the health and accident insurance coverage of EMJMD students indicated in Annex I of the Project Handbook

This has never been problem as there are three-four companies such as IPS, Marsh, that offer student health insurance package specifically for EMJMD students, and these packages already include the minimum requirements settled by the Agency. Unfortunately, our students had to deal with the insurance for some small health issues and everything works perfectly with them.

Even though, there is one issue that is not included at the Agency requirements but we think



may be very useful for students: this is providing them a list of doctors from each speciality that they can visit. These companies do not offer any list, so we were simply told students should go to any doctor which fees are under the maximum rates allowed, pay by themselves and thereafter be reimbursed. We found some companies that are offering a list of specialists available, without students having to pay for the visits, which is of course highly convenient. Up to now, the GLOBED Consortium has been offering help to students in finding good doctors of a very broad range of specialities when needed.

## 7. Quality of the project team and cooperation arrangements

7.a Has there been any change regarding the consortium governing bodies for management, administration and academic matters? Yes/**No**

7.b Describe positive experiences, lessons learned, problems, if any

The GLOBED internal organizational structure has shown to be effective to respond to the challenges of the operation of a European master of this magnitude. The three internal working groups (Academic Board, Quality assurance and Management) assume all key aspects of the everyday functioning of the master. The Academic Board looks after the successful development of the curriculum, reviews content and pedagogic strategies, approves the selection of invited scholars/lecturers, attends students' demands for internships and fieldwork and allocates supervisors to students depending on their areas of interest. The quality assurance working group established all internal and external procedures to assess the organizational and academic aspects of the master. Finally, the management working group coordinated all institutional aspects regarding the organizational and academic matters. It also assumes the relationship with all associate partners and elaborates the necessary strategies to ensure the sustainability of the master, including the search of new sources of funding.

No need for change of this internal structure has been perceived as necessary.

7.c Has there been any change regarding partner's role and duties as well as human resources and logistics? Yes/**No**

Describe positive experiences, lessons learned, problems, if any

All partners have continued demonstrating their high commitment to GLOBED from the beginning of the master. Each institution assumes the coordination of one of the three working groups in the internal structure, which ensures a high level of co-responsibility in the master's operation. Staff of the three full partner institutions involved in the master has increased. Some of them have been incorporated as part of the teaching team, while others have entered GLOBED assuming the supervision of some master theses.

Depending on students' interest, some external members have been invited to participate as supervisors of some GLOBED students. They have accepted it enthusiastically. They are aware of the programme and the mechanisms of supervision and evaluation of students.

For the coming edition, the GLOBED consortium has decided to incorporate a part time professional to give support to the application and selection process. The high number of applicants and the need to attend their many requests are reasons for looking for more support to this processes.

## 8. Administrative and financial management

8.a Has there been any change in how financial resources are allocated and managed within the consortium? Yes/No

8.b Has there been any change in how the management lump sum is used and distributed among the members of the consortium? Yes/No

8.c Has there been any change in the participation costs charged to the students? Yes/No

8.d Will the consortium manage to award the number of EMJMD scholarships stipulated in the contract? Yes/No

8.e Describe lessons learned, problems, observations related to the grant (lump sums and student scholarship -participation costs and travel and installation costs) and the scholarship payments, if any.

There is one observation to make at this point. As already stated, prior to students arrival GLOBED offers them the possibility of buying the flight ticket, which is particularly convenient for those students coming from developing countries, as normally they don't have the possibility to buy it by themselves and also the flight ticket is expensive. The problem we face refers to the first installation and travel costs payment: once they arrive, GLOBED helps students to open a bank account (an agreement has been reached with Banc Sabadell so student with a bank account there have the possibility of withdrawing money with no extra cost, which is very convenient in such a high-mobility program), but the procedure of opening a bank account and issuing the payment from the university to the students takes 10 to 15 days the fastest. Of course, this is very inconvenient for most students, since the first days are particularly expensive. For that reason, GLOBED and the UAB as the University coordinator are exploring the possibility of issuing the instalment costs payment (1.000€) one month before students travel to Barcelona. This may be risky at some point, but may be very convenient for students to receive this stipend before arriving to the first host institution.

## 9. Impact and dissemination

## 9.a What promotion and dissemination activities has the consortium undertaken?

The GLOBED EMJMD, from its earliest development stages, has aimed to actively promote and engage with a wider audience, in order to establish both the consortium and the EMJMD as a reference in the field of Education Policies for Global Development. As established in the GLOBED Marketing Plan, this promotion and dissemination network has already taken shape and will continue to expand once the programme is running through the application of ten tools:

- 1) the GLOBED website with a wealth of general and practical information about the project and that has an average of 4,500 visits (unique visitors) per month;
- 2) a promotional video for new students and associate partners that will be updated this next Summer School 2017 in Malta;
- 3) a resources page in the GLOBED website with open access to state of the art research and links to open access depositories of the publications of the GLOBED staff (Academia.edu, university depositories, Researchgate, etc.) is also foreseen to be developed during Spring 2017;
- 4) the GLOBED quarterly Newsletter that provides the most relevant news in the field of globalization and education, including key events, conferences, publications, but also information on the evolution of the GLOBED project (the Newsletter is distributed currently among 1112 subscribers, although this number is constantly increasing);
- 5) an active Facebook page with more than 3.700 people enrolled already;
- 6) a GLOBED twitter account with 450 followers;
- 7) the annual GLOBED Summer School;
- 8) a Facebook private group to connect and trace GLOBED alumni, lecturers and associate partners, but also to reach potential new students;
- 9) other websites: Information on the master is also available in the European Study Portal, MastersPortal and the institutional websites of both the partners and the associate partners; and
- 10) the dissemination of the academic research results of GLOBED lecturers and professors in key international seminars and conferences, raising the profile of the teaching staff and the EMJMD.

In relation to the latter, the GLOBED programme has had so far (and will continue having) presence in key conferences in our field, including the European Conference on Educational Research, the European Sociology Association Conference, the UK Forum for International Education and Training (UKFIET), Comparative International and Education Society conference, the European Association of Development Research and Training Institutes (EADI) Conference, and the International Sociology Association Conference. These conferences are regularly attended by GLOBED staff. In addition, graduated students who have produced relevant pieces of research will be encouraged to present their results in these and similar conferences, as we are convinced that GLOBED alumni will be the most important ambassadors of the programme.

The website, and the above mentioned social network tools are all targeting a broad range of populations, including: prospective, current and ex-students of the GLOBED EMJMD and students; (PhD) researchers and lecturers in related fields; practitioners working in (I)NGOs, donor agencies, ministries of education (around the world), other related ministries (of foreign affairs, trade, etc.); and network- type organisations (NORRAG, GCE). The type of information that is disseminated includes general promotion of the EMJMD to attract a diverse and international body of students *and* associate partners, as well as information regarding relevant activities, seminars, publications, conferences and developments in the field.

9.b Has there been any change regarding implemented or envisaged promotion and dissemination activities?  Yes/No

The development of a Facebook page has been very useful to reach a wider audience interested in our programme. Within one year, GLOBED page is close to reach 4.000 followers that are very active in the website, so this proves that social networks can be a very useful tool to connect with millennial generation students. The aim of our programme is to keep on this line and even promote a more intensive social network campaigns, which may include the creation of an Instagram account.

Also we are convinced about the importance of audio-visual products nowadays. Young generations specifically are much more attracted to videos or graphics than to long texts. For that reason, we are implementing changes at some sections of the website (i.e. scholarship distribution) to make it clearer and more attractive to students. Also, a new promotional video will be recorded during next GLOBED Summer School that will take place in Malta in June 2017.

## 10. Operational sustainability

10.a Does the consortium envisage that the structure for running the course will be maintained after the funding period?  Yes/No

## 11. Financial sustainability

11.a Is the course supported by complementary funding from non-European Union sources (e.g. from the consortium partners, national/regional funding schemes, world of work, etc.)?  Yes/No

11.b Please update the information of your last report regarding the financial provisions foreseen for the continuity of the course after the end of the Erasmus+ funding?

GLOBED Consortium Board will submit a new Grant Request Application on February 2017. Counting with the support of the EU for two consecutive periods would provide the necessary means to consolidate GLOBED as a global project and will ensure its sustainability for the future.

The current EU funding has helped us to put GLOBED in the map and to brand it as a key master in educational development. The increasing level of demand informs us that our dissemination strategy is effective. The same can be said with regard to the quality and number of associate

partner organisations willing to participate in the GLOBED project. Despite these positive steps, it is noteworthy that GLOBED is especially attractive for students from the Global South, for whom GLOBED would be unaffordable without accessing to scholarships: for the cohorts nr. 1 and 2 we received a total of 464 valid applications for seats granted with an Erasmus+ Scholarship Grant. More than 70% of these valid applications come from Asia (130), Eastern Europe (89), Africa (61) and Latin America (50).

Moreover, the recent economic crisis has strongly impacted on the budgeting of many organizations that are potential donors for student scholarships or for directly contributing to GLOBED. Some sources of external funding that were available to launch GLOBED as a master have been interrupted as a consequence of the financial difficulties that many organizations face. Aid agencies have significantly reduced their programmes of support for Southern students, while financial institutions have hardened the conditions of access to credit.

The identification of key target organisations and stakeholders as potential associate partners, and the generation of collaboration agreements with them is central to the project. One of the ways associate partners can collaborate with GLOBED students is by providing students with scholarships that can cover the fees and mobility costs of the programme or, alternatively, the costs associated with their fieldwork, internships and/or research projects. So far, entities like Porticus, the Fundació Autònoma Solidària, the OSF and Education International have provided with this sort of extra support for some of our students.

Several of our associate partners have already stated that, instead of full scholarships, they would be more willing to fund student fieldwork and research that is related to their areas of interest. To organize the different donations we plan to organize a single 'GLOBED scholarships fund'. Having a single fund will contribute to both making sure that all students applying for scholarships are evaluated under the same criteria, and to simplifying administrative procedures. Selection criteria for scholarships will include academic excellence, income level (the candidates will be asked to send an official form which states their total family income), and the country of origin (applicants from middle to low income countries in the Global South will be given priority).

Apart from the internal scholarship system, the consortium has elaborated a database to inform future students of other funding opportunities. Some scholarship sources included in the database to date are the *Programa de Beques de Postgrau de la Fundació La Caixa* (to do postgraduate study in Spain); the OSF Scholarships Programme (that mainly target African students), the Scholarships programme of the *Office Méditerranéen de la Jeneusse* (for students from the Mediterranean region), the Erasmus Mobility Grants, and the open scholarship calls for postgraduate education of international donors, including some of our associate partners such as AECID or Norad. The European student loan guarantee has already been a potential

source of funding for GLOBED student, as one student in each edition already used it.

## 12. Impact

Is the course having any impact?  Yes/No

## 13. Employability

13.a What has the consortium done so far to make connections with the world of work?

Through its wide network of associate partners, GLOBED ensure a constant contact with the world of work. Associate partner institutions are a representative sample of the type of organizations in which future GLOBED graduates can work. The relationship with associate partners takes several forms: they are invited to participate in GLOBED lectures, they offer internship places in their organizations, they give us feedback regarding the type of professional profiles requested and the skills and competencies more demanded in the labour market or they even contribute offering occasional economic support to some GLOBED activities. Some of the GLOBED students have been able to participate in field trips and missions in their organizations, and have acquired a direct experience from the field.

In addition to our regular relationship with associate partners, the GLOBED consortium regularly reviews portals with job offers in websites such as Development.org. Likewise, the subscription to several newsletters of different organizations from the field informs us about the needs and requests of the world of work.

Finally, it is noteworthy that some of our students have received job offers even before graduation, and some of them have already had the occasion to collaborate exceptionally in some projects.

13.b Does the course include integrated internships & placements in the curriculum?  Yes/No

13.c Does the consortium have mechanisms in place to trace the career paths of the graduates?  Yes/No

## 14. Previous report

14.a Feedback on Agency's follow-up requests as indicated in the acceptance letter of the previous report

The GLOBED Consortium has implemented all improvements suggested by the Agency in the first technical report:

- Promotion strategy to attract scholars.

A specific subsection has been created in the website where all information regarding call for scholars can be found.; this call for scholars is opened throughout the year. GLOBED academic team also widespread the call for scholars among their professional networks.

- Include provisions including an appeal procedure for student's regarding the consortium's decisions on administrative and academic issues.

Right of appeal for students to any decision coming the Consortium Board and/or any professor is outlined in page 8 of the [Student Agreement](#).

- Include a list of Associate Partners at the website.

As well as with the Student Agreement, the [Internship Catalogue](#) of GLOBED 2<sup>nd</sup> Edition has been uploaded into the website, so prospective students can know which are the Associate Partners offering seats for GLOBED students and furthermore, which are the duties required for these seats offered.

- Appeal procedure following the rejection of a scholarship.

A specific subsection has been included at the bottom of the [Admission Criteria](#) section in GLOBED's website. Instructions, deadlines and the form required can be found there.

- Link to the EMA homepage.

The link to the Erasmus Mundus Association has been included in our website ([FAQ nr. 14](#)).

- Coordination of the relationships with the Associate Partners once UNESCO Buenos Aires withdraw as partner.

Coordination of the relationships with the Associate Partners has been undertaken by the UAB members successfully. The number of seats and A.P. organisations has increased in this GLOBED 2<sup>nd</sup> Edition, reaching a total number of 30 seats available for 20 students. By next year it is foreseen that more organisations and seats will be offered.