



**Evaluation of the
“International Deans’
Course”**

**Strengthening the role of universities
in developing countries - The
contribution of leadership capacity
building initiatives**

**A Conference in the Framework of the
DIES Programme**

Berlin, 28.11.2017

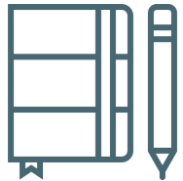
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About the evaluation



Objectives of the evaluation

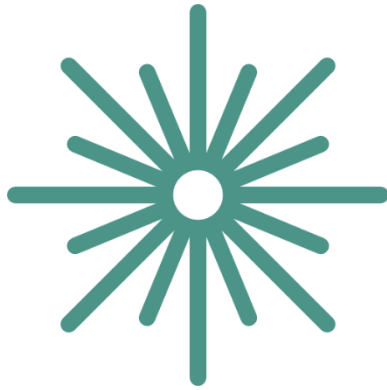
- Conduct an independent external assessment of the course
- Foster accountability towards the Federal Ministry for Economic Cooperation and Development (BMZ)
- Provide recommendations for further developing the IDC



Evaluation methods

- Analysis of documents and data
- Interviews with the members of the steering committee of the IDC
- Online survey of the alumni → 119 alumni (out of 286 alumni) participated → response rate 42%
- Two case studies → Kenia and Indonesia → in total, 46 interviews

The evaluation showed that...



the IDC ...

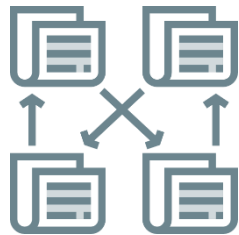
- is highly **relevant**
- has **adequate processes**
- is highly **effective**
- is highly **efficient**
- has long term **impacts**
- is **sustainable**

Key findings and recommendations



Strengths

Weaknesses



Threats

Opportunities



Strengths



- IDC is a relevant and effective programme that **flexibly addresses the different needs in both regions** → this accounts for the **IDC's high relevance**.

Recommendations

- Continue the implementation of the course
- Maintain the differentiated approach for the two regions

Weaknesses

Recommendation

- Adapt the **course content** to more effectively respond to the training needs of female participants.



- Despite reaching a relatively large number of women, the IDC **does not address the particular needs of female participants.** → Women benefit less from their participation in the course in terms of **acquired knowledge** and **career advancement.**
- The **involvement of local trainers** could be increased to guarantee an even **better contextualisation of the course** content towards the specific challenges of the regions. Also the effectiveness of the **mentoring process** could be improved by applying the ***model of shared responsibilities.***

Weaknesses

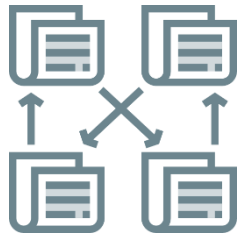


- Despite reaching a relatively large number of women, the IDC **does not address the particular needs of female participants.** → Women benefit less from their participation in the course in terms of **acquired knowledge** and **career advancement.**
- The **involvement of local trainers** could be increased to guarantee an even **better contextualisation of the course** content towards the specific challenges of the regions. Also the effectiveness of the **mentoring process** could be improved by applying the ***model of shared responsibilities.***

Recommendation

- Define clear standards for the mentoring process for IDC participants

Threats



- The **IDC mainly reaches deans** from target countries with more developed higher education systems who are located in the capitals or come from public universities → that is **a rather privileged target group**.
- To reach deans from **more underprivileged regions and universities** in the future, the IDC would have to **adapt its recruiting/communication strategy and to modify the contents and the didactic methods of the course** → This could have potential adverse effects on the **success of the course**.

Recommendation

The IDC should make a **strategic decision**:

Scenario 1:

- Maintain the current communication strategy → reach relatively privileged deans
- Safeguard the high quality level of the course

Scenario 2:

- Change the communication strategy → reach deans from relatively more disadvantaged backgrounds
- Broaden the reach of the course and increase the level of heterogeneity among participants

Opportunities



- There is an opportunity to **moderately increase the participation fee in Sub-Saharan Africa** to boost the efficiency of the course.

Recommendation

- Moderately increase the participation fee for participants from Sub-Saharan Africa
- Strengthen and made transparent the IDC's waiver system