Erasmus+ SEA ASIA programme 2019-2022
- Baseline survey for programme partners

Below follows the baseline questionnaire for the Erasmus+ SEA ASIA programme 2019-2022.

**Purpose:**
The purpose of the baseline survey is to collect information about the current SEA status (linked to Work package (WP) 2, 3, 4 and 5) of each university. The development of the SEA-ASIA programme WPs 2-5 will be highly dependent on each university's specific needs and capacities. The Results from the baseline survey will be used as a point of departure when developing the programme to meet the needs of the participants. It will be used for development of WP 6 - monitoring and quality assurance.

**Target group:**
The survey targets the six programme partner universities in the SEA ASIA programme (HSTU and JU, Bangladesh; NoUL and SKU, Lao PDR; TLU and HCMUNRE, Vietnam). The universities respond to and submit one questionnaire each. The steering committee members at each university are responsible for the task of responding to and submitting the questionnaire to University of Gothenburg (UGOT).

**Deadline**
Deadline for responding to the survey is on **12th of February 2020**. The survey should be submitted to UGOT Dr Anders Ekbom anders.ekbom@gu.se and Emelie César emelie.cesar@gu.se

**Presentation of results:**
Responses of the baseline survey will be presented at the SEA-ASIA start-up workshop in Vietnam 24-28 Feb 2020 by each programme partner university. More information about the presentation will be shared with programme partners in the beginning of February.

Questions and comments should be sent to emelie.cesar@gu.se

Please fill in:

<table>
<thead>
<tr>
<th>Name of University:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country:</td>
</tr>
</tbody>
</table>
Courses and classes

**Question 1a)** Does your university have an SEA curricula? *(Mark answer with X)*

- Yes
- No

b. If yes on 1a, do you have *(mark all that apply with x)*:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>An SEA MSc course</td>
<td></td>
</tr>
<tr>
<td>An SEA MSc programme (with SEA related courses)</td>
<td></td>
</tr>
<tr>
<td>SEA as a part of another MSc course</td>
<td></td>
</tr>
</tbody>
</table>

Other (please specify):

<table>
<thead>
<tr>
<th>Other Courses</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Answer:**

**Question 2a)** If Yes in Question 1, identify contents already included in current SEA curricula *(Mark answer with X. Multiple choice answer- mark all that applies)*

<table>
<thead>
<tr>
<th>Content</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEA law and regulation</td>
<td></td>
</tr>
<tr>
<td>SEA and Strategic Planning</td>
<td></td>
</tr>
<tr>
<td>Methods of impact assessment (including scenario analysis, multicriteria analysis, overlay method (GIS), indirect-cumulative impacts, sectoral metrix, checklists, networks, expert systems, modelling, carrying capacity analysis, etc.)</td>
<td></td>
</tr>
<tr>
<td>Problem structuring</td>
<td></td>
</tr>
<tr>
<td>Complexity science</td>
<td></td>
</tr>
<tr>
<td>Systems thinking</td>
<td></td>
</tr>
<tr>
<td>Governance</td>
<td></td>
</tr>
<tr>
<td>Planning methods</td>
<td></td>
</tr>
<tr>
<td>Policy analysis</td>
<td></td>
</tr>
<tr>
<td>SEA international models</td>
<td></td>
</tr>
<tr>
<td>SEA methodological approaches</td>
<td></td>
</tr>
<tr>
<td>SEA case-studies</td>
<td></td>
</tr>
<tr>
<td>Presentation of students</td>
<td></td>
</tr>
</tbody>
</table>

b. Please elaborate on key concepts of SEA included in your curricula (list the top 3)

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c. Please elaborate on methods of impact assessment included in your curricula (list the top 3)

Answer:

Question 3) Identify the scope of SEA concept used in the curricula

(Mark answer with X. Multiple choice answer - mark all that applies)

<table>
<thead>
<tr>
<th>Ecology</th>
<th>Physical (soil, water etc.)</th>
<th>Social</th>
<th>Economic</th>
<th>Political</th>
<th>Institutional</th>
</tr>
</thead>
</table>

Question 4) Is your current curricula adapted to the national SEA system

(Mark answer with X)

Yes
No

If yes, please specify how it is tailor-made to the features of the national requirement or practice of SEA in place:

Answer:

Question 5) What types of activities and learning methods are involved in your courses?

(Mark answer with an X)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Workshops</th>
<th>Seminars</th>
<th>Exercises/assignments</th>
<th>Guest lectures with external partners</th>
<th>Case studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
<td>Never</td>
<td>I don’t’ know</td>
</tr>
</tbody>
</table>

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Online studies | Field trips | Discussion in plenary | Presentation by students | Individual studies | Team studies |
---|---|---|---|---|---|

If other, please write a comment:

**Question 6)** Would there be a thematic focus in your SEA curricula you would favour to promote learning on SEA - *(Mark answer with X. Multiple choice answer- mark all that applies)*

- Water
- Energy
- Agriculture
- Forest
- Land use
- Tourism
- Climate change
- Economic/industrial zones
- Other

**Question 7)** How are students typically examined in courses? *(Mark answer with an X. Mark all that applies)*

- Not examined
- By attendance only
- By written individual exams
- By individual oral exams
- By group exams
- By a combination of attendance and exam
- Other

**Question 8)** Are the following teaching materials available in your university? *(Mark answer with X.)*

<table>
<thead>
<tr>
<th>Computer</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Datashow</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Student engagement

**Question 12)** How many hours are the students formally expected to spend on their studies per week? (if fulltime study)

**Answer:**

**Question 13)** How many hours do you experience the students are spending?

*(Mark answer with an X. Mark one alternative)*

<table>
<thead>
<tr>
<th>More than expected</th>
<th>Less than expected</th>
<th>As expected</th>
<th>I do not know</th>
</tr>
</thead>
</table>

**Question 14)** How do you experience generally the student’s preparation, motivation and level of activity?

*(Mark answer with an X. Mark one alternative)*

<table>
<thead>
<tr>
<th>Very satisfying</th>
<th>Satisfying</th>
<th>Neutral</th>
<th>Less satisfying</th>
<th>Not satisfying</th>
<th>I do not know</th>
</tr>
</thead>
</table>

**Question 15)** How will you determine the students responsibility for their own learning achievements?

*(Mark answer with an X. Mark one alternative)*

<table>
<thead>
<tr>
<th>Very responsible</th>
<th>Responsible</th>
<th>Neutral</th>
<th>Limited responsible</th>
<th>Not responsible</th>
<th>I do not know</th>
</tr>
</thead>
</table>

Project work

**Question 16)** Besides having courses - are the students making projects as part of their curriculum? (A project represents a time-limited and targeted process)

*(Mark answer with an X. Mark one alternative)*
If yes to question 16, please respond to question 17-24. If no to question 16, please continue to question 25.

**Question 17)** How is the typically project undertaken?  
(*Mark answer with an X. Mark one alternative*)

- Individually
- In groups of 2 students
- In groups of 3-4 students
- In groups of more than 4 students

**Question 18)** What is the extent of the project in number of ECTS?  

**Answer:**

**Question 19)** What is the starting point of the project work?  
(*Mark answer with an X. Mark one alternative*)

- Real-world problems and cases
- Made up issues and cases
- I do not know

**Question 20)** To what extend do you determine that the problems the students work with are of relevance outside academia?  
(*Mark answer with an X. Mark one alternative*)

- Very relevant
- Relevant
- Neutral
- Less relevant
- Not relevant
- I do not know

**Question 21)** How is the project work supported?  
(*Mark answer with an X. Multiple choice – mark all that applies*)

- By continuous supervision
- By written feedback from teachers
- By Q/A sessions
- Not supported by any teachers

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Other

**Question 22** Does the courses support the project work?  
*Mark answer with an X. Mark one alternative*

- Yes
- No
- I do not know

**Question 23** What is the outcome of the project work?  
*Mark answer with an X. Mark all that applies*

- A group report
- An individual report
- A presentation
- Display
- Other

**Question 24** How is the project examined?  
*Mark answer with an X. Mark all that applies*

- Not examined
- By written individual exams
- By individual oral exams
- By group exams
- Other

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**External cooperation**

**Question 25** How do you bring in external knowledge?  
*Mark answer with an X. Mark all that applies*

- Guest lectures from e.g. industry or government
- We have external teachers as part of our staff
- External organizations bring in ideas for project work
- Students visit external organizations on e.g. study trips
- Students cooperate with external organizations during project work
- Externals are part of examination
- External panel for assignment presentations
- Other

**Question 26** Have you experienced the following through collaboration with external organizations?  
*Mark answer with an X. Mark all that applies*

- It motivates the students more

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It motivates me more
It makes our programme and candidates more relevant for real-world concerns and challenges
It increases the employability of the candidates
Other

Professional academic network

**Question 27** For the purpose of this SEA-ASIA programme, and regarding similarities and shared interests with SEA, which do you consider to be the boundaries of your region? Please identify the countries involved.

Answer:

**Question 28** Is there an existing and active SEA network connecting academics in your region. *(Mark answer with X)*

| Yes, Internal to my own country | 
| Yes, Inter-countries in the region above defined |
| No |

If yes on question 28, please continue answer question 29-33. If no on question 28, please continue to question 34-36.

**Question 29** If the answer to question 28 is YES indicate the purpose and benefits of the network.

Answer:

**Question 30** If the answer to question 28 is YES indicate the thematic focus of the network *(Mark your answer with X. Multiple choice answer - mark all that applies)*

| Water |
| Energy |
| Agriculture |
| Forest |
| Land use |
| Tourism |
| Climate change |

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Question 31) If the answer to question 28 is YES indicate the activities of the network. (Mark your answer with X. Multiple choice answer - mark all that applies)

<table>
<thead>
<tr>
<th>Economic/industrial zones</th>
<th>None in particular</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share information</td>
<td>Exchange students</td>
<td>Exchange faculty</td>
</tr>
<tr>
<td></td>
<td>Seminars</td>
<td>Workshops</td>
</tr>
<tr>
<td></td>
<td>Annual conferences</td>
<td>Training courses</td>
</tr>
<tr>
<td></td>
<td>Internships</td>
<td>Research projects</td>
</tr>
<tr>
<td></td>
<td>Joint consultant service</td>
<td>Other</td>
</tr>
</tbody>
</table>

Question 32) If the answer to question 28 is YES indicate the national, regional or international platforms which the network is connected to.

Answer:

Question 33) If the answer to question 28 is YES indicate what type of digital platform (e.g. Facebook group, what’s app, other) do you have already in place that could be used to connect an academic professional network.

Answer:

If answer NO on question 28, please answer question 34-36.

Question WP 34) If the answer to question 28 is NO indicate academic interest in your university in belonging to a professional academic network, using a scale between 1(low) and 5 (high).

<table>
<thead>
<tr>
<th>Interest in belonging to professional academic network</th>
<th>1 (Low interest)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (High Interest)</th>
</tr>
</thead>
</table>

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Question 35): If the answer to question 34 is 3 to 5, indicate the willingness to be leader of the network.

<table>
<thead>
<tr>
<th></th>
<th>1 (Low interest)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (High Interest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be leaders of the network</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question 36). If the answer to question 34 is 3 to 5, indicate the willingness to promote activities in the network in particular (choose the top 3)

- Share information
- Exchange students
- Exchange faculty
- Seminars
- Workshops
- Annual conferences
- Training courses
- Internships
- Research projects
- Joint consultant service
- Other

Research policy interaction

Question 37a). Does your university collaborate with actors outside academia in the area of SEA? (Mark answer with X)

- Yes
- No

If Yes,

b. in which areas, and how? (e.g. themes; sectors; in Policies, plans and/or programs?)

Answer:

... (space for answer)

c. with which actors? (eg government ministries, agencies, NGOs, CSOs, donors, companies, other?)

Answer:

... (space for answer)
d. Which tools are currently used for your university’s Research-policy interaction in the area of SEA (e.g. workshops, policy briefs, discussion roundtables, media articles, interviews, web, social media etc.?)

Answer:

**Question 38** Do you or any other faculty of your university interact with the Sida-ITP SEA program alumni network? *(Mark answer with X)*

- Yes
- No

If Yes, please elaborate:

**Question 39** Does your university have a hub (i.e. formalized support function) for research-policy interaction in general (i.e. not only in the area of SEA)? *(Mark answer with X)* If yes, please elaborate

- Yes
- No

If Yes, please elaborate:

**Question 40** In the area of SEA, are students of your university involved with policy/planning today (e.g. via M.Sc. thesis work, assignment preparation, project reporting, and internship)? *(Mark answer with X)*

- Yes
- No

If Yes, please elaborate: