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

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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