


PÆRADIGMS

# Developing capacity for change



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*Pan African University (2018). Tlemcen, Algeria: Paeradigms.*

*Paeradigms founders Nina Volles, Gregor Walter-Drop, and Joseph Mutale discussing the idea of starting a new social enterprise, with a shared vision to connect donors with highly qualified local experts in Africa and other developing regions.*

# Driving transformation

Paeradigms was conceived on a rooftop in North Africa among colleagues supporting an African Union higher education project. We were inspired by the project and we wanted to make a difference.

We knew how international cooperation works and saw the willingness and dedication of people working to advance social, environmental, and economic transformation.

Paeradigms was formed to bring these people together: local actors who believe in the power of community, experts with respect for and experience with the local context, and subject-area experts, and donors to support these efforts.

# We are ...

## ... a specialised organisation.

We offer highly tailored, context-sensitive solutions for education and sustainable development, always with a focus on inclusivity and collaboration. Our participatory approach places local voices at the centre, working closely with communities and local experts to ensure that each intervention reflects the specific needs and contexts of the people we aim to serve.

## ... a sense-driven social enterprise and an NGO.

As a hybrid institution, we combine relevant experience and expertise with hands-on project implementation. This dual approach allows us to benefit from both worlds: real-world insights with strategic vision and innovative practices.

## ... believers in the power of community.

Our mission is to create lasting, meaningful change, supporting a just transition towards a more equitable and sustainable future. Every action we take is seen as an opportunity for capacity development, empowering communities and individuals to take ownership of their development journey.

## ... academics and practitioners.

Our work is deeply rooted in both rigorous research and practical experience. We build bridges between theory and practice, local knowledge and global expertise, and across sectors, disciplines, and cultures.

## ... registered in Switzerland and Estonia.

We work with government and intergovernmental donors to combine local knowledge with international experience so that everyone has an opportunity to learn. Paeradigms operates globally, supported by a network of experts across five continents. Our team brings experience from 50+ countries, ensuring deep local insights into the specific challenges each region faces. We focus on understanding the unique historical, cultural, and environmental contexts of every project, allowing us to create solutions that are both locally grounded and globally informed.

# We....

... facilitate a just transition by empowering individuals, communities, and organisations.

We share knowledge, skills, and ownership. We believe in locally driven and inclusive solutions and help unlock the potential that already exists within communities. We aim to support the transition to a more equitable and sustainable world. **This is our mission.**

... aim to become a trusted partner in achieving transformative change.

We challenge conventional thinking and embrace diverse perspectives. We strive to build bridges not only between sectors and disciplines, but also between cultures, communities, and ideas by creating spaces for dialogue and innovation. Our goal is to help reshape systems in ways that are more inclusive, sustainable, and equitable, positioning Paeradigms as a facilitator of meaningful change. **This is our vision.**



*Kenyatta University (2019). Nairobi, Kenya: Paeradigms.*

*On-site visit to a Kenyan partner university as part of Paeradigms' review of the "Transformation of Chemistry and Pharmacy Degree Provision (Kenya)" SPHEIR Project, which developed employer-focused curricula, enhanced academic staff skills, and engaged key stakeholders to drive systemic change.*

## ... embrace these core values

We share knowledge, skills, and ownership. We believe in locally driven and inclusive solutions and help unlock the potential that already exists within communities. We aim to support the transition to a more equitable and sustainable world. This is our mission.



### Collaboration

... across sectors, disciplines, communities, and cultures. Equitable partnerships ensure our solutions reflect a range of perspectives and address the real needs of those involved.



### Sustainability

... is at the heart of our work. We focus on creating long-term solutions that promote environmental, social, and economic resilience, ensuring lasting benefits for future generations.



### Ownership and empowerment

... of individuals, organisations, and communities, with the skills and knowledge they need, we enable them to lead their own development in ways that are both sustainable and locally relevant.



### Innovation and curiosity

... to question existing paradigms and exploring new approaches to solving challenges. By combining research, practical insights, and creativity, we embrace innovation and stay adaptable to change.



### Equity and inclusion

... in all that we do. By ensuring diverse voices are heard and respected, we aim to create opportunities for all, promoting equitable outcomes that benefit everyone.

*ISEP de Thiès (2022). Thiès, Senegal: Paeradigms.*

*As part of the proposal development for the next phase of the PESEREE (Higher Education Programme for Renewable Energies and Energy Efficiency), Paeradigms conducted interviews with staff at ISEP in Thiès, Senegal. The programme supports the development of renewable energy courses at six ISEP campuses across the country.*

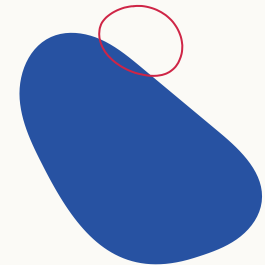


# Our capacity development approach

Capacity development lies at the heart of Paeradigms' work. We believe that solutions are best shaped by those who know the context, and our approach is driven by localisation and ownership. Working closely with local experts who deeply understand the needs and dynamics of their communities, we support capacity development at the system, organisational, and individual levels.

Our process is highly participatory, fostering consensus and ensuring that all voices are heard. By engaging stakeholders in every step, we build a shared vision and empower them to lead the change. We see ourselves as facilitators, helping to unlock existing potential within individuals and organisations. Through meaningful stakeholder engagement, we ensure that the path forward is shaped by local insights, making solutions sustainable and effective.

Learning is reciprocal with an even exchange of knowledge between local and international experts. Ultimately, our goal is to help partners strengthen their own capacity, enabling them to drive long-term change from within. By embedding ownership and participation at the core of our approach, we create a foundation for lasting impact.





International Centre for Advanced Mediterranean Agronomic Studies (CIHEAM) (2024), Zaragoza, Spain: Paeradigms.  
 Limited awareness of  
 Green skills, Res  
 to change, & lack  
 Strategy in integrat  
 practices into  
 Public works  
 obje  
 gree



Paeradigms co-designed and led two workshops focused on integrating green skills into teaching and research, in collaboration with the Union for the Mediterranean (UfM), ETF, the Algerian Ministry of Higher Education and Research, and CIHEAM Zaragoza. The workshops brought together universities, policymakers, industry leaders, and civil society from across the Mediterranean.

University of Science and Technology Houari Boumediene (USTHB) (2024). Algiers, Algeria: Paeradigms.



# Our expertise

At Paeradigms, we approach complex challenges through a transdisciplinary lens, working across thematic disciplines and engaging with experts from academia, industry, government, civil society, and the environment. This approach allows us to blend diverse perspectives, ensuring that our solutions are not only grounded in rigorous research but also practical and responsive to real-world needs. By bringing together academics with their analytical depth and practitioners with hands-on experience, we ensure that our interventions address economic, environmental, and social challenges in a comprehensive and sustainable way.



*Pan African University (2022). Douala, Cameroon: Paeradigms*

*Paeradigms facilitating the high-level planning workshop between African Union's Pan African University and GIZ to p...*

# Our key areas of expertise



## Higher education, TVET & lifelong learning

- Curriculum development
- Programme development
- Employability
- Education for sustainability & greening higher education
- Pedagogy
- Governance
- E-learning
- Internships
- Quality assurance
- Academia-industry partnerships
- Entrepreneurship
- Community engagement & 3rd mission
- Strategy
- Labour market
- Alumni relations



## Research

- Research studies
- Science diplomacy
- Research-to-practice & research-to-policy initiatives
- Collaborative research
- Greening research
- Innovation
- Needs-analysis



## Policy & strategy

- Policy analysis & development
- Strategy development & review
- Stakeholder engagement & coordination
- Policy impact assessments
- Cross-sector policy alignment



## Programme development & evaluation

- Scoping studies & research
- Programme design & development
- Funding strategies & models
- Needs-analysis & stakeholder input
- Sustainability & impact assessments
- Programme evaluation
- Participatory, utilisation-focused evaluations with focus on learning



## Climate change & renewable energy

- Green transition
- Climate change mitigation strategies
- Renewable energy solutions
- Energy efficiency innovations
- Carbon footprint reduction
- Green economy
- Green technology adoption



## Diversity, equity & inclusion

- Gender equity
- Youth with disabilities
- LGBTIQ+ inclusion
- Inclusive policy frameworks
- Human rights
- Diversity training



## Knowledge management & continuity

- Knowledge retention strategies
- Best practice documentation
- Knowledge transfer programmes
- Information sharing
- Organisational memory maintenance
- Digital knowledge repositories



## Communication & stakeholder engagement

- Stakeholder engagement & multi-stakeholder platforms
- Content creation
- Science communication
- Outreach & advocacy
- Change communication
- Event & conference management



## Change management & just transitions

- Localisation & decolonisation strategies
- Just transition frameworks
- Green skills
- Change management & communication strategies
- Organisational change implementation
- Stakeholder alignment in transitions



## Workshop design & facilitation

- Interactive workshop design
- Facilitation techniques & moderation
- Participant engagement strategies
- Team-building activities
- Problem-solving sessions



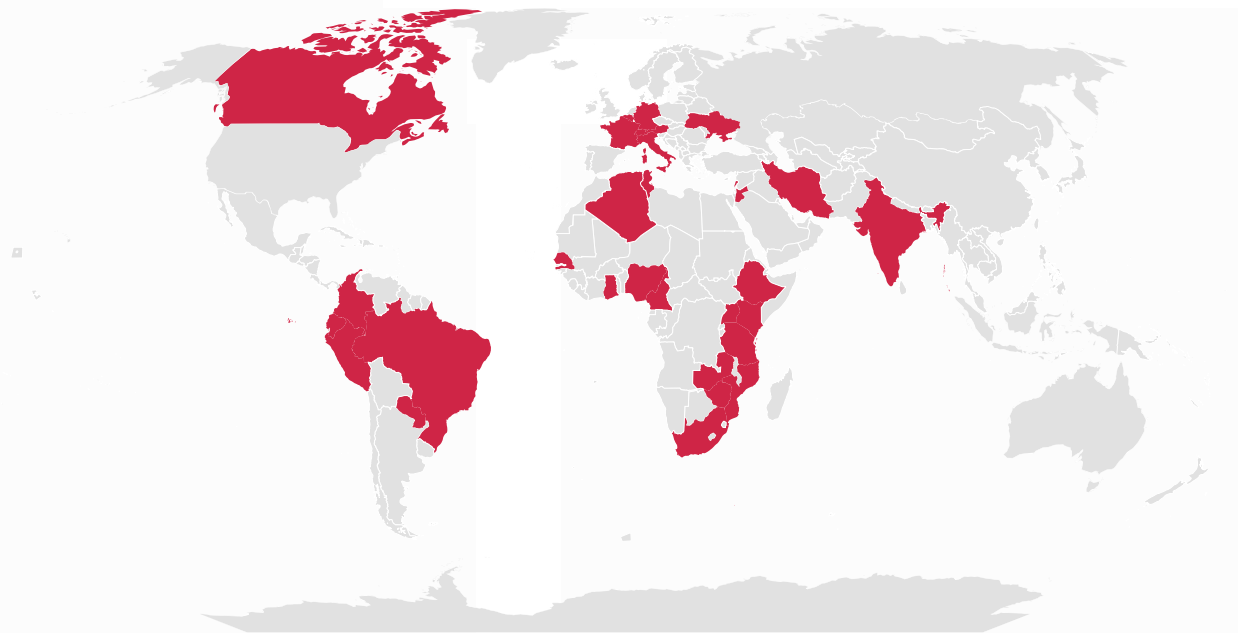
## Training, learning & capacity development

- Training programmes
- Capacity development
- Coaching & mentoring
- Peer learning
- Skills development

**60+ experts  
across 5 continents  
and 33 countries**

With offices in Switzerland and the EU (Estonia), Paeradigms operates globally, supported by a network of more than 150 experts across five continents. Our team brings experience from 50 countries, ensuring deep local insights into the specific challenges each region faces.

We carefully select teams for each project based on the specific challenge, blending the analytical insights of academics with the hands-on expertise of practitioners. Local expertise is always a priority, as we recognise that understanding regional contexts is crucial for delivering meaningful and sustainable solutions. We focus on understanding the unique historical, cultural, and environmental contexts of every project, allowing us to create solutions that are both locally grounded and globally informed.



# Core team



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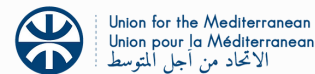


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# Partners and clients

## Intergovernmental organisations



## Other development cooperation actors and initiatives





Key projects

# Evaluation of nutrition supply chain with implementation of systems strengthening measures and capacity development

## Funding



-  Ethiopia
-  2024-2025
-  Food Security & Nutrition | Health | Research & innovation
-  Maternal & child health | Supply chain | Operational Planning | Capacity development | Quality assurance
-  <https://www.unicef.org/ethiopia/>

## Introduction

Paeradigms is evaluating the emergency and nutrition response distribution system to recommend and implement measures that strengthen health system support to rural healthcare units, and provide capacity development to on site personnel.

## Background

Malnutrition in conflict areas of Ethiopia remains critical, driven by delayed food distribution, inadequate multi-sectoral responses, and weakened health systems, especially among mothers and children under five. Response is limited partly due to lack of robust distribution networks and partners.

## Objectives

### Paeradigms was brought in to:

- Ensure the efficient, transparent, and secure distribution of Ready-to-Use Therapeutic Food (RUTF) to severely malnourished children, mitigating leakage and misuse throughout the supply chain.
- Enhance overall community health outcomes for 1.2 million children under five suffering from severe acute malnutrition (SAM) in Ethiopia.
- Provide capacity development for health workers, community volunteers, and families of malnourished children to make the system sustainable.

## Approach

### Paeradigms' methodology involved:

- Supply chain mapping: identify leakage and misuse areas.
- Conducting interviews, data collection, and analysis: engage stakeholders on processes and identify root causes of leakage and misuse
- Implementing blockchain traceability technology: use innovative approach to create a secure, transparent, and immutable record of RUTF distribution from procurement to delivery.
- Providing capacity building: train supply chain staff on traceability technology and inventory management; organize workshops for UNICEF staff and partners workers on RUTF handling and distribution; conduct community outreach and education sessions on malnutrition and RUTF usage.

## Outputs

### Paeradigms successfully delivered:

- Evaluation report detailing findings for enhanced therapeutic nutrition supply chain efficiency.
- Strengthened local capacity and awareness documented with implementation report.
- Effective and efficient programme management, including a case study on improvements to Ethiopia's nutrition supply chain based on assessments conducted.



## Funding



-  Senegal
-  2024-2025
-  Higher Education | Education and Training (TVET) | Employability & Job Creation | Environment & Climate Change | Energy | Private-public Partnerships & Multi-stakeholder Platforms
-  Capacity Development | Pedagogy | Internships | Leadership | Renewable Energy | Stakeholder Engagement | Workshop Facilitation & Moderation | Study Tours
-  [www.giz.de](http://www.giz.de)

## Introduction

Paeradigms supports GIZ in implementing the PESEREE III Human Capacity Building (RCH) project in Senegal. The project focuses on improving teaching and leadership capacities at vocational institutions, improving internship supervision, and developing a sustainability strategy for ISEP Mbacké's Green Campus.

## Background

The PESEREE III Programme identified a gap in the ability of vocational institutions to provide the necessary training for Senegal's growing renewable energy and energy efficiency sectors. The challenges included improving the supervision of internships, enhancing pedagogical skills of trainers from industry, and building leadership capacity among ISEP directors. In addition, ISEP Mbacké required support in developing a sustainability strategy for its Green Campus, which would be the first in Senegal.

## Objectives

### Paeradigms was brought in to:

- Assess the current capacity and needs of vocational institutions and stakeholders, including staff, employers, and students.
- Co-develop tailored solutions to improve the quality of teaching and internship supervision, in alignment with industry needs.
- Strengthen leadership capacity to enhance partnerships between ISEPs and the private sector and support student job placement.
- Support ISEP Mbacké in developing a sustainability strategy for its Green Campus.

## Approach

### Paeradigms' methodology involved:

- Conducting a thorough needs analysis, visiting all ISEPs, and engaging staff, employers, and students to understand the gaps in teaching, leadership, and internship supervision.
- Co-developing solutions based on the needs analysis, which were validated during a workshop with key stakeholders at the start of the project.
- Developing key tools such as guides for internship supervision and competency-based teaching approaches, as well as leadership development programmes.
- Organising a study trip to Morocco to learn about best practices in vocational education and leadership development.
- Supporting the senior leadership at ISEP Mbacké in developing a sustainability strategy for their Green Campus, including a study tour to learn about sustainable campus management.

## Outputs

### Paeradigms successfully delivered:

- A comprehensive needs assessment report that guided the project's approach and solutions.
- Co-developed and validated solutions for improving teaching and internship supervision, aligned with industry needs.
- Two guides:
  - (a) A guide for companies on supervising interns (encadrement).
  - (b) A "digest" guide on the Competency-Based Approach (CBA) for industry professionals teaching at ISEPs.
- Strengthened leadership capacity and established partnerships between ISEP and the private sector to support internships and job placement.
- A sustainability strategy for ISEP Mbacké's Green Campus, supported by an international study tour and a final report.



# giz

## Funding



-  Mozambique
-  2023-2025
-  Education | Education and Training (TVET)
-  Knowledge Management & Continuity | Communication & Outreach | Workshop Facilitation & Moderation
-  [www.giz.de](http://www.giz.de)

# Knowledge continuity process for ProEducação

## Introduction

As the transformative ProEducação project in Mozambique concludes in 2025, Paeradigms is leading a knowledge continuity process to preserve and apply ProEducação's innovations and insights, ensuring their sustained influence on future educational frameworks and methodologies in the region.

## Background

For over 20 years, the ProEducação project has been instrumental in fortifying decentralized education in Mozambique's Inhambane and Sofala provinces. In particular, the project has innovated in teacher training methodologies, incorporated critical gender and health considerations into educational strategies, and established robust planning and management practices within educational systems. As the initiative nears its conclusion in 2025, Paeradigms has been engaged to ensure that ProEducação's lasting impact is not only preserved but also strategically applied in shaping future educational frameworks.

## Objectives

### Paeradigms was brought in to:

- Oversee an impactful knowledge continuity process, safeguarding ProEducação's intellectual assets for future utilisation.
- Assist in the strategic dissemination of ProEducação's valuable insights and methodologies to a broad range of stakeholders.
- Provide advisory support in aligning communication strategies with the project's overall objectives, to effectively engage with the target audience.

## Approach

### Paeradigms' methodology involved:

- **Inception:** Conduct a kick-off workshop to establish a unified vision and lay the foundation for the project's next steps.
- **Research and Preparation:** Lead the knowledge mapping exercise to offer a comprehensive overview of ProEducação's intellectual resources and build synergies with key partners.
- **Selection, Prioritisation & Definition:** Utilize our expertise to identify specific knowledge gaps and strategically prioritize knowledge products for maximal impact.
- **Implementation:** Offer continued guidance to the GIZ ProEducação team throughout the execution phase, ensuring a smooth transition and successful knowledge continuity.
- **Review:** Conduct a thorough post-project analysis to capture lessons learned and generate robust, actionable recommendations for future educational initiatives.

## Outputs

### Paeradigms successfully delivered:






- A detailed framework for knowledge continuity, that clearly outlined the steps for preserving and leveraging ProEducação's educational insights.
- Customized knowledge products, ranging from structured documents to multimedia presentations, tailored to the needs of various stakeholders.
- Advisory support that aligned GIZ ProEducação's communication strategies with project objectives, resonating effectively with the target audience.
- An end-of-project review report, encapsulating key takeaways and actionable recommendations, setting the stage for future educational development projects.

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# Knowledge continuity process for ProEducação

## Funding



-  Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia, Serbia, Croatia and Germany
-  2024
-  Higher Education | Private-public Partnerships & Multi-stakeholder Platforms | Peace, Justice & Strong Institutions
-  Funding | Alumni Relations | Public Private Partnerships
-  <http://www.stipendienprogramm.org>

## Introduction

Paeradigms was engaged to support the financial and organisational sustainability of both the Zoran Djindjic Alumni Network and the Internship Programme of German Business for the Countries of the Western Balkans. In close collaboration with the alumni, Paeradigms ensured that both the network and the internship programme would continue to thrive beyond the funding phase.

## Background

As the funding phase for the Zoran Djindjic Alumni Network and the Internship Programme of German Business for the Countries of the Western Balkans was nearing its end, there was an urgent need to ensure the long-term sustainability of both. The alumni network was crucial for fostering continued collaboration, knowledge sharing, and supporting future alumni-led initiatives, while the internship programme needed new funding strategies to ensure future young professionals could benefit from the same opportunities. The challenge was to develop sustainable structures that would secure the financial and organisational stability of both the alumni network and the internship programme.

## Objectives

### Developing two key guides:

- a) A guide for companies on supervising interns (encadrement).
  - b) A "digest" guide on the Competency-Based Approach (CBA) for industry professionals teaching at the ISEPs.
  - Providing capacity development for ISEP staff through a train-the-trainer approach on internship management and competency-based teaching.
  - Organising a one-week study trip to Morocco with ISEP staff to learn best practices in vocational education and internship management.
- Building the leadership capacity of ISEP directors to strengthen ties with the private sector and support dual education models.

- Advising ISEP Mbacké's senior leadership on the development of a sustainability strategy for the Green Campus, supported by a study tour and best practices in green campus management.

## Approach

### Paeradigms' methodology involved:

- Engaging alumni in workshops to co-create the legal and organisational framework for the alumni network, empowering them to shape its future.
- Developing funding models to secure the long-term financial sustainability of both the alumni network and the internship programme.
- Engaging in change communication strategies to improve engagement with key stakeholders and ensure smooth transitions during organisational changes.

## Outputs

### Paeradigms successfully delivered:

- A sharpened mission and vision for the alumni network, aligned with the goals of the internship programme.
- A model for the legal and organisational setup of the alumni network, ensuring a sustainable structure.
- Identified and developed funding streams to support both the alumni network and the internship programme.
- An implementation roadmap and a model of change communication to accompany the process and ensure smooth stakeholder engagement.



Union for the Mediterranean  
Union pour la Méditerranéenne  
الاتحاد من أجل المتوسط

# Integrating green skills into academia

## Funding



Union for the Mediterranean  
Union pour la Méditerranéenne  
الاتحاد من أجل المتوسط



MENA region



2023-2024



Higher Education | Employability & Job Creation | Private-public Partnerships & Multi-stakeholder Platforms



Capacity Development | Pedagogy | Communication & Outreach | Workshop Facilitation & Moderation | Event management



<https://ufmsecretariat.org/>

## Introduction

UfM has successfully established exchange platforms through various projects, conferences, and training sessions aimed at addressing high unemployment among youth and women across the Mediterranean region. Yet, a significant skills gap remains between higher education outcomes and employer demands. To bridge this gap, UfM is supporting its partners in empowering local workers through targeted upskilling and reskilling initiatives, particularly in sectors with strong potential for green growth, contributing to sustainable development in the region.

## Background

UfM prioritises skills development and employability in the Mediterranean region. High unemployment persists despite educational investments, partly due to a gap between higher education skills and employer demands. UfM creates exchange platforms and promotes dialogue among stakeholders to address these challenges.

## Objectives

### Paeradigms was brought in to:

- Co-develop workshops on integrating green skills into teaching and research, targeting high-level academics in the Southern and Eastern Mediterranean region.
- Facilitate knowledge exchange between workshop participants and host organisations with an emphasis on technical green skills.
- Provide pathways for developing partnerships among higher education and research institutions across the region (south-south cooperation).
- Synthesise findings from desk research and workshop outcomes to produce a publication for UfM.

## Approach

### Paeradigms' methodology involved:

- Working closely with UfM to identify key themes in technical green skills relevant to the region and to identify partners with expertise in these areas.
- Co-designing workshops with thematic experts in sustainable food systems and renewable energy, integrating their contributions into workshop content to enrich knowledge exchange among participants, organisers, and hosts.
- Facilitating the ideation of concrete pathways for integrating green skills into teaching and research among participants.
- Analysing findings from desk research, expert contributions, and workshop outcomes to be used for a publication on the project outcomes.

## Outputs

### Paeradigms successfully delivered:

- A workshop in Zaragoza, Spain, hosted by the International Centre for Advanced Mediterranean Agronomic Studies (CIHEAM) Zaragoza, focussing on sustainable food systems.
- A workshop in Algiers, Algeria, hosted by the Algerian Ministry of Higher Education and Scientific Research (MESRS) at the University of Science and Technology Houari Boumediene (USTHB) campus, focussing on renewable energy.
- A printed publication synthesising findings from the workshops, desk review and partner contributions for UfM to continue promoting green skills in the region.

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# Assessment of the value and recognition of qualifications as a driver of transitions to formality in the MENA region

## Funding



- Algeria, Lebanon, Egypt, Occupied Palestine Territory
- 2023-2024
- Employability & Job Creation | Education
- Research | Policy Analysis & Development | Human Rights
- <https://www.ilo.org/>

## Introduction

Paeradigms spearheaded a comprehensive research project exploring workforce informality and its underlying factors, while assessing the impact of qualifications on transitions to formal employment.

## Background

The ILO-SOLIFEM project, backed by the European Commission DG-NEAR, aims to foster a shift from informal to formal economies in the EU Southern Neighbourhood nations. The initiative focuses on empowering governments, employers, and workers to formulate integrated formalisation strategies and establish national training and skills recognition systems.

## Objectives

### Paeradigms was brought in to:

- Conduct a comprehensive analysis to understand the factors driving informality in the workforce.
- Examine potential solutions to transition workers from informal to formal sectors.
- Validate the assumption that formal qualifications can facilitate this transition.

## Approach

### Paeradigms' methodology involved:

The research methodology adopted by Paeradigms was bifurcated into:

- **Desk Review:** Conducted a meticulous evaluation of Recognition of Prior Learning schemes, compiling statistical data and scrutinising vocational graduate tracer studies. Relevant pilot projects and studies from the MENA region were also assessed.
- **Field Study:** Centred on specific occupations in Lebanon and Algeria, the study delved into skills assessment, content, and certification. Key Informant Interviews and Focus Group Discussions were employed to gauge the role of formal qualifications in employment transitions.”

## Outputs

### Paeradigms successfully delivered:

- A tri-lingual report (English, French, Arabic) investigating the underlying causes of workforce informality.
- Identified strategies that could potentially ease the transition from informal to formal employment sectors.
- Evaluated the hypothesis that formal qualifications can facilitate this transition.

## Funding

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-  West Africa and other partner countries
-  2023-2024
-  Governance, Infrastructure, Climate Change
-  Strategic Evaluations | Systemic Change, Partnerships
-  [www.enabel.be](http://www.enabel.be)

# Enabel 2030 Strategy Evaluation

## Introduction

Paeradigms was engaged by Enabel to carry out a comprehensive evaluation of its 2030 Strategy, focusing on how well the strategy has adapted to evolving geopolitical realities and development cooperation trends. The evaluation also sought to provide recommendations for improvements.

## Background

Enabel's strategy aimed to strengthen its position as a preferred development cooperation partner amidst new challenges, such as increased geopolitical competition, rising public debt in Africa, and the need for more collaborative approaches to development. The strategy also seeks to integrate regional dynamics such as Pan-Africanism, climate change mitigation, and systemic change into its program designs.

## Objectives

### Paeradigms was brought in to:

- Assess the relevance and coherence of the 2030 strategy against the backdrop of changing geopolitical and economic dynamics.
- Evaluate how well the strategy meets the needs and expectations of Enabel's partners in Africa and beyond.
- Provide recommendations for future adjustments to ensure the strategy remains adaptive and forward-looking.

## Approach

### Paeradigms' methodology involved:

- Conducting a formative evaluation focused on how Enabel has implemented its 2030 Strategy in light of global and regional shifts.
- Using a participatory approach to ensure input from all relevant stakeholders including Enabel's partners in Africa and Belgian government representatives.
- Juxtaposing strategy design with real-world challenges to identify gaps and recommend future-proof adjustments.

## Outputs

### Paeradigms successfully delivered:

- A strategic evaluation report, detailing the alignment of Enabel's 2030 strategy with evolving global development trends.
- Recommendations on improving strategy coherence, addressing new partnership needs, and future-proofing for continued relevance.
- Insights into how Enabel can strengthen partnerships, scale up systemic change models, and enhance its role in sustainable infrastructure and climate change initiatives.

## Funding

DG-INTPA (EU)

	Sub-Saharan Africa
	2023
	Vocational Education and Training (TVET)   Employability & Job Creation
	Evaluations & Monitoring   Peer learning   Woprkshop Facilitations & Moderation
	<a href="http://www.luxdev.in">www.luxdev.in</a>

# VET Toolbox 2 Peer-learning Workshop

## Introduction

Paeradigms was commissioned to design and facilitate a pilot peer-learning workshop, serving as an alternative to a mid-term review. This initiative involved project staff from 11 Sub-Saharan African nations, representing the British Council, Enabel, Expertise France, GIZ, and LuxDev.

## Background

Recognizing the need for a fresh approach to evaluation and learning, the VET Toolbox asked Paeradigms to develop pilot peer-learning workshop. This innovative step aimed to encourage collaboration, facilitate knowledge sharing, and provide valuable insights for the VET Toolbox's initiatives.

## Objectives

### Paeradigms was brought in to:

- Pilot the substitution of a mid-term review with a peer-learning workshop.
- Encourage collaborative learning and collective problem-solving.
- Facilitate the exchange of best practices and the joint development of solutions.
- Acquiring insights to inform future VET Toolbox initiatives, enhancing their effectiveness and impact.

## Approach

### Paeradigms' methodology involved:

- Preparatory phase: Conducted pre-workshop interviews to align stakeholder expectations and refine the agenda.
- Workshop facilitation: Orchestrated a three-day workshop in Dakar, Senegal, using field visits and interactive exercises.
- Conducive environment: Created an space for open dialogue and free idea-sharing among participants.
- Post-workshop feedback: Collected participant opinions to assess the workshop's effectiveness.

## Outputs

### Paeradigms successfully delivered:

- Concept for the pilot peer-learning workshop tailored to serve as an alternative to the mid-term review.
- Pre-workshop interviews to align expectations and refine the workshop's agenda.
- Facilitation of the participatory three-day workshop in Dakkar, Senegal, in English and French.
- Documentation of discussions, findings, and outcomes from the workshop.
- Compilation of a comprehensive report that encapsulates the results, findings, recommendations, and key takeaways from the workshop.



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# Improving the participation of Syrian refugees in education through online study courses

## Funding



-  Irak, Jordan, Lebanon, Turkey
-  2023
-  Higher Education | Migration & Refugees | Gender & Inclusion
-  E-learning | Evaluation & Monitoring | Research
-  [www.giz.de](http://www.giz.de) / [www.uopeople.edu](http://www.uopeople.edu)

## Introduction

Paeradigms conducted a mid-term review and a research study, aiming to refine the project's direction and explore the broader potential of e-learning for refugees.

## Background

The Syrian civil war has left an indelible mark on the educational aspirations of countless Syrians. Recognizing the urgency and significance of the situation, GIZ, in partnership with the University of the People, initiated a project to extend online education to Syrian refugees. Paeradigms has been engaged to critically assess the project's progress to date and to conduct a research study investigating the broader potential of e-learning for refugee populations.

## Objectives

### Paeradigms was brought in to:

- Conduct a mid-term review (MTR) to assess the project's current state and offer recommendations for its future phases.
- Undertake a research study to gauge the applicability and scalability of online education for refugees, particularly within the MENA region, while exploring its potential transferability to other contexts and target groups

## Approach

### Paeradigms' methodology involved:

- Participatory MTR Design: Employ a utilisation-focused, participatory strategy for the Mid-term Review, actively involving UoPeople and GIZ. The evaluation aligns with the project's Theory of Change and OECD-DAC criteria.
- Data collection for MTR: Use a mix of primary and secondary data, gathered through interviews, focus groups, and surveys.
- Research study framework: Combine top-down and bottom-up methodologies to assess e-learning's broader potential and scalability.
- Data Approach for Study: Utilise both qualitative and quantitative techniques for a comprehensive analysis.

## Outputs

### Paeradigms successfully delivered:

- A comprehensive mid-term review providing insights into its relevance, impact, efficiency, and sustainability, as well as making strategic recommendations for its future direction.
- A research study highlighting the potential and challenges of e-learning for refugees, contributing to the body of knowledge that informs global development cooperation strategies in education.



PÆRADIGMS



# Evaluation of the German Business Scholarship Program for the Western Balkans

## Funding



Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia, Serbia, Croatia



2023



Employability & Job Creation I Higher Education



Scoping Studies



[www.deutscher-ostausschuss-zoran-djindjic-foundation-giz.de](http://www.deutscher-ostausschuss-zoran-djindjic-foundation-giz.de)

## Introduction

Paeradigms was tasked with leading the development of the follow-up technical cooperation (TZ) initiative titled "Scholarship Program of the German Economy for the Western Balkans."

## Background

Initiated by the East Committee of the German Economy and the Federal Ministry for Economic Cooperation and Development (BMZ) after the assassination of Serbian Prime Minister Zoran Djindjic in 2003, the program aimed to promote EU integration, education, and reconciliation in the Western Balkans.

## Objectives

### Paeradigms was brought in to:

- Define project objectives in line with the overarching goals of promoting EU integration, education, and reconciliation.
- Evaluate the potential impacts of the project on these areas.
- Pinpoint potential risks that may affect project execution.
- Align stakeholders for cohesive project implementation.

## Approach

### Paeradigms' methodology involved:

- Stakeholder Alignment: Conducted workshops, interviews, and focus groups to ensure the project was aligned with beneficiary needs and BMZ/GIZ guidelines.
- Proposal Development: Developed a methodology for crafting the project proposal that adheres to BMZ policies.

## Outputs

### Paeradigms successfully delivered:

- A comprehensive project proposal outlining the project's rationale, goals, activities, outcomes, result matrix, impact assessments, risk analyses, and sustainability plans.

# Developing a Comparative Analysis Tool for Greening TVET Systems

## Funding



Foreign, Commonwealth  
& Development Office



Botswana, Morocco,  
Tanzania, UK



2023



Vocational Education and  
Training (TVET) | Employability  
& Job Creation | Governance &  
Civil Society



Research | Climate Change |  
Just transition | Policy Analysis  
& Development



<https://www.britishcouncil.org/education/skills-employability/tool-resources/greening-tvet-systems-comparative-analysis>

## Introduction

Paeradigms collaborated with the British Council's Going Global Partnerships programme to create a pioneering benchmarking tool aimed at assessing the sustainability levels of Technical and Vocational Education and Training (TVET) systems

Facilitate the tool's function as a platform for international collaboration, enabling the exchange of knowledge and sharing of best practices in the field of green TVET.

## Background

In response to global sustainability agendas, such as the Sustainable Development Goals and the Paris Agreement on Climate Change, there's an urgent need for economies to transition to more sustainable models. Such a green shift inevitably impacts labour markets, necessitating changes in existing job roles and the creation of new ones. Technical and Vocational Education and Training (TVET) systems play a crucial role in this green transition. Against this backdrop, Paeradigms was commissioned to develop a comprehensive tool for holistically assessing the sustainability levels within these TVET systems

## Approach

### Paeradigms' methodology involved:

- **Desk review:** A focused desk review helped identify eight critical dimensions crucial for a green TVET system, from policy coherence to quality assurance.
- **Tool development:** Formulation of a digital self-assessment tool featuring over 80 questions based on the identified dimensions.
- **Pilot testing:** Engagement with stakeholders from Botswana, Morocco, and Tanzania for initial testing of the tool.
- **Feedback analysis:** Analyse stakeholder feedback to identify the system's strengths and areas for further development.

## Objectives

### Paeradigms was brought in to:

- Develop a pilot benchmarking tool under the British Council's Going Global Partnerships programme, aiming to perform a comparative analysis of the level of 'greenness' across various TVET systems.
- Ensure the tool is equipped to aid governmental bodies in monitoring progress, highlighting successful initiatives, and subsequently directing policy and funding decisions.

## Outputs

### Paeradigms successfully delivered:

- A benchmarking tool that gauges the "greenness" of TVET systems at varying levels such as policy, industry, and practice.



# Toolkit “Skills for the green transformation”

## Funding

DG-INTPA (EU)

	Global
	2022-2023
	Vocational Education and Training (TVET)   Higher Education   Adult Education & Continuous Learning   Energy   Environment & Climate Change   Gender & Inclusion
	Just Transition   Research & Innovation Writing & Editing   Communication & Outreach
	<a href="https://www.vettoolbox.eu/publications/skills-for-green-transformation/">https://www.vettoolbox.eu/publications/skills-for-green-transformation/</a>

## Introduction

Paeradigms developed the “Skills for the Green Transformation” Toolkit, which introduces green transformation concepts and presents a range of tools, approaches, and successful initiatives. It provides TVET, higher education, continuous training institutions, and international cooperation actors with the resources needed to “green” their programmes.

## Background

Amidst global sustainability commitments like the SDGs, Agenda 2030, and the Paris Agreement, the urgency for green transformation has surged. The VET Toolbox’s “Skills for the Green Transformation Toolkit” serves to enlighten policymakers, educational institutions, and development actors, presenting knowledge and case studies on effectively ‘greening’ post-secondary education.

## Objectives

### Paeradigms was brought in to:

- Support the “Skills for the Green Transformation” initiative.
- Develop knowledge products highlighting green skills for the EU VET Toolbox.
- Amplify the impact through comprehensive outreach tools.

## Approach

### Paeradigms’ methodology involved:

- Development project mapping: Conducting a global mapping of development projects worldwide across six development agencies, involving interviews and desk research to identify and categorize various green skill development strategies
- Toolkit and dashboard development: Leveraging good-practice examples to craft a Toolkit and Dashboard, emphasizing key success factors for easy reference based on criteria such as sector or nation.
- Communication Suite Design: Enhancing project visibility through the creation of a comprehensive communications suite of educational or informational material, including a poster, videos, and training materials.

## Outputs






### Paeradigms successfully delivered:

- An updatable, searchable database with 46 projects on green skills transformation, allowing filters by SDG, region, and more.
- An interactive PDF detailing eight green skill approaches tied to the UN’s SDGs, supplemented with resourceful project examples.
- A vibrant infographic poster illustrating core ideas, suitable for varied print sizes.
- Four explainers complementing the Toolkit and Dashboard.
- A comprehensive training package, inclusive of course content, literature, and implementation resources.

PÆRADIGMS

## Funding

DG-INTPA (EU)

	Sub-Saharan Africa, Latin America, Asia
	2024-2025
	Vocational Education and Training (TVET)   Employability & Job Creation   Private-public Partnerships & Multi-stakeholder Platforms   Gender & Inclusion
	Strategy Development & Review   Evaluation & Monitoring
	<a href="https://paeradigms-my.sharepoint.com/:u:/g/personal/paeradigms_paeradigms_org/toolbox_1_PartnershRe.VET-Toolbox_End-term-Evaluation">toolbox 1 PartnershRe.VET-Toolbox_End-term-Evaluation</a> <a href="https://paeradigms-my.sharepoint.com/:u:/g/personal/paeradigms_paeradigms_org/">https://paeradigms-my.sharepoint.com/:u:/g/personal/paeradigms_paeradigms_org/</a>

PÆRADIGMS

# End-Term Review (ETR) of the VET Toolbox 1 Programme

## Introduction

Paeradigms conducted a comprehensive End-Term Review (ETR) of the VET Toolbox 1 Programme spanning 41 countries to provide actionable insights that would shape both the subsequent programmes and other emerging Team Europe initiatives.

## Background

The VET Toolbox 1 Programme was a multi-faceted, EUR 15.85 million initiative funded by the European Union and BMZ, and co-implemented by Enabel, GIZ, LuxDev, and the British Council. The program aimed to enrich vocational Education and Training (TVET) across 41 partner countries. The programme aimed to enhance vocational Education and Training (TVET) systems by offering expertise, tools, and advice, promoting a demand-driven approach, encouraging private sector involvement, and fostering inclusion measures. The interventions were categorized into Short-Term Actions (STA), Grants, and Knowledge Exchange Network Activities and Tools (KENT). Notably, the programme was a “pre-Team Europe” initiative, and the results from the evaluation were eagerly awaited by DG-INTPA to inform the Team Europe Initiatives.

## Objectives

### Paeradigms was brought in to:

- Evaluate the relevance, coherence, effectiveness, efficiency, impact, and sustainability of the interventions and ensure accountability towards the European Commission.
- Extract insights from the evaluation findings about the factors and strategies that influenced the programme’s success.
- Offer lessons learned and recommendations to support ongoing VET Toolbox interventions and guide the design and execution of future programmes with specific focus on Team Europe Initiatives.

## Approach

### Paeradigms’ methodology involved:

- Utilization-focused approach: A participatory, utilization-focused strategy was chosen to ensure that the evaluation would have immediate and practical applications.
- Mixed-methods data collection: Data was collected both remotely and through on-site field missions in several countries, facilitating a comprehensive analysis.
- Evaluation framework and matrix: Aligned with the OECD DAC evaluation criteria, this framework also included over 30 specific questions from donors and implementing agencies to ensure a thorough assessment.

## Outputs


### Paeradigms successfully delivered:

- A comprehensive final report that detailed the findings and provided actionable recommendations.
- Several workshops with key stakeholders to share, discuss, and refine the findings. These sessions facilitated a deeper understanding and ensured that the recommendations were aligned with stakeholder needs and priorities.



## Funding



-  Global
-  2022-2023
-  Health | Education
-  Communication & Outreach  
| Capacity development |  
Stakeholder Engagement
-  <https://nnhf.org>

# Communicating the Impact of International Healthcare Volunteers in Haemophilia Care

## Introduction

Paeradigms developed a communication material for an internal campaign to showcase contributions of international healthcare professional volunteers to improving diagnosis and access of beneficiaries with blood disorders.

## Background

The Novo Nordisk Haemophilia Foundation funds projects to build capacity for diagnosis and care for people with haemophilia and allied disorders, encouraging its partners to join forces for sustainable impact and systemic change.

## Objectives

### Paeradigms was brought in to:

- Promote efforts of the Novo Nordisk Haemophilia Foundation within the organisation.
- Showcase the contributions of international volunteer medical professionals and partnering organisations in advancing to care for patients with haemophilia and blood disorders in low- and middle-income countries.

## Approach

### Paeradigms' methodology involved:

- **Communication design:** using a participatory approach, collaborated closely with project partners and volunteers to develop meaningful communication content highlighting their efforts and the impact of their work in improving healthcare outcomes.
- **Data collection:** interviewing volunteers and partners and documenting results in written, audio and video form to integrate insights into communication material.
- **Creation of mixed-media communication material:** designing, writing, and creating video with mixed materials for use by communications department.

## Outputs

### Paeradigms successfully delivered:

- **Highlighting International Volunteer Contributions:** Created engaging narratives showcasing the contributions of international volunteer medical professionals and partnering organisations in improving haemophilia and blood disorder care in low- and middle-income countries.
- **Data-Driven Content:** Conducted interviews with volunteers and partners, integrating key insights and first-hand accounts into communication materials to enhance the authenticity and relevance of the messaging.
- **Video Content:** Produced polished video materials using a combination of animation, images, audio, and film designed to highlight project impacts and illustrate project outcomes and the broader goals of the organisation.

# Development of Energy Efficiency related VET curricula and Training of Trainers

## Funding



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra  
Swiss Agency for Development  
and Cooperation SDC

Ukraine

2021-2023

Energy | Urban Development |  
Environment & Climate Change  
| Vocational Education and  
Training (TVET) | Training of  
Trainers

Green Skills | Just Transition  
| Curriculum Development &  
Reform | Energy Efficiency

[www.giz.de](http://www.giz.de)

## Introduction

Paeradigms developed VET curricula focused on energy efficiency in buildings for Ukraine, adjusting seamlessly to a fully online model amid the Russia-Ukraine war.

## Background

Historically, buildings once consumed over 40% of global electricity, highlighting the need for enhanced energy efficiency. Despite new constructions in Ukraine, energy efficiency rates remained worryingly low. To address this, the GIZ-GFEER project was launched in 2020, collaborating with local entities to elevate standards and offer pertinent vocational training.

## Objectives

### Paeradigms was brought in to:

- Undertake a comprehensive needs assessment and review pre-existing materials and endeavors.
- Establish demand-oriented qualification schemes in energy efficiency.
- Develop three specific curricula on energy-efficient construction, planning, and welding.

## Approach

### Paeradigms' methodology involved:

- Preparatory phase: Conducted initial assessments and set the stage for curriculum development.
- Curricula execution: Created energy-efficient curricula and initiated a Training of Trainers (ToT) program.
- Technical support: Extended aid to educational institutions while incorporating knowledge management.
- Online transition: Adapted to a fully online model amid conflict, leveraging four national experts.

## Outputs

### Paeradigms successfully delivered:

- Three distinct VET curricula were produced, accompanied by gender-inclusive training materials and handbooks.
- A ToT program that successfully prepared trainers, with all documentation and courses emphasizing digital potential.
- Comprehensive reports capturing lessons learned and recommendations.



## Funding



-  Belgium
-  2022
-  Higher Education
-  Funding | Strategy Development & Review | Workshop Facilitation & Moderation
-  <https://www.vliruos.be/>

# Pathways for external funding

## Introduction

Paeradigms/Bart Fonteyne executed a comprehensive study for VLIR-UOS titled “Pathways to external funding,” aiming to diversify and enhance funding avenues beyond the ministry of foreign affairs.

## Background

VLIR-UOS partners Flemish universities with institutions in the Global South, primarily funded by the foreign affairs ministry. Recognising the need for diverse funding, a comprehensive study was commissioned to identify and capitalise on potential opportunities.

## Objectives

### Paeradigms was brought in to:

- Conduct benchmarking against comparable European organisations regarding strategic assumptions and funding sources.
- Identify international funding resources for Flemish HEI, centred around higher education cooperation for sustainable development.
- Offer concrete strategy recommendations for VLIR-UOS to access diversified funding sources.

## Approach

### The team’s methodology involved:

- **Desk review:** Conducted an extensive desk review to collect relevant data and insights.
- **Detailed case studies:** Developed comprehensive case studies for thorough analysis.
- **Co-creative sessions:** Organised several co-creative workshops and board meetings with VLIR-UOS.

## Outputs

### Paeradigms successfully delivered:

- A comprehensive benchmarking report contrasting VLIR with its European peers, revealing its unique position as a regional intermediary funding programmer.
- Insightful case studies, including DAAD and ACU, providing learning points on strategic expansions, funding strategies, and governance.
- Strategic recommendations on enhancing VLIR-UOS’s role, diversifying its funding, and optimising its positioning in the higher education sector.

# Scoping study for the PESEREE III (Renewable Energy and Energy Efficiency) University Program in Senegal

## Funding



- Senegal
- 2022
- Higher Education | Renewable Energy | Environment & Climate Change | Employability & Job Creation
- Scoping Studies | Just Transition | Green Skills | Renewable Energy | Entrepreneurship | Stakeholder Engagement | Multi-stakeholder Platforms | Workshop Facilitation & Moderation
- <https://www.giz.de/en/worldwide/124931.html>

## Introduction

Paeradigms conducted a scoping study for the continuation of the University Programme on Renewable Energies and Energy Efficiency in Senegal (PESEREE III), in collaboration with the Senegalese Ministry of Higher Education. The primary deliverable of this study was to produce a comprehensive project proposal for the next funding phase.

## Background

This study was a progression from the previous initiatives (PESEREE II) and aligned with Senegal's development aspirations and the university reforms initiated by the Ministry of Higher Education in 2013. The primary focus was the reinforcement of the renewable energy sector in higher education.

## Objectives

**Leveraging its higher-education expertise, Paeradigms led the scoping mission with the following objectives:**

- Define the project's objectives.
- Evaluate potential impacts.
- Pinpoint possible risks.
- Align stakeholders.

The ultimate goal was to craft a comprehensive project proposal (Modulvorschlag) tailored for the BMZ.

## Approach

**Paeradigms' methodology involved:**

- Collaborative workshops: Facilitating collaborative workshops to tap into diverse perspectives.
- Comprehensive interviews: Conduct comprehensive interviews to harness insights.
- Focus groups: Using focus groups to align and validate the proposed strategies with beneficiaries, ensuring conformity to BMZ/GIZ standards.

## Outputs

**Paeradigms successfully delivered:**

- A proposal articulating the project's rationale, goals, and activities.
- A detailed result matrix with impact assessments and risk analyses.
- Sustainability plans ensuring long-term effectiveness and alignment with GIZ/BMZ regulations.





The Association  
of Commonwealth  
Universities

## Funding



Foreign, Commonwealth  
& Development Office



Sub-Saharan Africa



2024-2025



Higher Education



Scoping Studies | Knowledge  
Management & Continuity



<https://www.acu.ac.uk/>

# Scoping and Validation Study for a Collective Initiative to Strengthen Teaching and Learning in African Higher Education

## Introduction

Paeradigms conducted a scoping study for ACU, INASP, and PASGR, examining the potential integration of three SPHEIR projects: PEBL, TESCEA, and PEDAL. Harnessing their combined strengths, the aim was to propose a unified initiative amplifying ongoing reforms in African universities.

## Background

The collaborative initiative, encompassing PEBL, TESCEA, and PEDAL, aimed to capitalise on the established reforms supporting African universities over the past five years. Over 15 specific reform tools and processes have been identified across these projects, forming the basis for a potential new regional HE initiative.

## Objectives

### Paeradigms was brought in to:

- Determine how the reform tools from the three projects could be unified into a single initiative addressing the needs of African universities.
- Create a coherent package using proven tools and processes.
- Differentiate between supporting existing project participants and new beneficiaries.

## Approach

### Paeradigms' methodology involved:

- Landscape review: Conducted a high-level landscape review to pinpoint similar ongoing or planned initiatives.
- Leadership consultation: Consulted African HE leaders in two phases to assess demand and refine the new initiative.
- Evaluation of existing methods: Evaluated the current approaches and tools from the three projects for potential consolidation and identification of gaps.

## Outputs

### Paeradigms successfully delivered:

- Comprehensive insights from the landscape review highlighting other parallel initiatives.
- Feedback from African HE leaders and faculty on the proposed new initiative's design and relevance.
- Recommendations on tools and processes to be included or excluded from the unified initiative.

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## Funding



- Algeria, Cameroon, Ethiopia, Kenya, Nigeria
- 2022
- Higher Education
- Operational Planning I Strategy Development & Review I Workshop Facilitation & Moderation
- [www.giz.de](http://www.giz.de) / <https://pau-au.africa>

# PAU-GIZ Strategic and Operational Planning Workshop

## Introduction

Paeradigms designed and facilitated Strategic and Operational Planning workshop with key stakeholders to ensure sustainability of GIZ's support to the Pan African University (PAU) as a final phase of this support.

## Background

Since 2011, GIZ had supported PAU, specifically the PAU Institute for Water and Energy Sciences (PAUWES). The last phase, ending in December 2022, focuses on enhancing PAU's pan-African relevance, transition to employment, and sustainable organisational growth. With the phase conclusion approaching, strategic alignment with stakeholders became paramount to ensure PAU's sustainability beyond GIZ's assistance.

## Objectives

### Paeradigms was brought in to:

- Facilitate the Strategic and Operational Planning Workshop in Douala, Cameroon;
- Harmonise the 2022 workplans of GIZ and the PAU institutes
- Establish an exit strategy for GIZ's support and craft a vision for PAU's future without GIZ's backing.

## Approach

### Paeradigms' methodology involved:

- Stakeholder alignment: Synchronising key stakeholders to establish a unified understanding and direction.
- Ownership cultivation: Cultivating ownership amongst participants to drive commitment and engagement.
- Needs assessment: Ascertainment and clarification of collective needs to ensure all perspectives were considered.
- Consensus building: Reaching consensus on the strategic way forward.

## Outputs

### Paeradigms successfully delivered:

- Planning and organising the workshop, which included agenda finalisation and document reviews;
- Moderating the workshop, ensuring inclusive and dynamic discussions amongst all stakeholders;
- Documenting workshop outcomes and finalising strategies post-workshop, ensuring all objectives were met.



Department for International Development








# Summative Evaluation of Assuring Quality Higher Education in Sierra Leone (AQHEd-SL) SPHEIR project

## Funding



Foreign, Commonwealth & Development Office

-  Sierra Leone
-  2021-2022
-  Higher Education | Gender & Inclusion
-  Evaluation & Monitoring | Quality Assurance | Curriculum Development & Reform | Stakeholder Engagement | Pedagogy
-  <https://www.spheir.org.uk/partnership-profiles/assuring-quality-higher-education-sierra-leone>

## Introduction

Paeradigms conducted a summative evaluation of a nationwide collaboration in Sierra Leone involving universities, policymakers, and employers. The evaluation aimed to enhance graduate qualifications and employability by strengthening higher education institutions' capacity to deliver quality, outcome-based, and student-centered learning in alignment with national and institutional standards.

## Background

Launched in April 2018 and concluded in December 2021, the AQHEd-SL project endeavoured to augment the capacity of Higher Education Institutions (HEIs) in Sierra Leone. The initiative targeted enhanced graduate qualifications and employability by advocating for student-centered learning that meets both institutional and national quality standards. This transformative endeavour was achieved through collaboration with seven HEIs, the Tertiary Education Commission, five local and international partners.

## Objectives

### Paeradigms was brought in to:

- Evaluate the overarching achievements of the AQHEd-SL and SPHEIR projects, specifically targeting their intended outcomes and contributions.
- Apply a participatory evaluation methodology, ensuring deep insights and ownership.
- Identify areas for follow-up funding.

## Approach

### Paeradigms' methodology involved:

- Utilisation-focused evaluation: Emphasising the practical application of extracted findings.
- Stakeholder inclusion: Taking a participatory route, integrating stakeholders to enhance the accuracy and depth of the evaluation, ensuring its actionable outcomes.
- Capacity-building perspective: Treating the evaluation as an opportunity to bolster capacities, promoting stakeholder commitment, empowerment, and a sense of ownership.

## Outputs

### Paeradigms successfully delivered:

- A utilisation-focused summative evaluation of AQHEd-SL and SPHEIR projects, analyzing achievements, challenges, and contributions to the program.
- A publication for future donors highlighting achievements and elements for follow-up projects.
- Capacity development for project management, financial reporting, and Monitoring, Evaluation, and Learning (MEL).

PÆRADIGMS

# Innovation Competition - Decentralised Energy Solutions in Ethiopia

## Funding



	Ethiopia
	2021-2022
	Employability & Job Creation   Energy
	Innovation   Coaching & Mentoring   Renewable Energy   Stakeholder Engagement   Just Transition   Green Skills
	<a href="http://www.giz.de">www.giz.de</a> / <a href="https://energy-cooperation.et/">https://energy-cooperation.et/</a>

## Introduction

Paeradigms supported the Ethiopian-German Energy Cooperation (implemented by GIZ) conceptualising and operationalising an innovation contest in November 2020 for diverse groups in Ethiopia to foster decentralized clean energy solutions. The project encompassed the Innovation Competition, the Young Journalists (YJ) Programme, and a final event

## Background

Ethiopia possesses vast renewable energy resources and a 45% energy access rate. Government policies, like the National Electrification Plan and international collaborations, aim to promote sustainable energy solutions. Paeradigms was enlisted to facilitate the involvement of varied stakeholders, especially from the private sector.

## Objectives

Paeradigms' assignment aimed to encourage involvement in the energy space by organizing an innovation competition for rural electricity supply solutions and training journalists in the field of renewable energy. The competition sought novel technologies, financing methods, and business models, while emphasizing public awareness and creating strategic networks for the winners.

## Approach

### Paeradigms' methodology involved:

- Stakeholder-centricity: Employing a stakeholder-driven approach while leveraging strategic collaborations for added impact.
- Data-driven tools & feedback: Using empirically grounded tools, underscored by an iterative feedback mechanism.
- Gender inclusivity: Prioritising gender equality and inclusiveness throughout the initiative.

## Outputs

### Paeradigms successfully delivered:

- Comprehensive process management for the competition.
- Full event management support, ensuring smooth organization and execution in Ethiopia.
- Effective public communication strategy to promote competition and its objectives.
- Capacity development initiatives, including workshops and training.
- Mapping and creation of strategic networks for competition winners.
- Capacity building sessions targeted at young journalists.
- Promotional efforts to support gender equality within the energy sector.

## Funding



-  Algeria, Cameroon, Ethiopia, Kenya, Nigeria
-  2021-2022
-  Higher Education | Research & Innovation | Employability & Job Creation
-  Evaluation & Monitoring | Quality Assurance | Strategy Development & Review | Curriculum Development & Reform
-  [www.giz.de](http://www.giz.de) / <https://pau-au.africa>

# Review of the 42 Pan African University Master's and PhD Programmes

## Introduction

Paeradigms conducted a comprehensive review of the Pan African University's (PAU) programme portfolio, a flagship initiative under the African Union (AU).

## Background

Founded in 2010, the Pan African University (PAU) has graduated students from 52 African Union Member States. By 2020, an external review of PAU programmes was mandated. In March 2021, GIZ commissioned Paeradigms for this evaluation.

## Objectives

Paeradigms was brought in to:

- Evaluate PAU's overarching programme strategy.
- Review PAU's 42 master's and PhD programmes across four institutes.
- Assess the alignment of these offerings with the ambitions of PAU and the African Union's Agenda 2063.
- Provide recommendations on existing programmes and identify areas for new programmes to strengthen PAU's profile.

## Approach

**Paeradigms' methodology involved:**

- **Scope definition:** Focused on macro and meso levels of the Institute's programme portfolio.
- **Core elements:** Addressed mission, architecture, content/quality, stakeholder integration, and supporting structures.
- **Data collection:** Reviewed nearly 1000 documents and conducted 80 interviews with various stakeholders including PAU staff, students, and employers.

## Outputs

**Paeradigms successfully delivered:**


- An extensive final report highlighting strengths, challenges, and recommendations.
- Evidence-based feedback on each of the 42 programmes.
- A presentation of the report to the the AUC-ESTI Commissioner.


## Funding



 African continent

 2021-2022

 Higher Education | Environment & Climate Change | Employability & Job Creation

 Curriculum Development & Reform | Just Transition | Climate Change | E-learning | Stakeholder Engagement | Communication & Outreach

 [www.giz.de](http://www.giz.de) / <https://pau-au.africa> / [www.pauwes.dz](http://www.pauwes.dz)

# Development of a Master's in Climate Change at PAUWES

## Introduction

Paeradigms partnered with the University of Cape Town's ACIDI to support the Pan African University, a flagship initiative of the African Union, in the development of a master's programme on climate change with both a technical and policy track.

## Background

The Pan African University sought to amplify its role in addressing climate change adaptation, mitigation, and development in Africa, in alignment with continental strategies like Agenda 2063.

## Objectives

### Paeradigms was brought in to:

- Critically assess and enhance the market and needs analysis.
- Oversee the curriculum development process, engaging a wide spectrum of stakeholders incl. academia, policymakers, employers and civil society.
- Provide support in obtaining accreditation from the Algerian Ministry of Higher Education and Scientific Research.

## Approach






### Paeradigms' methodology involved:

- Stakeholder consultation: Executed a thorough consultative decision-making strategy, incorporating insights from multiple stakeholders.
- Enhanced needs assessment: Enhanced assessment, drawing on established and emerging partnerships for delivery and support.
- Curriculum development milestones: Facilitated major milestones in curriculum development, including an inclusive academic workshop, creating a syllabus blueprint, and hosting a validation workshop.

## Outputs

### Paeradigms successfully delivered:

- A revised needs assessment.
- Several workshops with employers, policymakers and civil society organisations to provide input
- A holistic curriculum with two tracks (policy and technical) that embraced e-learning provisions for distance education.
- Guidance during the accreditation phase, alongside a comprehensive programme operations roadmap and related communication tools.

-  African continent
-  2021-2022
-  Higher Education
-  Alumni Relations | Quality Assurance
-  <http://www.pau-au.africa>

## PAU Alumni Survey

### Introduction

Paeradigms supported the Pan African University (PAU), an African Union initiative, in conducting its first comprehensive alumni survey. With four institutes across Algeria, Kenya, Nigeria, and Cameroon, PAU has over 3,000 alumni from 55 member states. The survey aimed to gather vital feedback to inform the university's future development.

### Background

In the course of its operational consolidation, the PAU Rectorate identified an imperative to obtain evidence-based feedback from its alumni. Given the requirement by quality assurance entities and international guidelines, the initiation of regular alumni surveys became necessary. Paeradigms, as part of its NGO activity, was approached to support this directive.

### Objectives

#### Paeradigms was brought in to:

- Verify the authenticity of the existing alumni data within the PAU Rectorate's database.
- Gather structured feedback from alumni regarding their experiences prior to, during, and post their tenure at PAU.
- Extract data concerning alumni's socio-biographic profiles, study conditions at PAU, and their transition into the employment sector.

### Approach

#### Paeradigms' methodology involved:

- Conducting a thorough needs assessment, benchmarked against international standards and relevant quality considerations.
- Designing a structured survey, considering language appropriateness, layout coherence, communication channels, and piloting with the Alumni Association.
- Utilising multiple platforms for survey distribution, including emails, PAU's website, social media channels, and text messaging.

### Outputs

#### Paeradigms successfully delivered:

- A comprehensive report.
- Visual data sets reflecting the collated feedback for streamlined interpretation.
- An evaluation of the survey's efficacy with suggestions for enhancements in future iterations.



## Funding



Global



2020-2022



Environment & Climate Change



Just Transition | Writing & Editing | Quality Assurance



<http://www.greenclimate.fund>

# Review of GCF Sectoral Guidelines

## Introduction

Paeradigms collaborated with the Green Climate Fund (GCF), reviewing 10 sectoral guides to enhance climate change project guidelines tailored for developing countries, with a focus on impactful investments and country priorities.

## Background

The Green Climate Fund (GCF) has crafted sectoral guides to offer an insightful overview of country needs, showcasing avenues for maximal impact in line with country priorities. These guides elucidate how strategic GCF investments can foster paradigm shifts with robust climate impact. The end goal is to equip national authorities with practical tools to frame compelling funding proposals for GCF Board evaluation.

## Objectives

### Paeradigms was brought in to:

- Ensure alignment of guides with the GCF's strategic plan.
- Scrutinise thematic focus and context.
- Assure linguistic and technical quality of publications.

## Approach

### Paeradigms' methodology involved:

- Initial gap analysis: Conducting an initial gap analysis of existing guidelines to identify areas for improvement.
- Three-pronged emphasis: Focusing on three key aspects across the guidelines: (a) ensuring technical accuracy, (b) enhancing linguistic clarity, and (c) promoting cohesive integration.

## Outputs

### Paeradigms successfully delivered:

- Revised 10 guides across various climate adaptation and mitigation sectors.
- Enhanced linguistic clarity and technical correctness.
- A cohesive integration strategy for GCF's Sectoral Guideline documents.

PÆRADIGMS





Union for the Mediterranean  
Union pour la Méditerranée  
الاتحاد من أجل المتوسط

# UfM Innovation-Employability Training – Online Training

## Funding



Union for the Mediterranean  
Union pour la Méditerranée  
الاتحاد من أجل المتوسط



MENA region



2021



Higher Education |  
Employability & Job Creation |  
Private-public Partnerships &  
Multi-stakeholder Platforms



Capacity Development |  
E-learning | Pedagogy |  
Communication & Outreach |  
Workshop Facilitation &  
Moderation | Event management



<https://ufmsecretariat.org/>

## Introduction

Paeradigms undertook a project to enhance engagement in UfM's initiative focused on the Innovation-Employability Nexus, emphasising training and events in collaboration with the Ministries of Higher Education and Research in Tunisia and Jordan.

## Background

The Union for the Mediterranean (UfM) prioritises skills development and employability in the Mediterranean region. With high youth unemployment rates despite educational investments, there's a gap between higher education skills and employer demands. UfM's history of creating exchange platforms fosters dialogue amongst stakeholders to address these challenges.

## Objectives

### Paeradigms was brought in to:

- Boost academia's ability to align graduates with workplace demands
- Enhance the innovation and entrepreneurship skills in universities and research centres.
- Strengthen knowledge exchange between academia and industry.

## Approach

### Paeradigms' methodology involved:

- **Innovation models:** Adopted the Triple Helix Model, extending to Quadruple and Quintuple Helix for societal and sustainable aspects.
- **Training sessions:** Conducted remote and in-person modules to enhance ecosystem understanding and employability.
- **Pedagogical strategy:** Utilized a "flipped classroom" approach for learner-centric, interactive education.

## Outputs

### Paeradigms successfully delivered:

- An online interactive training course bringing together mid-career professionals from higher education, ministries and industry from across the Mediterranean.
- Two capacity development sessions with the Ministries for Higher Education and Research in both Jordan and Tunisia.
- A regional Forum on Innovation and Employability fostering dialogue between academia, industry, and governmental representatives.


PÆRADIGMS


## Funding



 Worldwide

 2021

 Higher Education | Adult education & Continuous Learning | Research & Innovation | Governance & Civil Society

 Capacity Development | Evaluation & Monitoring | Scoping Study | Human Rights

 [www.saih.no](http://www.saih.no)

# Supporting the Re-Design and Development of SAIH's Theory of Change

## Introduction

Paeradigms assisted SAIH in refining their theory of change for 2022-2026, incorporating revised strategies informed by recent evaluations.

## Background

SAIH, the Norwegian solidarity organisation for students, teachers, and academics, collaborates with international stakeholders to promote academic freedom and inclusive higher education. Recent external evaluations revealed the need to refine SAIH's theory of change and overall programmes.

## Objectives

### Paeradigms was brought in to:

- Align SAIH's theory of change with the revised strategy and evaluation feedback.
- Collaboratively design the theory with SAIH's team through workshops.
- Offer insights for developing a robust monitoring & evaluation framework.

## Approach

### Paeradigms' methodology involved:

- **Theory redesign:** Facilitated collaborative workshops to redesign the theory of change.
- **Draft reviews:** Offered feedback on early and advanced versions of the theory.
- **MEL collaboration:** Worked closely with SAIH's MEL-responsible for a participatory process.

## Outputs

### Paeradigms successfully delivered:

- A comprehensive work plan at the outset.
- Guidance for finalising SAIH's theory of change both narratively and visually.
- Strategic recommendations to operationalise the theory via a monitoring & evaluation framework.

# Evaluation of SAIH's Norec Exchange Programme

## Funding



-  South Africa, Zambia, Zimbabwe
-  2021
-  Higher Education | Gender & Inclusion
-  Evaluation & Monitoring | Strategy Development & Review
-  <https://www.saih.no>

## Introduction

Paeradigms conducted an extensive evaluation of the 2018-2021 exchange programme initiated by the Norwegian entity SAIH with partners across multiple countries, focusing on student engagement and academic freedom in the higher education sector.

## Background

Over recent years, SAIH has prioritised the higher education sector, collaborating with 31 partners across seven countries. Funded primarily by donations and contributors such as Norad and Norec, the partnership concentrated on promoting human rights, academic freedom, and equitable higher education. The programme's emphasis was on strengthening student engagement and creating long-term networks.

## Objectives

### Paeradigms was brought in to:

- Assess the exchange programme's relevance and effectiveness concerning partner needs.
- Understand the programme's impact at various levels: individual, organisation, and society.
- Evaluate outcomes against the set expectations and framework.
- Provide recommendations for future agreements, addressing challenges in all participating countries.

## Approach

### Paeradigms' methodology involved:

- **Change dynamics analysis:** Applying the Theory of Change Framework to evaluate alterations across societal, institutional, and individual tiers.
- **Comprehensive integration:** Adopting a participatory mixed method, ensuring an all-encompassing grasp by amalgamating diverse data sources.
- **Diverse data tools:** Using multiple data collection methods such as desk reviews, comprehensive interviews, and the Most Significant Change narratives to derive practical insights.

## Outputs

### Paeradigms successfully delivered:

- An evaluation report offering insights into the programme's effectiveness, relevance, and impact.
- Recommendations for future programme phases based on comprehensive analysis.
- An in-depth understanding of the programme's success stories, challenges, and areas of improvement.

# Evaluation of ECOWAS Information and Communication Policy 2021

## Funding



Benin, Burkina Faso, Cape Verde, Côte d'Ivoire, The Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone, Togo



2021



Governance & Civil Society



Communication & Outreach | Strategy Development & Review | Workshop Facilitation & Moderation



<https://www.ecowas.int>

## Introduction

Paeradigms/Kopperkollektive evaluated the ECOWAS' Information dating from 2000 and supported ECOWAS in stipulating a new policy taking into the far-sweeping changes in communications, the media and the general political, economic and social framework conditions.

## Background

Paeradigms/Kopperkollektive was commissioned critically evaluate the ECOWAS 2000 Information Policy and collaboratively develop an updated communication policy strategy, aligning with contemporary communication challenges and leveraging in-depth research, stakeholder engagement, and iterative workshops.

## Objectives

### Paeradigms was brought in to:

The primary objective was for Paeradigms/Kopperkollektive to evaluate the existing ECOWAS information policy and work with the organisation's communicators to develop a new communication policy in alignment with ECOWAS ambitions.

## Approach

### Paeradigms' methodology involved:

- Policy assessment: Conducting an in-depth examination of the ECOWAS 2000 Information Policy, combining desk research for historical context with interviews and focus groups to glean firsthand insights.
- Interactive workshop: Hosting a one-week interactive session in Ouagadougou with senior ECOWAS communicators to discuss, authenticate, and refine preliminary findings.
- Collaborative policy crafting: Merging data from the evaluation and feedback from the workshop to jointly design an updated ECOWAS communication policy alongside ECOWAS personnel.

## Outputs

### Paeradigms/Kopperkollektive delivered:

- A comprehensive assessment of ECOWAS's Information Policy 2000.
- An intensive one-week collaborative workshop in Ouagadougou, Burkina Faso, engaging senior communicators across all ECOWAS institutions.
- An updated ECOWAS communication policy.

# SAIH

## Funding



-  Myanmar, Nicaragua, Zimbabwe
-  2020-2021
-  Higher Education | Gender & Inclusion
-  Evaluation & Monitoring | Human Rights | Decolonisation
-  <http://www.saih.no>

## Mid-term evaluation of SAIH international programme work

### Introduction

Paeradigms conducted a mid-term evaluation of 17 projects, funded by NORAD and implemented by SAIH with its partners, focused on advancing human rights, equitable higher education, and academic freedom in Myanmar, Nicaragua, and Zimbabwe.

### Background

SAIH, short for the Norwegian Students' and Academics' International Assistance Fund, focuses on international development cooperation and advocacy primarily engaging with issues related to higher education, social justice, and human rights. The organisation has development projects in Latin America, Southern Africa, and Asia. This evaluation encompasses the 2018-2021 development cooperation strategy, which involved 30 partnerships across seven countries, supported by a comprehensive Norad grant.

### Objectives

#### Paeradigms was brought in to:

- Evaluate the program's effectiveness, specifically the theory of change and partnership model.
- Assist SAIH in securing funding renewal from Norad for the 2022-2026 program phase.
- Provide recommendations for program improvement based on the evaluation findings.

### Approach

#### Paeradigms' methodology involved:

- Targeted sampling: Concentrating on specific regions focused on Myanmar, Zimbabwe, and Nicaragua.
- Comprehensive data collection: Undertaking an extensive desk review complemented by 80 interviews with central stakeholders and beneficiaries.
- Adaptive hybrid model: Engaging local consultants and facilitating remote workshops and meetings, effectively blending local insights while adjusting to COVID-19 travel constraints.

### Outputs

#### Paeradigms successfully delivered:

- A comprehensive mid-term evaluation report with most significant change stories (MSC).
- Recommendations for the next programme phase.
- A validation workshop.

## Funding



Algeria, Egypt, Israel, Jordan  
Lebanon, Morocco, Palestine,  
Spain, Tunisia



2020



Research & Innovation | Higher  
Education | Employability & Job  
Creation | Gender & Inclusion



Research | Writing & Editing |  
Diversity & Inclusion



<http://www.ufmsecretariat.org/publication-speech/reinforcing-the-innovation-employability-nexus-in-the-mediterranean/>

# Reinforcing the Innovation-Employability Nexus

## Introduction

Paeradigms developed a comprehensive Handbook focused on mapping and strengthening higher education, industry, and policy-makers engagement in the Innovation-Employability Nexus. This initiative was a key element of the Union for the Mediterranean's (UfM) strategy to serve as a multi-stakeholder platform.

## Background

UfM, an intergovernmental Euro-Mediterranean organisation which brings together all countries of the European Union and 16 countries of the Southern and Eastern Mediterranean, prioritizes youth, women, and higher education and research. To bridge the gap between academic training and industry needs, UfM initiated the 'Strengthening the Innovation-Employability Nexus' project.

## Objectives

### Paeradigms was brought in to:

- Conduct an extensive literature review to identify key factors, available tools, and resources from employability and innovation practices, aiming to establish a comprehensive knowledge base.
- Generate primary data through interviews and focus groups
- Collaborate with stakeholders in higher education, industry, and government to co-create a publication highlighting practical applications of the innovation-employability nexus.

## Approach

### Paeradigms' methodology involved:

- Innovation-centric foundation: Basing the methodology on the Triple Helix of Innovation framework.
- Literature exploration: Undertaking a rigorous literature review to provide an empirical base.
- Multifaceted stakeholder engagement: Initiating structured dialogues with pivotal stakeholders spanning higher education, industry, governmental entities, and civil society.
- Holistic mapping: Systematically charting pivotal initiatives, institutions, and best practices, incorporating considerations such as stakeholder involvement, geographical nuances, and financial and regulatory dimensions.

## Outputs

### Paeradigms successfully delivered:

- A detailed map of initiatives, stakeholders, and best practices, covering geographical, financial, and regulatory dimensions.
- A comprehensive handbook tailored for academia, industry, and policymakers.  
Heightened awareness of policy instruments to boost employability and regional innovation.

## Funding



Foreign, Commonwealth  
& Development Office



Sierra Leone



2020



Higher Education



Evaluation & Monitoring |  
Curriculum Development &  
Reform | Quality Assurance



<http://www.spheir.org.uk>

# Mid-term Evaluation of Assuring Quality Higher Education in Sierra Leone (AQHEd-SL) SPHEIR project

## Introduction

Paeradigms undertook an extensive mid-term evaluation of the ongoing curriculum review (CR) process within eight universities in Sierra Leone. The assessment focused on undergraduate programmes in pharmacy, agriculture, accounting, and business administration, specifically analysing the quality of the CR process and the approach taken by project partners.

## Background

AQHEd-SL aimed to transform the higher education landscape of Sierra Leone in quality, relevance, access, and affordability. The initiative brought together seven national higher education institutes, the Sierra Leone Tertiary Education Commission, and two international entities. Initial stages of the project experienced challenges in driving forward with multiple partners to achieve its ambitious outputs.

## Objectives

### Paeradigms was brought in to:

- Carry out the midterm evaluation of the AQHEd-SL project across the specified disciplines.
- Identify operational challenges and blockages faced.
- Provide recommendations to ensure continued project momentum.

## Approach

### Paeradigms' methodology involved:

- Secondary data analysis: Delving into available resources and datasets.
- Stakeholder engagement: Conducting interviews with both participants and associated stakeholders.
- Findings validation: Using triangulation for deeper accuracy and organising a conclusive workshop with partners to validate insights.

## Outputs

### Paeradigms successfully delivered:

- Identification of gaps and risks to address during the remainder of the project.
- Recommendations for the remaining phase.
- A detailed report.

# Transformation of Pharmacy and Chemistry Degree Provision in Kenya (SPHEIR)

## Funding



Foreign, Commonwealth  
& Development Office



Kenya



2020



Higher Education



Evaluation & Monitoring |  
Curriculum Development &  
Reform | Quality Assurance



[http://www.nottingham.ac.uk/  
Kenya-Nottingham](http://www.nottingham.ac.uk/Kenya-Nottingham)

## Introduction

Paeradigms carried-out the mid-term evaluation of a SPHEIR project, focusing on the curriculum reform for pharmacy and chemistry degrees across five Kenyan universities, emphasising labour-market needs and enhanced employability.

## Background

Under the SPHEIR initiative led by the British Council, the University of Nottingham partnered with five Kenyan universities, with the aim of enhancing pharmacy and chemistry curriculums to meet international standards

## Objectives

### Paeradigms was brought in to:

- Conduct a midterm evaluation of the curriculum reform.
- Assess the project's status, challenges, and enablers.
- Evaluate the curriculum's progress and alignment with global benchmarks

## Approach

### Paeradigms' methodology involved:

- **Baseline audit:** Conducting a comprehensive baseline assessment, integrating document evaluations, interviews, and field observations conducted in Nairobi and Maseno.
- **Curriculum analysis:** Delving into the curriculum, assessing academic capabilities, teaching methodologies, and inclusivity measures.
- **Synthesis and validation:** Consolidating insights from various sources and ensuring their accuracy through a validation workshop.

## Outputs

### Paeradigms successfully delivered:

- Identification of risks and gaps relative to the original plan.
- Proposals for actionable steps for the project's next phase.
- Comprehensive recommendations for curriculum improvement across national institutions.
- A comprehensive report.



## Funding



-  Algeria, Cameroon, Ethiopia, Kenya, Nigeria
-  2019
-  Higher Education | Gender & Inclusion
-  Quality Assurance | Diversity & Inclusion
-  <http://www.pau-au.africa>

# Development of Academic Rules and Regulations for the Pan African University

## Introduction

Paeradigms supported the Pan African University (PAU) in developing unified academic rules and regulations for its master's and PhD programmes. This initiative standardised policies across PAU's four institutes, resulting in a comprehensive Student Handbook, reinforcing PAU's commitment to quality assurance, diversity, and inclusive academic standards.

## Background

The Pan African University (PAU), a flagship initiative by the African Union, was founded in 2015. Comprising four institutes spread over five campuses in Algeria, Kenya, Nigeria, and Cameroon, PAU faced challenges due to each institute crafting its own student handbook. The GIZ-backed endeavour was essential to fortify PAU's dedication to quality assurance.

## Objectives

### Paeradigms was brought in to:

- Evaluate the individual handbooks of PAU's institutes.
- Align with PAU's overarching strategic vision.
- Design a unified Student Handbook centring on rules and regulations for PAU and all its affiliated institutes.

## Approach

### Paeradigms' methodology involved:

- Reviewed academic policies and student regulations from leading universities in Africa and worldwide.
- Deeply analysed ongoing practices and challenges across the four PAU Institutes.
- Addressed discrepancies between desired and current academic standards.
- Collaboratively crafted a common student handbook with academic rules tailored for master's and PhD programmes..

## Outputs

### Paeradigms successfully delivered:

- A consolidated PAU Student Handbook promoting a communal academic framework, detailing student rules, privileges, and duties.
- An encompassing review of academic guidelines from leading African and global institutions.

## Imprint

This brochure has been developed to provide an overview of Paeradigms' mission, services, and initiatives, to share our story and offering a greater understanding of our work and its impact. It serves as an informative resource for partners, stakeholders, and the wider public, highlighting our commitment to realising human potential and a "Just Transition" – socially, economically, and environmentally just. Our focus is on achieving transformational outcomes that drive social change, economic impact, and human development.

***The contents of this document are the sole responsibility of Paeradigms. The views expressed herein are ours and can in no way be taken to reflect the official opinion of our partners.***

**Cover photo:** *Development Aid from People-to-People Zimbabwe (DAPP) (2023). Shamva, Zimbabwe: Paeradigms.*

*Paeradigms' visit to DAPP employer site through Ponesai Vanhu Technical College (PVTC) as part of the evaluation of the VET TOOLBOX programme, which aims to improve vocational education and training (VET) systems by providing tools, advice, and promoting private sector involvement and inclusion*

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