


# Proposal Evaluation Form

	<b>EUROPEAN COMMISSION</b>  Erasmus+ Programme (ERASMUS)	<b>Evaluation Summary Report</b>
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<b>Call:</b>	ERASMUS-EDU-2022-CBHE
<b>Type of action:</b>	ERASMUS-LS
<b>Proposal number:</b>	101082459
<b>Proposal acronym:</b>	ICOOPEB
<b>Duration (months):</b>	36
<b>Proposal title:</b>	Innovations éducatives, sociales et technologiques pour le développement agricole durable et le coopérativisme dans les territoires ruraux d'Amazonie équatorienne et brésilienne
<b>Activity:</b>	ERASMUS-EDU-2022-CBHE-STRAND-2

N.	Proposer name	Country	Total Cost	%	Grant Requested	%
1	UNIVERSITE DU MANS	FR	0	-	202,008	25.86%
2	CENTRE DE COOPERATION INTERNATIONALE EN RECHERCHE AGRONOMIQUE POUR LEDEVELOPPEMENT - C.I.R.A.D. EPIC	FR	0	-	59,282	7.59%
3	UNIVERSIDAD DE ALICANTE	ES	0	-	49,546	6.34%
4	UNIVERSIDAD MIGUEL HERNANDEZ DE ELCHE	ES	0	-	30,277	3.88%
5	UNIVERSIDAD CENTRAL DEL ECUADOR	EC	0	-	109,910	14.07%
6	UNIVERSIDAD REGIONAL AUTÓNOMA DE LOS ANDES	EC	0	-	81,441	10.43%
7	Universidade Federal do Amapá	BR	0	-	84,404	10.81%
8	INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA DO PARÁ	BR	0	-	84,904	10.87%
9	UNIVERSIDADE FEDERAL RURAL DA AMAZONIA	BR	0	-	79,321	10.16%
10	RED DE BIOEMPRESMIENTOS TURÍSTICOS COMUNITARIOS DE LA NACIONALIDAD SHUAR	EC	0	-	0	0.00%
11	Sindicato e Organização das Cooperativas Brasileiras do estado do Pará - OCB/PA	BR	0	-	0	0.00%
12	UNIVERSIDAD REGIONAL AMAZONICA IKIAM	EC	0	-	0	0.00%
13	EMPRESA BRASILEIRA DE PESQUISA AGROPECUARIA EMBRAPA	BR	0	-	0	0.00%
14	Corporación de Asociaciones de la Chakra Amazónica	EC	0	-	0	0.00%
15	Cooperativa dos Produtores Rurais de Paragominas - COOPERURAIM	BR	0	-	0	0.00%
16	Cooperativa Mista dos Agricultores e Agricultoras Familiares Entre os Rios Caete e Gurupi	BR	0	-	0	0.00%
17	ASOCIACION DE COMUNIDADES INDIGENAS DE ARAJUNO	EC	0	-	0	0.00%
	<b>Total:</b>		<b>0</b>		<b>781,093</b>	

## Abstract:

Les populations rurales d'Amazonie vivent de profondes transformations de leur environnement et leurs modes de vie, leurs cultures et savoirs sont menacés. L'organisation collective des producteurs, le maintien et le développement de systèmes de production fondés sur un usage durable des ressources naturelles sont essentiels pour l'avenir de ces populations et passent par de nouvelles formes de formation académique, qui combinent la valorisation des savoirs empiriques avec la maîtrise de nouvelles technologies. ICOOPEB renforcera la formation de 3150 étudiants, dispensée par 37 enseignants, sur les enjeux du développement territorial durable dans les universités d'Amazonie et améliorera leur maîtrise des nouvelles technologies de l'information. Il s'appuiera sur le développement et l'apprentissage d'outils numériques servant à communiquer sur les besoins des communautés rurales et à construire des solutions adaptées en rapprochant les étudiants des entreprises coopératives. Le projet consistera en 4 séminaires intégrant enseignants, étudiants, professionnels de l'économie sociale et solidaire, producteurs ruraux et communautés amérindiennes ou traditionnelles, dans la réalisation de 6 ressources audiovisuelles sur des expériences innovantes; la réalisation d'une plateforme d'échanges de savoirs et d'une carte participative avec traduction ; des formations sur les thèmes du projet et sur les outils numériques pour des communautés rurales (300 personnes formées) ; la diffusion des résultats et des outils aux autres établissements, aux coopératives et organisations amérindiennes de la région et un site Internet donnant accès aux outils numériques. ICOOPEB impliquera les enseignants et étudiants de 2 établissements équatoriens (UNIANDÉS et UCE) et de 3 établissements brésiliens (IFPA-Castanhal, UNIFAP et UFRA), 8 partenaires associés, ainsi que des communautés rurales des Provinces de Pastaza et de Napo (Equateur), de l'Etat de l'Amapá et de l'État du Pará (Brésil).

## Evaluation Summary Report

### Evaluation Result

**Total score: 73.00 (Threshold: 60)**

### Criterion 1 - Relevance

Score: **25.00** (Threshold: 15/30.00 , Weight: -)

The detailed criteria are set out in the call conditions (see Call document).

*The project is relevant to the programme objectives of increasing the capacity of Higher Education Institutions (HEIs), by improving quality of training programmes for rural development in the Amazon and digital capacity in Brazilian and Ecuadorian HEIs, and also enhancing the level*

of competences of students. It specifically responds to the regional priority "Digital Transformation", with the aim of sharing scientific and indigenous knowledge to increase cooperation and sustainable rural development. The proposal will implement innovative learning methods in masters programmes with the participation of social and solidarity economy enterprises, rural producers and indigenous communities; and it will allow the sharing of good practices among local rural development actors.

The needs of the target groups and HEIs are detailed, but it is not clear to what extent these elements have been previously identified by institutions or analysed as part of this application. The challenges faced by rural producers do not take into consideration local policies. Participants with fewer opportunities are correctly envisioned by the external project results; the participation of women and young people poorly involved in the targeted economic sector will be duly promoted. However, how they are part of the higher education structures is not fully described. The objectives are clearly defined and measurable. Their achievement is realistic thanks to the expertise of the coordinator and the local networks between higher education institutions and socio-economic actors.

The proposal does not build on previous activities carried out in the field. It gathers an innovative perspective as far as the novelty of universities jointly devising training material to serve local business in social economy in matters regarding management capacity and technological advances. The European added value of this project is moderate, as not all HEIs demonstrate a specific advanced knowledge on the core topic involved, neither have they justified their prior experience in knowledge transfer using the expected project objectives. The special characteristics of the beneficiaries, their dispersion and the existing geographical barriers raise importance to the digital tools developed by this project. The European funds here requested are needed to duly equip the HEIs and to train their beneficiary population.

### **Criterion 2.1 - Quality - Project design and implementation**

Score: **19.00** (Threshold: 15/30.00 , Weight: -)

**The detailed criteria are set out in the call conditions (see Call document).**

There is fair consistency between the objectives and proposal design: the methodology for finding solutions to the needs identified is effective but not highly ambitious, as the main activities consist in creating teaching audiovisual content with first-hand targeted groups - ie, not the specific beneficiary institutions, their structures or study programmes, but societal layers in need of basic educational assistance. Another reservation concerns the use of digital resources by local actors, which could be hampered by insufficient access to the internet. The set of digital tools to be developed adequately addresses the needs of the target groups, caring for language barriers. The Logical Framework Matrix is well developed with many appropriate outputs and sources of verification. There is no clear decision on the expected novel learning outcomes deriving from the intervention, which diminishes the transformation capacity. No incentives are present for academic staff members to embed the material into their programmes.

The work plan is appropriately structured according to results, and adequate financial and human resources are allocated to well documented work packages with tasks and deliverables. The timeline presents appropriate sequential activities of consistent duration. The proposal is cost-effective considering the large number of students and locals trained. However, the management module's share of the budget is high and coordinator's travel costs are not justified. There are imbalances in the budget: management costs are centralised by the leading European institution with a high share, and management resources for the rest of the partners are minimal. The requested equipment is well justified in number and budget, and will be highly instrumental. The need for a self-developed Content Management System requiring architecture design, maintenance and staff training is not explained.

A quality control mechanism is suitably foreseen, but a lack of precision on responsibilities and communication channels does not attest to its effectiveness. Key assumptions are adequately identified, and mitigation measures for risks are well defined. However, possible external risks such as local development policies unfavourable to the proposal or low internet coverage are not foreseen. Environmental issues are duly taken into consideration through the prioritization of online meetings and the use family-run agricultural products.

### **Criterion 2.2 - Quality - Partnership and cooperation arrangements**

Score: **15.00** (Threshold: 10/20.00 , Weight: -)

**The detailed criteria are set out in the call conditions (see Call document).**

The consortium brings together European institutions with specific complementary skills, with the coordinator playing a key role in introducing innovative digital tools into existing curricula. HEIs from Latin America are a perfect match for the objectives and bring their community and network to build a sustainable and efficient territorial development in the Amazon. In addition, a list of organisations belonging to different social economic sectors is included as associated partners. As a whole, the team is appropriately multidisciplinary and multisectoral. The proposal includes relevant and diverse rural development actors close to the universities.

Most management arrangements are duly described, defining set management structures, an organized timeline and distributed responsibilities. In this sense, the proposal's coordination is heavily dependent on the leading partner, engaging one single person assisted by a contracted technical staff, which represents a potential risk for sound management execution. A sound Pilot Committee is to meet regularly and report to the proposal coordinator. Regarding the mechanisms for collaboration, these have not been sufficiently elaborated for project governance (e.g. interaction between the project structures), or for information sharing, decision-making procedures or time management. The planning control lacks assiduity and shows scarcity of development methods. The communication strategy is underdeveloped, as the geographical dispersion of the partners in the consortium and the reported communication difficulties at some of the beneficiary institutions should have advised a more detailed approach. Conflict resolution measures are adequately foreseen. The roles of the coordinator and the leaders of the work packages are clearly and logically defined. The partners positively assume its respective work regarding their continuous presence in related endeavours, the product development phases and the managerial cost justification duties. Latin American HEIs and associated partners are clearly committed to the proposal. A significant part of the deliverables will be produced by each university in cooperation with its network thereby ensuring ownership of the proposal.

### **Criterion 3 - Impact**

Score: **14.00** (Threshold: 10/20.00 , Weight: -)

**The detailed criteria are set out in the call conditions (see the Call document).**

The proposal is likely to have a significant impact on students' digital skills, their knowledge of sustainable development in rural Amazonian

areas to support an agricultural transition, and potentially on their employability in the region. It will also strengthen the digital skills of teachers from the target countries and improve their teaching methods to make them closer to the realities of the socio-economic sector. The proposal results can also demonstrate an impact on the well-defined university students and non-academic external stakeholders (beneficiaries from the non-academic world) through the use of the audiovisual learning materials. The online platform gathering the learning materials may prove effective, sharing capacity through the beneficiary academic institutions, if effectively utilized for teaching support. The audiovisual results, depending on their content, can grant effectiveness towards the inclusion of population with fewer opportunities. However, indications about the feasibility of the future updating of the audiovisual material are not provided. Progress of measures, goals and indicators will be duly monitored by a devoted committee with a set quality roadmap and by an external evaluator. However, the lack of target values for the shared use of digital tools will make it difficult to assess the magnitude of the impact for the professional sector. The audiovisual repository to be produced will naturally trigger new initiatives for enriching the course content is unknown.

The dissemination plan is appropriate for HEIs and socio-economic actors of rural development in Amazonia, but insufficiently developed for public agencies and international organizations concerned. The free access to the digital tools developed is a requirement for the objectives of the proposal, so they will be fully available and appropriately equipped with an automatic Spanish/Portuguese translator. The measures to grant financial and institutional sustainability are weak, while no specific intervention is present leading to official institutional curriculum development and accreditation/certification of new skills or competences at key study programmes. The dedicated platform will require economic and staff effort after the end of the funding whose responsibility has been committed to by only one of the partners.

#### Scope of the proposal

Status: **Yes**

Comments (in case the proposal is out of scope)

Not provided

#### Overall comments

In addition, and in line with the provisions of the Programme Guide, the Evaluation Committee has also consulted the EU Delegations in the third countries not associated to the Erasmus+ programme. On the basis of the information provided by the EU Delegation(s), the Evaluation Committee confirms that the project can be implemented as foreseen in the proposal.



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