



Evaluation Report

KA1 – Erasmus Mundus Joint Master Degrees

Call for proposals n° EAC/A03/2016

Proposal number:	586565-EPP-1-2017-1-ES-EPPKA1-JMD-MOB
Proposal title:	GEMMA: Master's Degree in Women's and Gender Studies
Applicant organisation:	UNIVERSIDAD DE GRANADA

Award criteria	Score	85/100
1. Relevance of the project		
<p>The structure and the design of the proposal is credible both in terms of academic relevance and expertise of the partners. The aims and outcomes of the transnational Master delivering 120 ECTS credits are clear and realistic. The consortium comprises 7 institutions from 6 partner countries which have been implementing the GEMMA Master courses since 2007, funded twice by ERASMUS Mundus. The overall network has been extended to 41 associated partner institutions from the academic and the industrial area. The large number of associates and the wide network connected with the consortium add credibility in terms of exchange of practice, world-wide perspective and also possible future career development in countries where the addressed field of study and research is much needed. The proposal describes this increase in the community of associates as enhancement of the running GEMMA programme.</p> <p>A convincing description of the excellence of the programme, its integrated approach and its international recognition achieved during the past 10 years is provided. Additional new programme elements are attesting the necessity for a third EM funding period. An overview of the general structure of the programme as delivered in Figure 2 does not refer to internship periods.</p> <p>The GEMMA Master is described as fully integrated into the degree catalogues of the consortium. As most students are moving only once to a partner institution they are awarded a double degree by their "home university" and their mobility HEI including a Diploma Supplement. The proposal refers to difficulties in achieving a Joint Degree with regard to the size of the consortium and the diverging legal demands. Details are presented on how partners have put efforts towards a Joint Degree since 2007 and the reasons why the award of an EMJMD joint degree has not been successful so far. The University of Granada as coordinating institution is working at the possibility of granting a Joint Degree in cooperation with a second institution. The proposal displays the intention to promote this new scheme.</p> <p>The proposal provides a impressive list of needs analyses conducted during the past years. They demonstrate the relevance of gender and multiculturalism at various levels, and take into account research outcomes, documents and studies resulting from European policies and academic needs all over the world. The proposal delivers proof of a continuous demand of gender studies and gender equality experts. An employability survey conducted in 2016 is mentioned to testify these needs on the academic and the non-academic sector. The outcome of the analyses is well incorporated into the programme design.</p> <p>Additional financial demands of the well established GEMMA are justified in the proposal with respect to the recruitment of candidates from partner countries. The Additional Award is meant to increase the</p>		



possibility of providing scholarships to partner institutions worldwide and of reinforcing activities within the extended project network of nearly 50 institutions. The added value of GEMMA in the academic field and the justification for further EU support are convincing and in line with the necessity of a larger promotion of gender mainstreaming in EU and non-EU countries.

The proposal presents a highly specified description of GEMMA programme contents and their impact on competitiveness and attractiveness. Each semester is detailed and a clear table presents the intended learning outcomes connected with knowledge and understanding, intellectual skills, practical skills and transferable skills. The contribution to university excellence and the elements to stimulate attractiveness in the European Higher Education Area are demonstrated. Learning outcomes are clearly defined and sufficient proof of the worldwide acknowledged excellence of the programme is presented. Attractiveness is additionally meant to be increased by the active alumni programme, which covers alumni from a decade.

The large group of partner institutions and associated partners is impressive and will guarantee the international component of the training and the support for internationalisation efforts of all partner institutions. In this context student mobility is addressed as including non-mandatory study periods at extra-European institutions in order to enhance internationalisation of the programme. The programme aspires to contribute to intercultural awareness by accepting three official languages: English, Spanish and Italian. The three languages are definitely a key aspect for internationalisation, mainly in the vast region of Latin America, allowing many participants to benefit from valuable input which would be hardly accessible in the English, which happens to be the lingua franca in the international academic field. The thesis can be written in one of these languages. On the other hand, staff mobility, with reference to the 41 new associated partners, and its impact on the hosting national staff and students is not sufficiently addressed.

2. Quality of the project design and implementation

The proposed EMJMD programme combines a sound academic basis with well-measured input from practitioners and exposure to working life. It is well designed in order to guarantee academic excellence. The teaching approaches and the learning/research methods comprise student-based and problem orientated features and are demonstrated in detail. Team-teaching, inclusion of case studies and discussion of non-European gender perspectives will be part of the academic content. These methods and the well-described quality control on several levels will ensure the delivery of excellent academic content. The described learning outcomes are, however, somewhat overambitious. Furthermore, not all course modalities presented in the proposal can be estimated as truly innovative. The participation of guest lecturers from associate partner institutions can be an effective way to widen the current methodologies by including non-Eurocentric perspectives into the Master courses and add more and more practical assignments. Internships are to be integrated into elective modules in the 2nd and 3rd semester. The proposal underlines complementary academic activities developed during the past years. A new module focusing on "Latin American Feminisms" is to be offered with the new EMJMD.

After ten years of GEMMA the programme can rely on a sophisticated system of internal and external evaluation. The quality assurance standards and the procedures are well defined and internal and external project evaluation procedures and their implementation are organized both at consortium level and at external level. Internal evaluation carried out at partners level, and external evaluation at international level are properly developed. All details including the names of the members of the three advisory boards are provided. The schedule for future evaluation procedures is already fixed and displayed in the proposal.

Student mobility is well organised around the course modules, starting with obligatory theoretical basics followed by individually chosen courses and topics, and gradually introducing independent work guided by teachers and other supporters. A welcome day is organized. However, it is not clearly demonstrated that one single day offers enough time to meet all academic, administrative and practical issues of the



students. Furthermore, the description of the mobility scheme does not provide sufficient information about possible mobility paths. A choice of 50 options is mentioned, but there is no clear definition how at least two mobility periods will be integrated into the study modules. The offer of those 50 available paths could be somewhat confusing, especially as students have to give their favourite options when applying. Networking opportunities are rather restricted because student cohorts are not provided sufficient facilities for meeting each other on institutionalised occasions.

The proposal refers to visiting scholars as indispensable elements in programme implementation, especially with regard to international academic networking. Involvement of guest lecturers from the non-educational sector is not addressed. It addresses the student online application and selection process and displays details about steps leading to course enrolment and about services offered to students and guest scholars before and during their mobility period. Satisfactory information is provided about International Offices and Women's Studies Centres, at each partner institution and how they support students for accommodation, language training and administrative formalities.

After many years of experience in provision of student services the programme presents every possible support provided by all consortium members. Special focus is laid on language training. The agreed common rules about credits, the joint academic calendar, the grade conversion framework and the requirements for the elaboration, presentation and evaluation of the Master's theses are duly presented. Students rights and obligations are fixed in the Student Agreement.

The proposal sees a great opportunity to improve collaboration with the socio-cultural and professional environment by integrating the largely extended network of associated partners into programme implementation. The large group of associates have the role of connecting academic and non-academic feminist actions and act as credible disseminators of the project research results. Several measures, comprising events and various voluntary programme parts, have been integrated into the programme to expose students to different professional environments related to the field of studies. Nevertheless, the connection with the world of work and activities to ensure effective career development are not satisfactorily developed. The intended networking of students with associated partners is not sufficiently demonstrated and the description lacks some specification.

The roles of the associated partners and guest lecturers are addressed. Their involvement in the curriculum development and their participation in the quality control mechanisms for the programme has, however, not been demonstrated in a sufficiently structured way. The interaction with non-educational partners, as described in the proposal, can rely on many years of experience. But the role they could play in knowledge transfer or course promotion in the newly funded EMMA is not specified.

3. Quality of the project team and the cooperation arrangements

The proposal highlights how new academic partners and the expansion of the joint programme across the EHEA can strengthen the project's outcomes and impact. The enlargement of the consortium has brought new industrial partners from a variety of sectors. They intend, together with the associate academic partners, to develop a new online programme on Latin American Feminism. The proposal points to more than 100 senior staff members teaching at GEMMA partner universities covering a wide range of gender disciplines. A list with teachers and their disciplines is presented. Specific information on the complementarity and the added value of all courses offered within the consortium is not available. Cooperation agreements partly funded by the EU and established during the past 20 years are presented in detail. Their strengths are complementary and of added value for the implementation of the Master in its socio-economic environment. The new associated academic partners are meant to support the development of an online programme on Latin American Feminism.

The roles of partners and associate partners within the consortium and the way that responsibilities are assigned are both detailed. Central administration and management of all tasks are transferred to the



General Scientific Coordinator and the Consortium Technical Coordinator at the University of Granada (UGR). The Postgraduate Officer at the UGR also manages the coordination of students' records and the issuing of degrees. Distribution of further tasks to consortium partners is precisely displayed.

The Steering Committee is presented as top institution in project management. It is composed of local Scientific Coordinators and responsible of the overall project management. The management bodies are described as highly effective, relying on many years of experience. All working mechanisms are adequate and described in detail. Long-term experience has helped to develop an excellent system.

The procedure regarding how to submit an application to the Master programme is clearly described and all steps to be followed are in line with a transparent and objective selection. The application pre-requisites and documents required are detailed in two tables, and mechanisms to ensure opportunities to younger and less experienced applicants are in place. The proposal goes into every detail relating to the selection criteria for student admission. The procedure is transparent, fair and objective. A detailed description of common rules and regulations for performance assessment of students is presented. It strongly relies on multiple experiences gained during the years of GEMMA implementation.

The proposal displays a detailed calculation of the GEMMA financial resources and their distribution. The budget and the estimated costs are detailed in the Annex in relation to the number of enrolled students from Programme Countries and Partner countries. Information on the distribution of EU funding for management costs and scholars' mobility and the allocation of the remaining funds is provided. The need of further EU funding is explicitly demonstrated. Existing co-funding from various governmental and private sources is transparently presented.

4. Impact and dissemination

The proposal presents comprehensible elements on which to base a generally convincing sustainability strategy. For further funding beyond EU support the programme relies on its specific GEMMA fund, the financial commitment of consortium and associate partners and an intensive promotion strategy. Special focus is laid on possible financial support delivered by new associate partners and an increasing number of self-funding students from all over the world. The overall funding options are not totally convincing, especially with regard to the 10-year experience in GEMMA cooperation.

The GEMMA project is described as key element in the internationalisation efforts of the partner institutions. Its positive effects on national, EU and international level are underlined. The impact is measurable at the academic level, while the tangible effects on experts in different non-academic areas is less concrete. The proposal just refers to visible enhancement of the employability of GEMMA graduates not only in Europe but all over the world. Relevant reports and surveys are mentioned. Concrete figures which confirm the strong impact on employability are missing.

The programme described shows that attention is given to proactive and enterprising skills and considers entrepreneurship and employability as key issue of the GEMMA EMJMD. It tries to increase employability through close cooperation with stakeholders, a concept that has already been successfully applied in prior and parallel EU-funded projects, as there are EDGES and GRACE linked to GEMMA. Internships are meant to be enhanced by integrating the large group of new associate partners. Apart from envisaged employability workshops to improve the students' professional profiles no further concrete steps towards enhancing entrepreneurship thinking are specified.

The proposal relies on four existing main promotion mechanisms, as there are the website, social networks, the newsletter and the graduation ceremonies. Furthermore, all associated partners are expected to contribute to the dissemination of the GEMMA programme. The strategy is convincing and the wider academic community and the media will be key players in the enhancement of the whole awareness-raising campaign. As regards dissemination at large GEMMA can again rely on yearlong experience in the



transfer of project results. Newly-created mechanisms are not addressed.

In the near future GEMMA intends to develop its own digital open-access repository for Master theses and relevant programme material within a revised GEMMA website. In spite of previous funding periods, there is no indication on materials, documents and media which are or will be freely available and promoted through open licenses. This limits the impact, especially when taking into account a future perspective. Access to the new online module on Transnational Women`s Literature is mentioned, however not described in detail.

*Additional award criterion: **Relevance of the project in the targeted regions***

*Experts'
assessment*

Yes